



Writing Exams Rubric

Language Programs | Department of Spanish and Portuguese

Student Name: _____

Circle One: Exam 1 | Exam 2

Score: _____/20

# of points	Content/information conveyed	Clarity, cohesiveness and coherence	Vocabulary	Syntax & agreement	Grammar
4	Contributes relevant information, addressing all aspects of the prompt. Writes in complete sentences to a degree appropriate for the level. Consistent performance across entire activity.	Overall excellent structure and flow. Could reasonably be understood by a native speaker not accustomed to the writing of L2 students.	Demonstrates extensive vocabulary. No use of English or invented words. Almost always uses appropriate word with correct orthography.	Uses appropriate word order for declarative sentences and questions. Almost always uses correct subject/verb agreement. Almost always uses correct gender/number agreement.	Uses a variety of grammatical structures appropriate to the level and chapters covered. Controls most structures used (consistently high performance). Few error types.
3	Contributes relevant information, addressing most aspects of the prompt. Tends to use simple or incomplete sentences.	Overall good structure and flow. Could be mostly understood by a native speaker not accustomed to the writing of L2 students.	Demonstrates a large vocabulary. No use of English words or invented words. Frequently uses appropriate words, almost always with correct orthography.	Uses mostly appropriate word order for declarative sentences and questions. Frequently uses correct subject/verb agreement (some inconsistency in performance). Frequently uses correct gender/number agreement (some inconsistency in performance).	Uses mostly appropriate structures according to the level and chapters covered. Controls some structures used (some inconsistency in performance). Errors are infrequent.
2	Contributes adequate information. Not much development of ideas.	Moderate structure & flow. A native speaker unaccustomed to the writing of L2 students would have a hard time understanding this writing.	Demonstrates moderate size vocabulary. Sometimes uses English or invented words. Frequently misspells or missing accents	Uses inappropriate word order for declarative sentences and questions. Frequent errors in subject/verb agreement. Frequent errors in gender/number agreement.	Uses inappropriate structures. Avoids the use of structures asked for in the prompt. Controls very few structures. Errors are frequent. Produces simplified structures, does not produce structures appropriate to level.
1	Contributes little information or information lacks substance, is superficial, inappropriate, or irrelevant. Writes in phrases, not complete sentences.	Poor structure and flow. Native speakers would not understand this student's writing.	Demonstrates small vocabulary. Overuses English or overuses invented words. Vocabulary limits understanding.	Uses inappropriate word order for declaratives and questions. Seldom or never uses correct SV agreement or gender/number agreement.	Uses inappropriate structures. Control of structures is an issue. Errors dominate.
TOTAL					

NOTE: All criteria are directly related to the course level and material covered in class

Last Updated: August 2020