

**NYSTCE LANGUAGES OTHER THAN ENGLISH (CANTONESE, JAPANESE, MANDARIN) 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.
APPROPRIATENESS: 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)	<ul style="list-style-type: none"> The response is an essay largely written in the candidate's own words, demonstrates a good level of engagement with the passage, establishes a clear position on the issue presented in the question, and uses language, style, and sociocultural conventions largely appropriate for the assignment. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The response is 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 is only partially clear, and uses language, style, and sociocultural conventions only partially appropriate for the assignment. 	<ul style="list-style-type: none"> 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 little to no language, style, and sociocultural conventions appropriate for the assignment.
SUPPORT: 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	<ul style="list-style-type: none"> The response largely supports the established position with relevant information from the passage and the candidate's own relevant ideas or examples. 	<ul style="list-style-type: none"> The response generally supports the established position with relevant information from the passage and the candidate's own relevant ideas or examples. 	<ul style="list-style-type: none"> The response provides limited support for the established position. 	<ul style="list-style-type: none"> The response provides little to no support.

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ORGANIZATION: 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"> The response is a largely coherent essay that communicates clear ideas, develops a conclusion, and uses some cohesive devices to connect sentences. Minor errors do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response is a generally coherent essay that generally communicates clear ideas and develops a conclusion. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses short statements that are only partially coherent and that communicate minimally elaborated ideas. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses statements that are disorganized and incoherent and that communicate little to no clear ideas.
GRAMMAR: 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"> The response uses a range of appropriate grammatical constructions, time frames, sentence structures, and mechanics. Minor errors do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response generally uses appropriate basic grammatical constructions, time frames, sentence structures, and mechanics, as well as some features of oral language. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses only partially appropriate basic grammatical constructions, time frames, sentence structures, and mechanics and relies on features of oral language. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses little to no appropriate grammatical constructions, time frames, sentence structures, and/or mechanics.
VOCABULARY: the extent to which the response uses a range of appropriate vocabulary and academic and idiomatic language	<ul style="list-style-type: none"> The response uses a range of appropriate vocabulary and idiomatic language. Minor errors do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response generally uses appropriate basic vocabulary and idiomatic language as well as some features of oral language. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses only partially appropriate basic vocabulary and idiomatic language and relies on features of oral language. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses little to no appropriate vocabulary and/or idiomatic language.
UNSCORABLE	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.			
BLANK	There is no response to the assignment.			