NYSTCE BILINGUAL EDUCATION ASSESSMENTS (BEAs)
COMPETENCY 0006 — PRESENTATIONAL WRITING: TARGET LANGUAGE RUBRIC

Performance Characteristic	4 — The "4" response demonstrates effective presentational writing skills.	3 — The "3" response demonstrates generally effective presentational writing skills.	2 — The "2" response demonstrates partially effective presentational writing skills.	1 — The "1" response demonstrates ineffective presentational writing skills.
APPROPRIATENESS: the extent to which the response is an essay written in the candidate's own words, states an opinion on the issue presented in the question, and uses language, style, and sociocultural conventions appropriate for the assignment (task, purpose, audience, and context or situation)	• The response is an effective essay written in the candidate's own words, states a clear opinion on the issue presented in the question, and effectively uses language, style, and sociocultural conventions appropriate for the assignment.	• The response is an essay generally written in the candidate's own words, states a generally clear opinion on the issue presented in the question, and uses language, style, and sociocultural conventions generally appropriate for the assignment.	• The response uses statements that may be only partially written in the candidate's own words, states an opinion on the issue presented in the question that may be unclear, and may use language, style, and sociocultural conventions only partially appropriate for the assignment.	• The response ineffectively uses the candidate's own words, does not state a clear opinion on the issue presented in the question, and/or uses language, style, and sociocultural conventions inappropriate for the assignment.
SUPPORT: the extent to which the response supports and explains the stated opinion with the candidate's own relevant ideas or examples	• The response effectively supports and explains the stated opinion with at least two of the candidate's own relevant ideas or examples.	• The response generally supports and explains the stated opinion with at least two of the candidate's own generally relevant ideas or examples.	• The response may only partially support and explain the stated opinion or may not provide at least two of the candidate's own partially relevant ideas or examples.	• The response provides little to no support and/or explanation. The candidate's ideas or examples are not relevant or absent.
ORGANIZATION: the extent to which the response is a well-organized and coherent essay that communicates clear ideas, develops a logical conclusion, and uses cohesive devices to connect sentences	• The response is a well-organized and coherent essay that effectively communicates clear ideas, develops a logical conclusion, and effectively uses cohesive devices to connect sentences. Minor errors do not interfere with comprehensibility.	• The response is a generally well-organized and coherent essay that generally communicates clear ideas, develops a logical conclusion, and generally uses cohesive devices to connect sentences. Some errors interfere with comprehensibility.	• The response uses statements that may be only partially organized and coherent and that communicate ideas that may be unclear. The conclusion may be only partially clear or absent. Frequent errors interfere with comprehensibility.	• The response uses statements that are disorganized, incoherent and that communicate few to no clear ideas. The conclusion is illogical or absent.
GRAMMAR: the extent to which the response uses a range of appropriate grammatical constructions, time frames, sentence structures, and mechanics (i.e., spelling, punctuation, capitalization, and diacritical marks)	• The response effectively uses a broad range of appropriate grammatical constructions, time frames, sentence structures, and mechanics. Minor errors do not interfere with comprehensibility.	• The response generally uses appropriate grammatical constructions, time frames, sentence structures, and mechanics. Some errors interfere with comprehensibility.	• The response uses some basic grammatical constructions, time frames, sentence structures, and/or mechanics that may be only partially appropriate. Frequent errors interfere with comprehensibility.	• The response uses few to no appropriate grammatical constructions, time frames, sentence structures, and/or mechanics.
VOCABULARY: the extent to which the response uses a range of appropriate vocabulary and academic and/or idiomatic language	• The response effectively uses a range of appropriate vocabulary and academic and/or idiomatic language. Minor errors do not interfere with comprehensibility.	• The response generally uses appropriate vocabulary and academic and/or idiomatic language. Minor errors do not interfere with comprehensibility.	• The response uses some basic vocabulary and academic and/or idiomatic language that may be only partially appropriate. Frequent errors interfere with comprehensibility.	• The response uses little to no appropriate vocabulary and academic and/or idiomatic language.

UNSCORABLE	The response is unscorable because it is merely a repetition of the assignment, not related to the assignment, not primarily in the target language, or not of sufficient length to score.
BLANK	There is no response to the assignment.