

Read and Write Rubric

Suggested Point Range	Comprehension	Content	Style	Organization	Mechanics
9 – 10 Points	The writing clearly shows that a grade-appropriate content area text has been read, prereading and contextual supports have been used to enhance comprehension of the written text, and comprehension of increasingly complex English is shown by retelling or summarizing material and responding to questions commensurate with content area and grade level needs.	The writing is engaging, original, clear, and focused; ideas and content are richly developed. Essays contain abundant examples, comparisons, and facts that are used to expand and support ideas. This is an outstanding reading experience at all levels.	The voice and tone are authentic and compelling. Point of view, sources, and words are well chosen to enhance the purpose of the essay.	Clear organization and appropriate transitions move the reader easily through the text. Body paragraphs are structured coherently and the overall plan of the essay achieves the author’s purpose.	Contains few, if any, errors in spelling, punctuation, or grammar.
8 – 9 Points	The writing generally shows that a grade-appropriate content area text has been read, prereading and contextual supports have been used to enhance comprehension of the written text, and a certain degree of comprehension is shown by retelling or summarizing material and responding to questions commensurate with content area and grade level needs.	The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. This is a good reading experience overall.	The voice, tone, diction, and sentence structure support meaning. Point of view, sources, and words are mostly well chosen to enhance the purpose of the essay.	The writing is generally coherent, and its organizational structure is functional. Body paragraphs are mostly structured coherently and the overall plan of the essay mostly achieves the author’s purpose but may misalign in some areas.	May contain occasional errors in spelling, punctuation, or grammar.
7 – 8 Points	The writing sometimes shows that a grade-appropriate content area text has been read, however, prereading and contextual supports to enhance comprehension are limited. Comprehension of increasingly complex English may be fragmented or missing.	The writing has some focus and support; ideas and content may be developed with limited details and examples. This is an average reading experience.	The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but basic. Point of view, sources, and word choices are not consistent or completely effective in enhancing the purpose of the essay.	The writing shows some evidence of structure, but it may be artificial or only partially successful. Body paragraph structure is adequately connected and the overall plan of the essay achieves the author’s purpose in some areas while not in others.	Mechanical errors are numerous enough to distract the reader.
6 – 7 Points	The writing does not clearly show that a grade-appropriate content area text has been read. There is little evidence of prereading and contextual supports being used to enhance comprehension of the written text. Comprehension of increasingly complex English is not shown by retelling or summarizing material.	The writing has little focus and development. Support for ideas is minimal, and at times the ideas themselves may be difficult to identify. This is a poor reading experience.	The writing demonstrates no control over voice and tone, suggesting the writer’s inability to address an idea. Point of view, sources, and word choices are ill-formed and do not enhance the purpose of the essay.	There is little discernible shape or direction. Body paragraphs lack structure and the overall plan of the essay is difficult to determine.	Errors in spelling, grammar/usage, capitalization, punctuation, or indentation are numerous and interfere with the reader’s understanding.
0 – 6 Points	The writing fails to show that a grade-appropriate content area text has been read and that prereading and contextual supports have been used to enhance comprehension of the written text. Comprehension of increasingly complex English is not shown.	The writing fails to meet assignment guidelines, is plagiarized, or incomplete.	Point of view, sources, and word choices are not appropriate for audience.	Body paragraphs are not structured in any way and the overall plan of the essay is unable to be determined.	Major disruption from spelling, grammar, and punctuation errors interfere with the reader’s understanding.

Listen and Speak Rubric

Suggested Point Range	Comprehension	Content	Style	Organization	Engagement
9 – 10 Points	Demonstrates listening comprehension of increasingly complex spoken English by responding to questions and requests, collaborating with peers, taking notes, and seeking clarification of spoken language as needed.	Expresses opinions and ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. The presentation is engaging, original, clear, and focused; ideas and content are richly developed. Presentation contains abundant examples, comparisons, and facts that are used to expand and support ideas. This is an outstanding presentation at all levels.	Engages in effective eye contact and body language. Speaks using learning strategies, grade-level content area vocabulary, and a variety of connecting words with increasing accuracy and ease. Rate, pitch, and volume of voice are executed extremely well.	The presentation demonstrates the use of new language structures and expressions, basic and academic vocabulary, and accessible language heard during classroom instruction and interactions. The overall plan of the presentation achieves the author’s purpose.	Fully engages audience by sharing information in cooperative learning interactions, answering questions clearly, and providing visual aids and additional research, facts, and support when necessary. Monitors oral language production and employs self-corrective techniques.
8 – 9 Points	Demonstrates some listening comprehension of increasingly complex spoken English by responding to questions and requests, collaborating with peers, taking notes, and seeking clarification of spoken language as needed.	Expresses some opinions and ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. The presentation is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. This is a good presentation overall.	Engages in some effective eye contact and body language. Speaks using some learning strategies, grade-level content area vocabulary, and a variety of connecting words with increasing accuracy and ease. Rate, pitch, and volume of voice are generally executed well but could be improved in some areas.	The presentation demonstrates the use of some new language structures and expressions, basic and academic vocabulary, and accessible language heard during classroom instruction and interactions. The overall plan of the presentation mostly achieves the author’s purpose but may misalign in some areas.	Somewhat engages audience by sharing information in cooperative learning interactions, answering questions clearly, and providing visual aids and additional research, facts, and support when necessary. Monitors some oral language production and employs some self-corrective techniques.
7 – 8 Points	Demonstrates some listening comprehension of increasingly complex spoken English but does not consistently respond to questions and requests, collaborate with peers, take notes, and seek clarification of spoken language as needed.	Expresses some opinions and ideas but does not consistently participate in extended discussions on a variety of social and grade-appropriate academic topics. The presentation has some focus and support; ideas and content may be developed with limited details and examples. This is an average presentation.	Engages in minimal eye contact and body language. Speaks using some learning strategies, but does not consistently employ grade-level content area vocabulary and a variety of connecting words with increasing accuracy and ease. Rate, pitch, and volume of voice are not used as effectively as they could be.	The presentation demonstrates the use of some new language structures and expressions, but does not consistently incorporate basic and academic vocabulary and accessible language heard during classroom instruction and interactions. The overall plan of the essay achieves the author’s purpose in some areas while not in others.	Does not fully engage audience. Presenter could improve by sharing information in cooperative learning interactions, answering questions clearly, and providing visual aids and additional research, facts, and support when necessary. Monitors some oral language production but does not consistently employ self-corrective techniques.
6 – 7 Points	Minimally demonstrates listening comprehension of increasingly complex spoken English. Fails to respond to questions and requests, collaborate with peers, take notes, and seek clarification of spoken language as needed.	Minimally expresses opinions and ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. The presentation has little focus and development. Support for ideas is minimal, and at times the ideas themselves may be difficult to identify. This is a poor presentation.	Eye contact and body language are lacking. Speaks using minimal learning strategies, grade-level content area vocabulary, and a variety of connecting words. The presenter demonstrates minimal to no control over rate, pitch, and volume of voice.	There is little discernible shape or direction to the presentation. The presentation does not demonstrate the use of new language structures and expressions, basic and academic vocabulary, and accessible language heard during classroom instruction and interactions. The overall plan of the presentation is difficult to determine.	Fails to address and engage audience by sharing information in cooperative learning interactions, answering questions clearly, and providing supplemental information as needed. Fails to monitor oral language production and employ self-corrective techniques.
0 – 6 Points	Fails to demonstrate listening comprehension of increasingly complex spoken English.	Fails to express opinions and ideas. The presentation fails to meet assignment guidelines or is incomplete.	Eye contact and body language are not appropriate to the situation. Fails to speak using learning strategies, grade-level content area vocabulary, and a variety of connecting words. The presenter demonstrates no control over rate, pitch, and volume of voice.	The presentation is not structured in any way. The presentation fails to demonstrate the use of new language structures and expressions, basic and academic vocabulary, and accessible language. The overall plan is unable to be determined.	Ignores audience and does not supply additional details or take audience questions.