

DDM Rubric for Novice-High Presentational Writing

	<b>Does Not Meet Expectations</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds</b>
	<i>Novice Low</i>	<b>Proficiency Target: <i>Novice Mid</i></b>	<b>Proficiency Target: <i>Novice High</i></b>	<i>Intermediate Low</i>
<b>Comprehensibility</b> <i>Am I understood?</i>	Understood with difficulty because one or more of the following may be true: <ul style="list-style-type: none"> <li>Spelling is very inaccurate.</li> <li>Punctuation does not make sense.</li> </ul>	Understood with little difficulty by someone accustomed to language learners. When not understood, it may be because of one or more of the following: <ul style="list-style-type: none"> <li>Spelling is inaccurate.</li> <li>Punctuation does not follow conventions.</li> </ul>	Generally understood by someone accustomed to language learners. When not, it may be because of one or more of the following: <ul style="list-style-type: none"> <li>Spelling is inaccurate, but follows phonetic conventions.</li> <li>Punctuation occasionally does not follow conventions.</li> </ul>	Understood without much difficulty by When not understood, it may be because of one or more of the following: <ul style="list-style-type: none"> <li>Spelling is inaccurate, but follows phonetic conventions.</li> <li>Punctuation occasionally does not follow conventions.</li> </ul>
<b>Text type, Vocabulary Use &amp; Language Control</b> <i>How well do I use the language?</i>	Communicates using words and/or memorized phrases.  Has difficulty using appropriate vocabulary.  Makes errors that interfere with communication.	Uses words, phrases and an occasional simple sentence.  Mostly uses limited, familiar vocabulary.  Makes errors that interfere with communication.	Uses simple sentences and may attempt to add information to clarify or justify meaning.  Uses basic, familiar words and formulaic expressions.  Is mostly correct with memorized language. Errors interfere slightly with communication.	Creates with language uses simple sentences and some strings of sentences.  Writing is rich in familiar, appropriate vocabulary.  May make errors that interfere with communication when creating or taking risks with language.
<b>Communication Strategies</b> <i>How well do I organize and maintain communication and meaning in my writing?</i>	Does not pay much attention to organization. Ideas may be presented randomly.	Some attempt at logical organization. Lacks beginning, middle, and/or end. Ideas are loosely connected.	Some attempt at logical organization (beginning, middle, end). May lack opening/closing. Ideas are loosely connected.	Writing has beginning, middle, end. Main ideas are supported with examples.
<b>Cultural Awareness</b> <i>How is the language learner's cultural knowledge reflected in language use?</i>	May use some memorized, culturally-appropriate expressions and writing conventions.			Uses some culturally appropriate vocabulary, expressions. Reflects some knowledge of cultural differences related to written and spoken communication.