

**COURSE NAME:** English as a Second Language, ESL Levels 4 and 5: ESLDO - ESLEO**WRITTEN ASSESSMENT**
An Opinion Essay
(Product)**Teacher:** Victor Gajardo**Student's Name:** _____**Date:** _____**Mark:** _____ **%** **Level:** _____

Categories	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application
Symbol	K/U	T/I	C	A
Weight	25 %	25 %	25 %	25 %
Level				
Percentage				
Mark	/8	/8	/8	/8

Overall Expectations:

1. Write in a variety of forms for different purposes and audiences.
2. Organize ideas coherently in writing.
3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
4. Use the stages of the writing process.

Specific Expectations:

Community and Workplace Purposes: 1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms.

Linking Ideas: 2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs.

Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.

Producing Drafts: 4.2 produce draft pieces of writing using a number of strategies and models.

Revising and Editing: 4.3 revise, edit, and proofread drafts using a variety of strategies.

Metacognition: 4.5 identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful.

Rubric:

CRITERIA	Level 1 4 pts.	Level 2 5 pts.	Level 3 6 pts.	Level 4 7 - 8 pts.	SCORE
LANGUAGE AND VOCABULARY (KNOWLEDGE)	Formal language and key phrases are not present.	Uses formal language to explain the topic. Key phrases are missing	Uses formal language and two or less key phrases to explain the topic.	Uses formal language and at least three key phrases to explain the topic.	
BODY PARAGRAPH: THE PROBLEM. BODY PARAGRAPH: SOLUTION(S) (THINKING)	The problem is not mentioned or unclear. Solutions are vaguely mentioned or unclear.	The problem is unclear, without description. Solutions might be stated redundantly.	The problem is mentioned but not described. Solutions are mentioned without description. Supporting ideas or examples are sometimes present.	Problem clearly described. Solutions are clearly mentioned and described. Supporting ideas or examples are present when necessary.	
INTRODUCTION AND CONCLUSION (COMMUNICATION)	Topic not stated. The Problem and possible solutions are missing. Lacks a conclusion or provides a vague concluding sentence.	Topic vaguely stated. Problem and possible solutions unclear. Ends up abruptly with minimal attempt to mention the solutions proposed.	Topic stated. The problem and possible solutions are not clear. It sums up, mentioning the proposed solutions.	Topic clearly stated. Mentions the problem and possible solutions. It sums up, saying that the proposed solutions(s) will help to solve the problem.	
GRAMMAR AND SPELLING (APPLICATION)	Grammar, punctuation, and spelling errors make the essay difficult to read.	Grammar, spelling, and punctuation errors are present in most of the essay.	Some mistakes may be present. A few errors in grammar, spelling, and punctuation.	One or no mistakes present. Excellent grammar, spelling and punctuation.	
FINAL SCORE					