

RUBRIC FOR SCORING LANGUAGE CONVENTIONS*

	LEVEL 5 - ADVANCED	LEVEL 4 - THOROUGH (Competency)	LEVEL 3 - ACCEPTABLE	LEVEL 2 - PARTIAL	LEVEL 1 - MINIMAL							
Grammar and Syntax	Demonstrates superior control of grammar and syntax throughout the text; uses correct verb tenses and subject-verb agreement; uses run-on sentences and/or fragments appropriately for effect or emphasis; makes consistent, accurate use of plurals, verb forms, possessives, contractions and pronouns.	Demonstrates consistent control of grammar and syntax; minor errors may occur in verb tenses and/or subject-verb agreement; avoids inappropriate use of run-on sentences and fragments; makes infrequent errors in use of plurals, verb forms, possessives, contractions and pronouns.	Demonstrates adequate control of grammar and syntax: occasional errors may occur with verb tenses, subject-verb agreement, run-on sentences or with fragments; some repetitive errors with plurals, verb forms, possessives, contractions and pronouns may occur.	Demonstrates tenuous control of grammar and syntax: errors with verb tenses, subject-verb agreement and sentence structure are frequent and affect meaning; errors with plurals, verb forms, possessives, contractions and pronouns are frequent and varied.	Demonstrates erratic control of grammar and syntax; errors are extensive, including verb tenses, subject-verb agreement, run-on sentences or fragments.							
Paragraphs	Indicates paragraphs consistently and accurately; internal structure is effective; transitional words or phrases enhance meaning; skilfully crafts varied sentences showing stylistic control.	Indicates paragraphs regularly throughout, providing a well-developed text; internal structure includes transitional words or phrases that support meaning; sentence structures are varied to enhance the overall effect of the text.	Provides some indication of paragraphs with basic internal structure; occasional transitions assist in the progression of the text; sentence structures use repetitive patterns for the most part.	Uses paragraphs erratically and may include more than one main idea; internal structure is inconsistent and obscures the intended meaning; basic sentence structures are used throughout.	Indicates paragraphs rarely; progression of ideas is tentative and disorganized and obscures the meaning; uses simple sentence structures.							
Spelling and Punctuation	Makes few and insignificant punctuation, spelling and/or capitalization errors, if any.	Makes noticeable but infrequent punctuation, spelling and/or capitalization errors.	Repeats similar punctuation, spelling and/or capitalization errors.	Makes frequent punctuation, spelling and/or capitalization errors of high-frequency words and words with basic spelling patterns.	Makes multiple and repetitive punctuation, spelling and/or capitalization errors.							
Usage	Demonstrates accurate and consistent word choice, including homonyms; vocabulary contributes to the coherence of the text; the reader is guided smoothly through the text.	Demonstrates obvious control of word choice, including homonyms; vocabulary is effective and meaning is clearly expressed; the text is unified.	Demonstrates acceptable control of word choice, including homonyms, although occasional errors occur; vocabulary is adequate and contributes to the meaning; the meaning of the text is clear.	Demonstrates consistent problems with word choice; vocabulary is often inappropriate and obscures the meaning.	Demonstrates serious and extensive problems with word choice; vocabulary problems are extensive and the meaning is lost.							
Score	5+ 100%	5 95%	5- 90%	4+ 85%	4 80%	4- 75%	3+ 70%	3 65%	3- 60%	2+ 55%	2 50%	1 35%
<p>The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows:</p> <ul style="list-style-type: none"> Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3-. This weighting should be applied after the article has been scored. 												

*N.B. This is a provisional rubric which is subject to change following the validation process.