

**NYSTCE LANGUAGES OTHER THAN ENGLISH (FRENCH, GERMAN, GREEK, HEBREW, ITALIAN, RUSSIAN, SPANISH) CST  
COMPETENCY 0003: PRESENTATIONAL WRITING ASSIGNMENT RUBRIC**

	4	3	2	1
Performance Characteristic	The "4" response demonstrates effective presentational writing skills.	The "3" response demonstrates generally effective presentational writing skills.	The "2" response demonstrates partially effective presentational writing skills.	The "1" response demonstrates ineffective presentational writing skills.
<p><b>APPROPRIATENESS:</b> the extent to which the response is an essay written in the candidate's own words, demonstrates engagement with the provided passage, establishes a position on the issue presented in the question, and uses language, style, and sociocultural conventions appropriate for the assignment (task, context, and specified audience)</p>	<ul style="list-style-type: none"> <li>The response is an effective essay written in the candidate's own words, demonstrates strong engagement with the passage, establishes a clear position on the issue presented in the question, and effectively uses language, style, and sociocultural conventions appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response is an essay generally written in the candidate's own words, demonstrates general engagement with the passage, establishes a generally clear position on the issue presented in the question, and uses language, style, and sociocultural conventions generally appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses statements that may be only partially written in the candidate's own words, demonstrates limited engagement with the passage, establishes a position on the issue presented in the question that may be unclear, and may use language, style, and sociocultural conventions only partially appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response mostly uses language borrowed from the passage, demonstrates little to no engagement with the passage, does not establish a clear position on the issue presented in the question, and uses language, style, and sociocultural conventions inappropriate for the assignment.</li> </ul>
<p><b>SUPPORT:</b> the extent to which the response supports the established position with information (appropriately cited details, quotations, and paraphrases) from the provided passage and the candidate's own ideas or examples</p>	<ul style="list-style-type: none"> <li>The response effectively supports the established position with relevant information from the passage and the candidate's own relevant ideas or examples.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally supports the established position with relevant information from the passage and the candidate's own relevant ideas or examples.</li> </ul>	<ul style="list-style-type: none"> <li>The response may only partially support the established position with relevant information from the passage and/or the candidate's own relevant ideas or examples.</li> </ul>	<ul style="list-style-type: none"> <li>The response provides little to no support.</li> </ul>

	4	3	2	1
Performance Characteristic	The "4" response demonstrates effective presentational writing skills.	The "3" response demonstrates generally effective presentational writing skills.	The "2" response demonstrates partially effective presentational writing skills.	The "1" response demonstrates ineffective presentational writing skills.
<b>ORGANIZATION:</b> the extent to which the response is a well-organized and coherent essay that communicates clear ideas, develops a logical conclusion, and uses cohesive devices to connect sentences	<ul style="list-style-type: none"> <li>The response is a well-organized and coherent essay that effectively communicates clear ideas, develops a logical conclusion, and uses effective cohesive devices to connect sentences. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response is a generally well-organized and coherent essay that generally communicates clear ideas, develops a logical conclusion, and uses cohesive devices to connect sentences. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses statements that may be only partially organized and coherent and that communicate ideas that may be unclear. The conclusion may be only partially clear or absent. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses statements that are disorganized and incoherent and that communicate little to no clear ideas. The conclusion is illogical or absent.</li> </ul>
<b>GRAMMAR:</b> the extent to which the response uses a range of appropriate grammatical constructions, time frames, sentence structures, and mechanics (i.e., spelling, punctuation, capitalization, and diacritical marks)	<ul style="list-style-type: none"> <li>The response effectively uses a broad range of appropriate grammatical constructions, time frames, sentence structures, and mechanics. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses appropriate grammatical constructions, time frames, sentence structures, and mechanics. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses some basic grammatical constructions, time frames, sentence structures, and mechanics that may be only partially appropriate. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses little to no appropriate grammatical constructions, time frames, sentence structures, and/or mechanics.</li> </ul>
<b>VOCABULARY:</b> the extent to which the response uses a range of appropriate vocabulary and academic and idiomatic language	<ul style="list-style-type: none"> <li>The response effectively uses a broad range of appropriate vocabulary and academic and idiomatic language. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses appropriate vocabulary and idiomatic language. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses some basic vocabulary and idiomatic language that may be only partially appropriate. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses little to no appropriate vocabulary and/or idiomatic language.</li> </ul>
<b>UNSCORABLE</b>	The response is unscorable because it is merely a repetition of the assignment, not related to the assignment, not primarily in the target language, or not of sufficient length to score.			
<b>BLANK</b>	There is no response to the assignment.			