**PCHS World Language Interpersonal Writing Rubric**

**5 HIGH (90-100)**

 A writing sample that **demonstrates excellence** in Interpersonal Writing accomplishes the following:

* Responds fully and appropriately to all or almost all of the parts/prompts of the writing task.
* Very well organized, cohesive response
* Accurate social and/or cultural references included
* Control of a variety of structures and idioms; occasional errors but there is no pattern
* Rich, precise, idiomatic vocabulary; ease of expression
* Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation)
* Register is highly appropriate

**4 MID-HIGH (80-89)**

A writing sample that **demonstrates command** in Interpersonal Writing accomplishes the following:

* Responds appropriately to all or almost all of the parts/prompts of the writing task
* Well-organized, generally cohesive response
* Generally accurate social and/or cultural references included
* Grammatical errors may occur; good to very good control of elementary structures
* Considerable breadth of vocabulary
* Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct
* Register is appropriate

**3 MID** **(70-79)**

A writing sample that **demonstrates competence** in Interpersonal Writing accomplishes the following:

* Responds adequately to most parts/prompts of the writing task
* Organized response with adequate cohesiveness
* Generally appropriate social and/or cultural references included
* Errors may occur in a variety of structures
* Appropriate vocabulary, but may have occasional interference from another language
* May have errors in conventions of the writing language (orthography, sentence structure, paragraphing, and punctuation)
* Register is generally appropriate

**2 MID-LOW (60-69)**

A writing sample that suggests **lack of competence** in Interpersonal Writing accomplishes the following:

* Responds inappropriately to some parts/prompts of the writing task
* Response may have inadequate organization
* Inaccurate social and/or cultural references may be included
* Frequent grammatical errors may occur even in elementary structures.
* There may be some redeeming features, such as correct advanced structures
* Limited vocabulary; frequent interference from another language may occur
* Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present
* Register may be inappropriate

**1 LOW (50-59)**

A writing sample that **demonstrates lack of competence** in Interpersonal Writing accomplishes the following:

* Responds inappropriately to most parts/prompts of the writing task
* Response may be disorganized
* Inaccurate social and/or cultural references included
* Numerous grammatical errors impede communication
* Insufficient vocabulary; constant interference from another language
* Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication
* Minimal to no attention to register

**0 LOW NO SCORE**

* Blank, off task or completely irrelevant to the topic
* Written in English