

## Assessment of Oral English Usage

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Using this assessment can help you monitor your students' use of oral English in class. Put a check (✓) in the box that best describes your students English usage in class

Task	Rarely	Sometimes	Often	Comments
1. Student listens closely to teacher and classmates.				
2. Student summarizes what is said in class.				
3. Student asks for information.				
4. Student gives information.				
5. Student gives opinions.				
6. Student agrees or disagrees.				
7. Student asks for clarification.				

## GED ESSAY SCORING GUIDE (RUBRIC)<sup>1</sup>

	1	2	3	4
	Inadequate	Marginal	Adequate	Effective
	Reader has difficulty identifying or following the writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader understands writer's ideas.	Reader understands and easily follows the writer's expression of ideas.
<b>Response to the Prompt</b>	Attempts to address prompt but with little or no success in establishing a focus.	Addresses the prompt, though the focus may shift.	Uses the writing prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
<b>Organization</b>	Fails to organize ideas.	Shows some evidence of an organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization.
<b>Development and Details</b>	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples.
<b>Conventions of Edited American English (EAE)</b>	Exhibits minimal or no control of sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently controls sentence structure and the conventions of Edited American English (EAE).
<b>Word Choice</b>	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.

<sup>1</sup> Downloaded from <http://missouricareereducation.org/pd/GED/EssayScoringGuide.doc> (1/29/2008)

## A WRITING RUBRIC

[Adapted from the REEP Writing Rubric of the Arlington Virginia Public Schools by the Jamaica Plain Adult Learning Program, Boston, Massachusetts; not to be used for official REEP scoring purposes]

S	<u>CONTENT &amp; VOCABULARY</u>	<u>ORGANIZATION &amp; DEVELOPMENT</u>	<u>SENTENCE STRUCTURE</u>	<u>GRAMMAR &amp; MECHANICS</u>	<u>VOICE</u>
6	<ul style="list-style-type: none"> <li>longer than others while still focused on topic</li> <li>sophisticated* vocabulary choices</li> <li>good knowledge of idioms* and specialized terms</li> </ul>	<ul style="list-style-type: none"> <li>clear essay structure with multiple paragraphs</li> <li>ideas are well developed and supported</li> <li>ideas are connected sequentially* and logically</li> </ul>	<ul style="list-style-type: none"> <li>applies a variety of sentence structures with ease and effectiveness</li> <li>sentences show a personal writing style</li> <li>mostly free of errors</li> </ul>	<ul style="list-style-type: none"> <li>exhibits* skills at or near the "final edit" level</li> </ul>	<ul style="list-style-type: none"> <li>earns reader trust</li> <li>persuasive and even moving</li> <li>clear personal style</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses whole task with a lot of content</li> <li>a variety of vocabulary choices</li> <li>very small number of errors</li> </ul>	<ul style="list-style-type: none"> <li>one or more developed paragraphs, with main idea and supporting details</li> <li>some form of essay structure (intro, body, conclusion) is noticeable</li> </ul>	<ul style="list-style-type: none"> <li>applies a variety of sentence structures</li> <li>very few errors</li> <li>attempts sophisticated* structures, such as passive or conditional, perhaps with errors</li> </ul>	<ul style="list-style-type: none"> <li>uses periods, commas, capitals and so forth with very few if any errors</li> <li>spelling mostly accurate, even with unusual vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>highly interesting, even persuasive</li> <li>noticeable personal style</li> </ul>
4	<ul style="list-style-type: none"> <li>addresses whole task with an adequate amount of content</li> <li>vocabulary includes some good word choices</li> <li>meaning is completely clear, despite some errors</li> </ul>	<ul style="list-style-type: none"> <li>uses detail for support or examples</li> <li>one or more well-developed ideas</li> <li>indicates paragraphing, though grouping or sequencing* of ideas might not be effective</li> </ul>	<ul style="list-style-type: none"> <li>control of basic structures is obvious</li> <li>attempts compound and complex sentences, though perhaps with errors</li> </ul>	<ul style="list-style-type: none"> <li>uses punctuation and capitals with few errors</li> <li>uses commas with few errors</li> <li>spelling mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>exhibits* sense of purpose, passion</li> <li>strong engagement</li> <li>provides opinions, viewpoints</li> </ul>
3	<ul style="list-style-type: none"> <li>focuses on part of the task with just enough content</li> <li>functional vocabulary, but not yet sophisticated*</li> <li>meaning is generally clear despite some errors</li> </ul>	<ul style="list-style-type: none"> <li>very basic level of detail</li> <li>some info is irrelevant*</li> <li>no sequencing*, or sequencing not effective</li> <li>might indicate awareness of how to form paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>sentence structures are basic (simple present or past) but sometimes error free</li> <li>can use adverbials (because, if) and correlating conjunctions (and, but, so)</li> </ul>	<ul style="list-style-type: none"> <li>applies punctuation regularly, though with some errors</li> <li>uses capitals, but with some errors</li> <li>applies commas mostly accurately</li> <li>some spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>emerging voice</li> <li>engages audience at some level</li> <li>some personalization</li> </ul>
2	<ul style="list-style-type: none"> <li>focuses on part of the task but with very little content</li> <li>includes irrelevant* info</li> <li>meaning is not clear because of errors in word choice or usage</li> </ul>	<ul style="list-style-type: none"> <li>thought pattern exists but difficult to follow; ideas not connected, or logical</li> </ul>	<ul style="list-style-type: none"> <li>some sentences are whole, but structure is basic, repetitive, or copied from task</li> </ul>	<ul style="list-style-type: none"> <li>knows some grammar and spelling, but frequent errors distract, or obscure* meaning</li> <li>punctuation is used, but sometimes inaccurately</li> <li>invented spelling</li> </ul>	<ul style="list-style-type: none"> <li>aware that an audience is being addressed</li> </ul>
1	<ul style="list-style-type: none"> <li>most info hard to understand</li> <li>not focused on task</li> <li>very basic vocabulary, repeats</li> </ul>	<ul style="list-style-type: none"> <li>not yet coherent*</li> </ul>	<ul style="list-style-type: none"> <li>uses only or mostly fragments or phrases</li> <li>structure errors obscure* sentence meanings</li> </ul>	<ul style="list-style-type: none"> <li>does not use or understand basic mechanics</li> <li>handwriting/spelling obscures meaning</li> </ul>	<ul style="list-style-type: none"> <li>not evident</li> </ul>

### \*GLOSSARY OF TERMS

- "**sophisticated**" here means that word choices or sentence structures are more complex and specific than those used in informal conversations.
- "**idioms**" are words or phrases that come into a language from repeated use by people; there are no rules for them. E.g. In American English we say "get on the bus" rather than "get in the bus". The only reason we use "on" is that people have used that word repeatedly over the years.
- "**irrelevant**" here means "not relevant"; that is, the information does not *relate to* or *fit* the main topic of the piece of writing.
- "**sequentially**" means that ideas or information are put in an order that easy for the reader to follow.
- "**coherent**" means that a statement or a piece of writing makes sense, that it is not confusing or the meaning hard to understand.
- "**exhibits**" means that the reader can see that whatever is being "exhibited" (for example, a skill of some kind) is really there.
- "**obscure**" means that the meaning of a statement or piece of writing is not clear to the reader, just as a window curtain might "obscure" a view.

**A WRITING RUBRIC AN EXAMPLE OF HOW THE RUBRIC CAN BE USED TO GRAPHICALLY, VIA HIGHLIGHTING, SHOW A STUDENT WHERE HIS OR HER CURRENT SKILLS LIE AND ALSO POINT THE WAY TO HIS OR HER NEXT GOALS FOR IMPROVEMENT.**

S	<u>CONTENT &amp; VOCABULARY</u>	<u>ORGANIZATION &amp; DEVELOPMENT</u>	<u>SENTENCE STRUCTURE</u>	<u>GRAMMAR &amp; MECHANICS</u>	<u>VOICE</u>
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## Analytic Scoring Rubric for Writing Assessment with ESOL Students

<i>Domain Score</i>	<i>Composing</i>	<i>Style</i>	<i>Sentence Formation</i>	<i>Usage</i>	<i>Mechanics</i>
<b>4</b>	Focuses on central ideas with an organized and elaborated text	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	Standard word order, no run-on sentences, completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions	Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs, and -ly with adverbs), subject-verb agreement (we were vs. we was) standard word meaning	Effective use of capitalization. Punctuation, spelling, and formatting (starting a new paragraph)
<b>3</b>	Central idea, but not as evenly elaborated and some digressions	Vocabulary less precise and information chosen less purposeful	Mostly standard word order, some run-on sentences or sentence fragments	Mostly standard inflections, agreement, and word meaning	Mostly effective use of mechanics; errors do not detract from meaning
<b>2</b>	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	Vocabulary basic and not purposefully selected; tone flat or inconsistent	Some non-standard word order, run-on sentences and word omissions (e.g., verbs)	Some errors with inflections, agreement and word meaning	Some errors with spelling and punctuation that detract from meaning
<b>1</b>	No clear idea, little or no elaboration, many digressions	Not controlled, tone flat, sentences halted or choppy	Frequent non-standard word order, run-on sentences and word omissions	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc.)	Misspells even simple words; little formatting evident

## ACCIDENT REPORT RUBRIC ACTIVITY

**Introduction:** Students can be involved in a writing project from conception through assessment. For example, the class could design a rubric for judging the quality of a particular writing product: a letter, essay, descriptive paragraph...or accident report. Many adults find themselves confronted with the task of writing some form of an "accident report" in their lives, whether they are driving a city bus or loading boxes in a warehouse or taking care of children at a day care center or driving in their own cars.

**Our Task:** Using the empty table below and working in small groups, design a rubric for judging the quality of an accident report. You'll need to envision different categories to help assessors focus on different aspects of the report and benchmarks to distinguish different levels of quality. Divide or add columns/rows as you see fit.

	Content		Grammar	
3			<ul style="list-style-type: none"> <li>▪ nearly all proper nouns are spelled correctly</li> <li>▪ few errors, and none obscures meaning</li> </ul>	
2	<ul style="list-style-type: none"> <li>▪ people's full names are provided in most cases</li> <li>▪ most locational details are provided</li> </ul>			
1				

## ACCIDENT REPORT

I was driving down Morton Street the other morning and I was hit by a white car. I had just left off a lot of passengers. She hit us really hard. It was her fault and she admitted it.

She hit the bus on the other side from the door, which was lucky because I could still operate the door and keep going on my route.

The name of her insurance company is State Farms. I gave her our office number and she's going to call in. A policeman came and said he would make a report, so that's good.

## DRAMATIC READING RUBRIC

Developed by Linda Delman  
Haverhill County House of Corrections

	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>NEEDS WORK</b>
<b>PRONUNCIATION ACCURACY</b>	<ul style="list-style-type: none"> <li>▪ VERY FEW PROBLEMS IF ANY</li> <li>▪ EASY TO UNDERSTAND</li> </ul>	<ul style="list-style-type: none"> <li>▪ SOME PROBLEMS</li> <li>▪ EASY TO UNDERSTAND</li> </ul>	<ul style="list-style-type: none"> <li>▪ SOME PROBLEMS</li> <li>▪ DIFFICULT TO UNDERSTAND</li> </ul>	<ul style="list-style-type: none"> <li>▪ MANY PROBLEMS</li> <li>▪ VERY DIFFICULT TO UNDERSTAND</li> </ul>
<b>VOICE INFLECTION</b>	<ul style="list-style-type: none"> <li>▪ ENHANCED UNDERSTANDING OF COMMUNICATION</li> <li>▪ CONFIDENT TONE</li> </ul>	<ul style="list-style-type: none"> <li>▪ SOME MISSED CUES</li> <li>▪ EASY TO UNDERSTAND, CONFIDENT</li> </ul>	<ul style="list-style-type: none"> <li>▪ MANY MISSED CUES</li> <li>▪ DIFFICULT TO UNDERSTAND</li> </ul>	<ul style="list-style-type: none"> <li>▪ DIFFICULT TO UNDERSTAND</li> <li>▪ DIFFICULT TO HEAR</li> </ul>
<b>EXPRESSION</b>	<ul style="list-style-type: none"> <li>▪ NO MISSED CUES</li> <li>▪ COMMUNICATES MEANING CLEARLY, CONFIDENTLY</li> </ul>	<ul style="list-style-type: none"> <li>▪ SOME MISSED CUES</li> <li>▪ GOOD USE OF GESTURES, EYE CONTACT</li> </ul>	<ul style="list-style-type: none"> <li>▪ MANY MISSED CUES</li> <li>▪ SOME USE OF GESTURES, EYE CONTACT</li> </ul>	<ul style="list-style-type: none"> <li>▪ DIFFICULT TO HEAR</li> <li>▪ NO COMMUNICATION, CONFUSED</li> </ul>
<b>FLUENCY</b>	<ul style="list-style-type: none"> <li>▪ SMOOTH PACE</li> <li>▪ NO PAUSES</li> </ul>	<ul style="list-style-type: none"> <li>▪ MINOR DIFFICULTY MAINTAINING PACE</li> <li>▪ SOME PAUSES</li> </ul>	<ul style="list-style-type: none"> <li>▪ DIFFICULTY MAINTAINING PACE</li> <li>▪ MANY PAUSES</li> </ul>	<ul style="list-style-type: none"> <li>▪ MANY STOPS &amp; STARTS</li> <li>▪ LONG PAUSES</li> </ul>