

**California Assessment of Student Performance and Progress**

# Writing Rubric for the California Spanish Assessment

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Prepared by:



660 Rosedale Road Princeton, NJ 08541

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## Rubric Information

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

The following rubric is used to score writing responses at grades three through eight and high school.

### Table 1. Writing Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | **4** | **3** | **2** | **1** | **0** |
| **Descriptors** | The response successfully answers the prompt.   * Response answers the writing prompt with specific examples and details that are relevant and well developed. * Response is cohesive and well organized. The progression of ideas is logical and well controlled. * Minor errors in Spanish language conventions may be evident, but they do not impede meaning. * Grammar is precise (e.g., verb conjugations and gender agreement are mostly correct). * Word choice is precise. | The response mostly answers the prompt.   * Response answers the prompt with examples and details that are mostly relevant and developed. * Response is mostly cohesive and organized. The progression of ideas is generally logical and controlled. * Some errors in Spanish language conventions may be evident and might impede meaning. * Grammar is generally clear and specific. * Word choice is generally clear and specific. | The response partially addresses the prompt.   * Response partially addresses the prompt with examples and details that are limited. * Response is repetitive and wordy, with limited cohesion and weak organization. * Errors in Spanish language conventions are evident and occasionally impede meaning. * Grammatical errors are present. * Word choices are awkward. | The response minimally addresses the prompt.   * Response minimally addresses the prompt with inappropriate or irrelevant details and examples. * Response is not well connected or organized. The progression of ideas is not logical. * Errors in Spanish language conventions are significant and often impede meaning. * Grammatical errors are significant. * Word choices are inappropriate. | The response falls into one of the following categories:   * Response includes no original expression (i.e., only copies text from the prompt or the passage). * Response is off topic. * Response is in a language other than Spanish. * Response consists only of “No sé,” “No me gusta,” is completely unintelligible, or provides no response. |