|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***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\*)*