

Peralta Community College District ESOL Writing Placement Rubric

Developed June 2014 by Peralta ESOL Advisory Council

	Refer to ENGL Category 2	Adv R/W 52A	High Int R/W 223A	Int R/W 222A	High Beg R/W 285A	Refer to Adult School
Addressing Prompt	<ul style="list-style-type: none"> • may address prompt with a sense of purpose and audience • goes beyond the concrete • may address other perspectives/ make concessions 		understands and provides an intelligible, extended response to prompt		understands and provides an intelligible response to prompt	<ul style="list-style-type: none"> • doesn't address prompt • seems not to understand task
Organization	<ul style="list-style-type: none"> • main points clear and distinct • paragraphs have clear internal organization • uses transitional techniques effectively 		<ul style="list-style-type: none"> • main points mostly clear • paragraphs have some internal organization 		<ul style="list-style-type: none"> • main points unclear • may be "stream-of-consciousness" 	none
Development	supports points with clear, specific, and sufficient examples and details			<ul style="list-style-type: none"> • attempts to support points • support may lack clarity or relevance 	points minimally or not supported	
Clarity	<ul style="list-style-type: none"> • strong control of structures and specific vocabulary • errors do not interfere with meaning • does not require rereading 	<ul style="list-style-type: none"> • sentence structure and vocabulary sufficient to express meaning • some sentence variety • may require occasional rereading 	<ul style="list-style-type: none"> • some effective sentence structure and vocabulary • may require some rereading 	<ul style="list-style-type: none"> • limited sentence structure and vocabulary • requires rereading 	not comprehensible	

Refer to ENGL Category 1 = regardless of essay writing skill, writer has idiomatic, fluent English; if errors, similar to fluent English speaker errors.