MODULE G internal (16582), MODULES F(16584) & G (16582)external - WRITING RUBRIC – as of Winter 2020

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	• fully on topic • fully developed (main idea and supporting details) • all elements of task are addressed • information is relevant • content is understood • task is well organized and coherent	• partially on topic • partially developed (main idea or supporting details) • partially addresses elements of task • information is partially relevant • content is partially understood • task is partially organized and coherent	• minimally on topic • minimally developed (main idea or supporting details) • minimally addresses elements of task • information is minimally relevant • content is minimally understood • task is minimally organized and coherent	• not on topic • not developed (main idea or supporting details) • elements are not addressed * • information is not relevant * • content is not understood • task is not organized and not coherent * *due to misunderstanding*
8	8	5	2	0
VOCABULARY	• correct use of varied and rich vocabulary • appropriate use of instances of language chunks and phrases • correct use of connecting words or phrases • use of appropriate register	• correct use of basic, appropriate vocabulary • partially appropriate use of instances of chunks and phrases. • partial and correct use of connecting words or phrases • occasional use of inappropriate register	• minimally correct use of basic, appropriate vocabulary • minimally appropriate instances of chunks and phrases. • minimal use of connecting words or phrases • consistent use of inappropriate register	• incorrect use of words • inappropriate use of chunks and phrases • no use of connecting words or phrases • consistent use of inappropriate register
10	10	6	3	0
LANGUAGE USE	• correct use of basic tenses and/or language structures • correct use of advanced language structures • correct word order • correct use of parts of speech, pronouns and prepositions	• correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • occasional instances of incorrect word order • occasional incorrect use of parts of speech, pronouns & prepositions	• minimally correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • minimally correct word order • minimally correct use of parts of speech, pronouns and prepositions	• Incorrect use of basic tenses and/or language structures • incorrect or no use of advanced language structures • incorrect word order • incorrect use of parts of speech, pronouns and prepositions
16	16	10	5	0
MECHANICS	correct use of: • spelling • punctuation • capitalization • paragraphing no run-on sentences	partially correct use of: • spelling • punctuation • capitalization • paragraphing some run-on sentences	minimally correct use of: • spelling • punctuation • capitalization • paragraphing frequent run-on sentences	Incorrect use of: • spelling • punctuation • capitalization • paragraphing consistent use of run-on sentences
6	6	4	2	0

(Question = 40 points)

GENERAL COMMENTS:

1. Markers can give in-between grades e.g. 7 pts.

2. In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
   - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
   - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student's own language. Count the words not copied from the text and deduct according to the table of deduction for length. However, the use of individual vocabulary items from the unseen passage is acceptable.

3. An entire composition will receive a zero when any of these criteria occur:
   - there are fewer than 50 words
   - the piece is totally unrelated to the topic
   - the content cannot be understood at all
   - the composition has been copied from the Internet (In this case a *chashad* (חשד) will be reported with the address of the Internet site.)

4. Do not include the following words when doing the word-count:
   - letter elements (e.g. date, Dear X, Yours/Love and kisses, signature).
   - when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
   - substantial parts are copied word for word from the reading passage.
   - a title (Note that students are not required to write a title.)

5. When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion and if necessary, continuing to the additional criteria.

6.
7. Deduction for length for Module G Internal and External (task required: 120 -140 words).

# of words	110-119	100-109	90-99	80-89	70-79	60-69	59-50	Fewer than 50
# points off	2	4	8	12	16	18	20	40

8. Deduction for length for Module F External (task required: 100 -120 words).

# of words	90 - 99	80 - 89	70 - 79	60-69	50-59	40-49	Fewer than 40
# points off	2	4	8	12	16	18	40

Breakdown of criteria with further caveats and explanations:

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	• fully on topic • fully developed (main idea and supporting details) • all elements of task are addressed • information is relevant • content is understood • task is well organized and coherent	• partially on topic • partially developed (main idea or supporting details) • partially addresses elements of task • information is partially relevant • content is partially understood • task is partially organized and coherent	• minimally on topic • minimally developed (main idea or supporting details) • minimally addresses elements of task • information is minimally relevant • content is minimally understood • task is minimally organized and coherent	• not on topic • not developed (main idea or supporting details) • elements are not addressed due to misunderstanding • information is not relevant due to misunderstanding • content is not understood • task is not organized and not coherent
8	8	5	2	0

Partially correct:
-   when students are required to present the advantages and/or disadvantages on a given subject and express their opinion and they do not express their opinion.
-   when students write the task in the wrong tense, for example, instead of describing an event in the past, a future event is described.
-   In cases when students state their opinion but contradict it later in the task.

Minimally correct:
-   a student will get zero or a minimal number of points, depending on the case, for Content (but will receive marks for the remaining criteria) when irrelevance to the topic clearly reflects misunderstanding of the subject. For example, the student misunderstands "pastimes" and writes about "past times" or instead of describing "after-school activities" that are done after the school day, he writes about activities that he did after graduating from school.
-   if the student's partial reference to the task changes the essence of the task, zero for the entire task. For example, if the student is required to describe "a nice thing that someone did for him" but he only describes "a nice thing" such as a car.
-   When poor language, poor organization, poor vocabulary (due to the misuse of electronic dictionaries or otherwise) make the task almost incomprehensible. In these cases, 1-2 marks might be given for Content. The marks for the remaining criteria will also be very low, as a result.
-   In cases when the content is completely incomprehensible due to the above, zero should be given to entire task.

Partially organized & structured: *Deduct according to severity (but not more than 50%) when:*
-   the student writes in list form;
-   the student writes in letter format (date, Dear X, signature) in tasks that are not letters;
-   the student begins with "Hi"/ "Hi. My name is…/ I live in…/ I study at X school/ I am seventeen years old" when it is irrelevant to the topic or task. (Note that there may be cases when this opening is appropriate.)
-   whole ideas are repeated (for example: "I love my job…I like my job very much …. enjoy my job."
-   there is no introduction and/or conclusion
-   ideas are expressed in a disorganized and confusing manner

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
VOCABULARY	• correct use of varied and rich vocabulary • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) • correct use of connecting words or phrases • use of appropriate register	• correct use of basic, appropriate vocabulary • partially appropriate use of instances of chunks and phrases. • partial and correct use of connecting words or phrases • occasional use of inappropriate register	• minimally correct use of basic, appropriate vocabulary • minimally appropriate instances of chunks and phrases. • minimal use of connecting words or phrases • consistent use of inappropriate register	• incorrect use of words • inappropriate use of chunks and phrases • no use of connecting words or phrases • consistent use of inappropriate register
10	10	6	3	0

Correct use of vocabulary:
Students are expected to use a variety of low frequency words. They are required to use appropriate connectors (words and/or phrases). *Please note: As of Winter, 2020, students will be required to show productive knowledge of Band 3 vocabulary in their compositions.*
Deduct up to 3 points for each of the following cases:
- when vocabulary is correct but repeated; for example, using the word *very* and *much* over and over
when students use slang in general or in abbreviations such as 4U (for you), BTW (by the way)

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
LANGUAGE USE	• correct use of basic tenses and/or language structures • correct use of advanced language structures • correct word order • correct use of parts of speech, pronouns and prepositions	• correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • occasional instances of incorrect word order • occasional incorrect use of parts of speech, pronouns and prepositions	• minimally correct use of basic tenses and/or language structures • incorrect or no use of advanced language structures • minimally correct word order • minimally correct use of parts of speech, pronouns and prepositions	• Incorrect use of basic tenses and/or language structures • incorrect or no use of advanced language structures • incorrect word order • incorrect use of parts of speech, pronouns and prepositions
16	16	10	5	0

Correct use of language:
Students are expected to be able to formulate sentences correctly using the <u>basic</u> tenses (present simple/progressive, past simple, future simple). They are also expected to make correct use of modals, parts of speech, determiners, singular and plural nouns.
Advanced language structures:
Students are expected to be able to formulate sentences using advanced structures such as passive, conditionals, inversions, verb complements (gerunds, infinitives), relative clauses, reported/indirect speech, indirect questions, perfect tenses, temporal clauses as well as other complex sentence structures. Students should be able to correctly use a variety of (at least 3) advanced structures in their task. If the student has written a task using the basic language and structures correctly, however, has made no use of any advanced forms, deduct up to 6 points.

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
MECHANICS	correct use of: • spelling • punctuation • capitalization • paragraphing no run-on sentences	partially correct use of: • spelling • punctuation • capitalization • paragraphing some run-on sentences	minimally correct use of: • spelling • punctuation • capitalization • paragraphing frequent run-on sentences	Incorrect use of: • spelling • punctuation • capitalization • paragraphing consistent use of run-on sentences
6	6	4	2	0

The maximum deduction for spelling alone is 3 points. When problematic spelling is accompanied by errors of punctuation, capitalization, paragraphing and/or run-on sentences, more points may be deducted.