**EVALUATION RUBRIC**

**Rubric for Competency 3, *Writes and produces texts***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A****Beyond Expectations** | **B****Meets Expectations** | **C****Partially Meets Expectations** | **D****Below Expectations** | **E****Well Below Expectations** |
| **Content of the message**  | All task requirements are met.Text is skillfully developed and organized with purpose and audience in mind.  | Most task requirements are met.Text is effectively developed and organized with purpose and audience in mind.  | Some task requirements are met. Some content is poorly developed or poorly organized.  | Few task requirements are met. Much of the content is poorly developed or poorly organized (lack of coherence leaves the reader confused or ill-informed).  | Few or none of the requirements are met.The text is not suited to the task or to the target audience.  |
| 25 | 23 - 20 | 18 - 15 | 13 - 10 | 8 - 0 |
| **Formulation of the message** | Some errors may be present but they do not impede readability1 or understanding.Targeted language repertoire (functional language, vocabulary and language conventions2) are consistently used correctly.  | Some errors may impede readability but not understanding.Targeted language repertoire (functional language, vocabulary and language conventions) are often used correctly. | Errors and/or awkward structures sometimes impede readability and understanding, but the text is understood with some interpretation.Targeted language repertoire (functional language, vocabulary and language conventions) are sometimes used correctly. | Errors and/or awkward structures repeatedly impede readability and/or understanding, but the text is understood with a significant degree of interpretation.Targeted language repertoire (functional language, vocabulary and language conventions) are rarely used correctly. | Errors and/or awkward structures repeatedly imped understanding. Most of the text is understood with a significant degree of interpretation.Targeted language repertoire (functional language, vocabulary and language conventions) are almost never used correctly. |
| 25 | 23 - 20 | 18 - 15 | 13 - 10 | 8 - 0 |