

**COURSE NAME:** English as a Second Language, ESL Levels 3 - 5: ESLCO - ESLDO - ESLEO**WRITTEN
ASSESSMENT
UNIT 4: An Informal
Email****Teacher:** Victor A. Gajardo**Student's Name:****Date:****Mark: /32 % 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.
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 more complex texts to communicate information for official or personal purposes using a variety of forms.

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 teacher-directed and independent 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
Knowledge and understanding	The student demonstrates limited knowledge of content.	The student demonstrates some knowledge of content.	The student demonstrates considerable knowledge of content.	The student demonstrates thorough knowledge of content.	
Thinking	The student uses planning and processing skills with limited effectiveness.	The student uses planning and processing skills with some effectiveness.	The student uses planning and processing skills with considerable effectiveness.	The student uses planning and processing skills with a high degree of effectiveness.	
Communication	The student expresses and organizes ideas and information with limited effectiveness. The number of paragraphs used is much fewer than the ones stated by the instructions.	The student expresses and organizes ideas and information with some effectiveness. The student uses one paragraph less than what is stated in the instructions (ESLCO: 1; ESLDO, 2; ESLEO: 3).	The student expresses and organizes ideas and information with considerable effectiveness. The number of paragraphs included corresponds to the student's level (ESLCO: 2; ESLDO, 3; ESLEO: 4).	The student expresses and organizes ideas and information with a high degree of effectiveness. The number of paragraphs included corresponds to the student's level (ESLCO: 2; ESLDO, 3; ESLEO: 4).	
Application	The student applies the use of present continuous for future arrangements in familiar contexts with limited effectiveness.	The student applies the use of present continuous for future arrangements in familiar contexts with some effectiveness.	The student applies the use of present continuous for future arrangements in familiar contexts with considerable effectiveness.	The student applies the use of present continuous for future arrangements in familiar contexts with a high degree of effectiveness.	
FINAL SCORE					