**Can-Do Statements and Rubric for Assessing Writing at the Mitkadmim Aleph Level**

The rubric below is based on the list of can-do statements under the heading of Intermediate from the CEFR-Aligned Framework for English in Higher Education in Israel. From the list of activities and communicative competences that involve writing, those based on interaction and mediation were excluded, since it is unlikely that during a one-hour exam there will be back-and-forth communication. For a similar reason, note-taking skills during a lecture were not included.

The rubric is a general one, and covers many different types of writing (descriptive report, summary, narrative story, etc.). It is recommended that, based on the general rubric, more specific rubrics be created that relate to particular kinds of tasks.

The proposed rubric relates to the following (non-interactive) can-do statements:

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| Activity # | Skill | Heading | Can Do |
| 1. Production
 | Writing | Overall written production | Can write a paragraph comprised of a series of sentences linked with appropriate connectors, such as "and", "but", and "because" (adapted A2) |
| 1. Production
 | Writing | Creative writing | Can write very short, basic descriptions of events, past activities and personal experiences (A2+) |
| 1. Production
 | Writing | Reports and essays | Can summarize a short academic text on general subjects that do not require field-specific / expert knowledge (new) |

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| Communicative competence | Component | Can Do |
| 1. Linguistic
 | Vocabulary control  | Shows good control of high frequency vocabulary and of a limited repertoire of low frequency vocabulary, though some incorrect word choice may hinder communication (adapted B2) |
| 1. Linguistic
 | Vocabulary range | Has a sufficient vocabulary to express him/herself with some circumlocutions on most general topics (adapted B1) |
| 1. Linguistic
 | Grammatical accuracy | Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express (B1+) |
| 1. Linguistic
 | Orthographic control | Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence (B2) |
| 1. Pragmatic
 | Thematic development | Can reasonably relate a straightforward narrative or description as a linear sequence of points. (adapted B1) |
| 1. Pragmatic
 | Coherence | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. (B1) |
| 1. Pragmatic
 | Propositional precision  | Can explain the main points in an idea or problem with reasonable precision (B1+) |

The dimensions of the rubric and their definitions:

1. **Content**: the ability to write a paragraph and/or short, basic descriptions of events, past activities and personal experiences, and/or to summarize a short academic text on a general, non-field-specific subject, which includes the main points and/or a straightforward, linear point-by-point description, and which is generally intelligible throughout [based on abilities/competences #1, #2, #3, #6, #8 and #10].
2. **Coherence**: the ability to create a paragraph using appropriate connectors between sentences, so that shorter, discrete, simple elements are linked into a linear sequence of points [based on abilities/competences #1 and #9].
3. **Vocabulary**: the ability to use high-frequency vocabulary with good control to express ideas on most general topics, and to use a limited low frequency vocabulary with some incorrect word choice [based on ability/competences #4 and #5]
4. **Mechanics**: The ability to communicate with reasonable accuracy in familiar contexts; to produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions; and to use spelling and punctuation which are reasonably accurate. These abilities may show signs of mother tongue influence, but it is clear what he/she is trying to express. [based on abilities/competences #6 and #7].

Suggested weights and scale of values for each dimension:

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| Dimension | Weight of dimension | Scale of values |
| Content | 30% | 0-30 |
| Coherence | 25% | 0-25 |
| Vocabulary | 25% | 0-25 |
| Mechanics | 20% | 0-20 |

Performance standards for each dimension:

1. **Content**
	1. 0-6 points: the paragraph/description/summary is off topic. Almost no required elements (main points and/or linear description) appear. The content is largely unintelligible.
	2. 7-12 points: the paragraph/description/summary is only slightly on topic, with many digressions. Only a few of the elements required to meet the demands of the task (main points and/or linear description) appear and are relevant. The content is often unintelligible.
	3. 13-18 points: the paragraph/ description/summary is somewhat on topic, with a few digressions. Some of the elements required to meet the demands of the task (main points and/or linear description) appear and are relevant. The content is occasionally unintelligible.
	4. 19-24 points: the paragraph/ description/summary is mainly on topic, with hardly any digressions. Most of the elements required to meet the demands of the task (main points and/or point-by-point linear description) appear and are relevant. The content is often intelligible.
	5. 25-30 points: the paragraph/ description/summary is on topic, with no digressions. All the elements required to meet the demands of the task (main points and/or point-by-point linear description) appear and are relevant. The content is mostly intelligible.
2. **Coherence**
	1. 0-5 points: The paragraph/summary is unclear and incoherent, with no apparent connections between the discrete elements. The linear sequence is illogical. No cohesive devices are used.
	2. 6-10 points: The paragraph/summary is mainly unclear and incoherent, with only a few connections made between the discrete elements. The linear sequence is often illogical. Hardly any cohesive devices appear, and most of them are used incorrectly.
	3. 11-15 points: Parts of the paragraph/summary are clear and coherent, but others are not; there are some good connections between the discrete elements. The linear sequence is not always logical. Only a limited number of cohesive devices appear, but they are not always used correctly.
	4. 16-20 points: The paragraph/summary is mainly clear and coherent, with good connections between the discrete elements. The linear sequence is logical for the most part. Although only a limited number of cohesive devices appear, most of them are used correctly.
	5. 21-25 points: The paragraph/summary is completely clear and coherent, with seamless connections between the discrete elements. The linear sequence is logical. Although only a limited number of cohesive devices appear, they are used correctly.
3. **Vocabulary**
	1. 0-5 points: Very limited control of high-frequency vocabulary, with frequent use of incorrect words. No low-frequency vocabulary.
	2. 6-10 points: Limited control of high-frequency vocabulary, with occasional use of incorrect words. Attempts to use low-frequency vocabulary are rare, and exhibit incorrect word choice.
	3. 11-15 points: Reasonable control of high-frequency vocabulary, with rare use of incorrect words. Some attempts to use low-frequency vocabulary, but they often exhibit incorrect word choice.
	4. 16-20 points: Mainly good control of high-frequency vocabulary. Use of low-frequency vocabulary, but with some incorrect word choice.
	5. 21-25 points: Good control of high-frequency vocabulary throughout. Use of low-frequency words with only occasional incorrect word choice.
4. **Mechanics**
	1. 0-4 points: Writing is unintelligible, not continuous and does not follow standard layout and paragraphing conventions; spelling and punctuation are inaccurate, and communication is unclear.
	2. 5-8 points: Writing is mainly unintelligible, seldom continuous or according to standard layout and paragraphing conventions; spelling and punctuation are mostly inaccurate, and communication is difficult to understand. Many signs of mother tongue influence.
	3. 8-12 points: Writing is sometimes intelligible, continuous and according to standard layout and paragraphing conventions; spelling and punctuation are occasionally accurate, and communication is sometimes clear. there are frequent signs of mother tongue influence.
	4. 13-16 points: Writing is mainly intelligible, continuous and follows standard layout and paragraphing conventions; spelling and punctuation are mostly accurate, and communication is for the most part clear even though there are signs of mother tongue influence.
	5. 17-20 points: Writing is clearly intelligible, continuous and follows standard layout and paragraphing conventions; spelling and punctuation are accurate, and communication is clear even though there are signs of mother tongue influence.