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| --- | --- | --- | --- | --- | --- |
|  | ***Superior Proficiency*** | ***Advanced Proficiency*** | ***Adequate Proficiency*** | ***Minimal Proficiency*** | ***No Proficiency*** |
| ***Task Completion*** | * Fully understands the task and purpose; supersedes the expectations. | * Fully understands the task and purpose. | * Understands of the task and purpose. | * Partially understands the task and purpose. | * Does not understand the task and purpose. |
| ***Topic Development*** | * Develops topic very well; ensures its relevancy * Organizes ideas well and cohesively * Includes all or mostly all accurate information * Significantly synthesizes information over summarizing or merely citing   references   * Includes accurate social and/or cultural references * Demonstrates awareness of multiple perspectives | * Develops topic well; ensures its relevancy * Generally organizes ideas well * Includes generally accurate information * Synthesizes information over summarizing or merely citing references * Generally includes accurate social and /or cultural references * Generally demonstrates awareness of multiple perspectives | * Somewhat develops topic; regards topic as relevant with some development * Adequately organizes ideas * Includes generally accurate information, though presents some inaccuracy or lack of precision * Summarizes or cites over synthesizing information * Somewhat includes accurate social and /or cultural references * Somewhat demonstrates awareness of multiple perspectives | * Minimally develops topic; applies some relevancy * Inadequately organizes ideas * Includes limited or inaccurate information * Minimally synthesizes information; merely cites * Includes inaccurate social and/or cultural references * Partially demonstrates awareness of multiple perspectives | * Does not develop topic * Ideas may be disorganized * Mainly includes limited and inaccurate information * Does not synthesize information * Includes inaccurate social and/or cultural references * Does not demonstrate awareness of multiple perspectives |
| ***Language Use*** | * Uses and demonstrates good control of complex structures; presents very few errors with no pattern * Includes rich and precise vocabulary; demonstrates ease of expression * Demonstrates excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) * Always uses correct register | * Uses a variety of structures, but may contain more than a few errors * Includes a very good range of vocabulary * Generally demonstrates correct use of the conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) * Uses correct register | * Uses and demonstrates control of only simple structures with few errors; may use complex structures with little or no control * Includes a good range of vocabulary, but may have occasional interference from another language * May include errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) * Generally uses correct register | * Demonstrates partial control of simple structures with errors * Includes a narrow range of vocabulary; frequent interference from another language may occur * Includes frequent errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation) * Inappropriately uses register | * Demonstrates poor to no control of simple structures * Contains insufficient vocabulary; constant interference from another language * Includes pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) which may interfere with communication * Does not attend to register |

**Darien High School**

**Department of World Languages**

**Written Communication**

*(\*Rubric addresses DHS Learning Expectations #2 & #4\*)*