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rubric

Rubric for Writing Project: Drafting, Feedback, and Final Version (Grade 11, CEFR A1.1–A2.1)

Purpose of the rubric:

This rubric evaluates students' ability to write a text through a process that includes drafting, responding to feedback, and producing a final version. The assessment focuses on how students use feedback to improve their writing, the organization and clarity of their ideas, and the accuracy and range of their grammar and vocabulary. The rubric is designed for Grade 11 students working at CEFR levels A1.1 to A2.1.

Rubric

Criteria / Performance Levels	Needs Improvement	Developing	Proficient
Drafting and Use of Feedback (40%)	Writes a first draft with limited ideas. Makes few or no changes after receiving feedback. Feedback is not clearly used to improve the text.	Writes a first draft with some relevant ideas. Uses some feedback to make changes, but improvements are limited or unclear.	Writes a first draft with clear ideas. Effectively uses feedback to revise and improve the text, showing clear progress from draft to final version.
Organization and Clarity (Final Version, 60%)	Presents ideas in a list or with little order. Sentences are short and disconnected. The text is hard to follow.	Presents ideas in a logical order, but some parts are unclear or disconnected. Uses simple connectors like 'and', 'but', 'because'.	Presents ideas in a clear, logical sequence. Uses connectors (e.g., 'first', 'then', 'finally', 'because', 'so') to link ideas. The text is easy to follow.
Grammar and Vocabulary (Final Version, 60%)	Uses basic vocabulary (e.g., 'family', 'school', 'like') and simple grammar (e.g., 'I am', 'I have'). Makes frequent errors that make meaning unclear.	Uses some varied vocabulary (e.g., 'hobbies', 'favorite', 'every day') and simple present/past structures. Errors are present but meaning is mostly clear.	Uses a range of vocabulary related to the topic (e.g., 'routine', 'preferences', 'describe', 'activities') and combines simple structures. Errors are few and do not interfere with understanding.

Explanation of how to use the rubric

To evaluate a student using this rubric, first read both the draft and the final version of their writing. For each criterion, decide which performance level best matches the student's work, using the detailed descriptions as your guide. Assign a score for each criterion: 1 for 'Needs Improvement', 2 for 'Developing', and 3 for 'Proficient'. For the 'Drafting and Use of Feedback' criterion, multiply the score by 0.4 (40%). For 'Organization and Clarity' and 'Grammar and Vocabulary', multiply each score by 0.6

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(60%). Add the weighted scores to get the student's total. For qualitative assessment, look for patterns: Is the student consistently improving their draft based on feedback? Are their ideas becoming clearer and more connected? Is their vocabulary and grammar expanding? Use this information to give targeted feedback and set goals for further progress.

Comment matrix

Criteria / Performance Levels	Needs Improvement	Developing	Proficient
Drafting and Use of Feedback (40%)	Try to add more ideas to your draft and read the feedback carefully. Next time, choose one suggestion and use it to improve your writing.	Good effort! You used some feedback to make changes. Try to explain your ideas more and show how the feedback helped you.	Great job using feedback to improve your draft! Keep asking questions and looking for ways to make your writing even better.
Organization and Clarity (Final Version, 60%)	Try to put your ideas in order and use words like 'and' or 'but' to connect them. Next time, read your text aloud to check if it makes sense.	You are organizing your ideas better! Try to use more connectors and check if each part of your text is clear.	Excellent organization! Your ideas are easy to follow. Keep using connectors and think about how each sentence connects to the next.
Grammar and Vocabulary (Final Version, 60%)	Focus on using words from the topic and check your sentences for mistakes. Next time, try to use new words you learned in class.	You are using more vocabulary and your sentences are clearer. Try to use different words and check your grammar before finishing.	Your vocabulary and grammar are strong! Keep challenging yourself to use new words and different sentence structures.

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rubric

Rubric for a 2-Minute Oral Presentation: 'My Neighborhood' (A1 Level, 11th Grade)

Purpose of the rubric:

This rubric is designed to assess eleventh-grade students' 2-minute oral presentations about 'My Neighborhood.' The aim is to evaluate students' ability to communicate basic information about their neighborhood using simple English, focusing on clear self-assessment through 'I can' statements. The rubric addresses content, vocabulary and grammar, and pronunciation and fluency, ensuring alignment with A1 CEFR descriptors.

Rubric

Criteria / 'I can' Statement	Needs Improvement	Making Progress	Meeting Expectations
I can describe places and people in my neighborhood.	I mention 1 place or person in my neighborhood with very short phrases or single words (e.g., 'park', 'my friend').	I describe 2 places or people in my neighborhood using short sentences (e.g., 'There is a park. My friend lives here.').	I describe 3 or more places or people in my neighborhood with clear, connected sentences (e.g., 'There is a park and a school. My friend Ana lives next to the bakery.').
I can use vocabulary and grammar to talk about my neighborhood.	I use a few words about my neighborhood (e.g., 'school', 'house') and basic grammar (e.g., 'is', 'my'). Sentences may not be complete.	I use some neighborhood words (e.g., 'store', 'street', 'park') and simple grammar (e.g., 'There is', 'My house is big'). Sentences are mostly correct but simple.	I use a range of neighborhood words (e.g., 'bakery', 'library', 'supermarket') and correct simple grammar (e.g., 'There are two parks. My school is near my house.'). Sentences are complete and mostly correct.
I can speak clearly and keep going for 2 minutes.	I speak with many pauses or unclear words. My ideas are hard to understand and I do not speak for 2 minutes.	I speak with some pauses but most words are clear. I share my ideas for almost 2 minutes.	I speak clearly with few pauses. My ideas are easy to understand and I speak for 2 minutes.

Explanation of how to use the rubric

To use this rubric, listen to each student's presentation and evaluate their performance for each criterion. For each 'I can' statement, decide which performance level best matches what the student demonstrated: 'Needs Improvement,' 'Making Progress,' or 'Meeting Expectations.' Assign a score (1 for Needs Improvement, 2 for Making Progress, 3 for Meeting Expectations) for each criterion. Add the scores for all three criteria and divide by 3 to get the average score. This average represents the

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student's overall performance. For qualitative assessment, use the detailed descriptions to identify specific strengths and areas for growth. Encourage students to reflect on the 'I can' statements and set goals for improvement, focusing on effort and progress rather than perfection. Use the feedback comments to guide your conversations and help students understand what effective effort looks like at each level.

Comment matrix

Criteria / 'I can' Statement	Needs Improvement	Making Progress	Meeting Expectations
I can describe places and people in my neighborhood.	Try to add more details about your neighborhood. Think about other places or people you can mention. Keep practicing describing them in English!	Great effort! You are describing more than one place or person. Next time, try to connect your ideas with short sentences.	Excellent! You described several places and people. Keep using connected sentences and try to add even more details next time.
I can use vocabulary and grammar to talk about my neighborhood.	Focus on learning new words about your neighborhood. Practice making short sentences using 'There is' or 'My house is...'	You are using more words and simple grammar. Try to use new words and make your sentences a little longer.	Fantastic use of vocabulary and grammar! Keep challenging yourself to use new words and different sentence structures.
I can speak clearly and keep going for 2 minutes.	Practice speaking slowly and clearly. Try to talk for a little longer each time. Don't worry about mistakes—keep going!	You are speaking more clearly and for longer. Keep practicing to reduce pauses and make your ideas even clearer.	Great job! You spoke clearly and for the full time. Keep practicing to stay confident and maybe add more details next time.