**ESL PLO Assessment #1**

**Directions: Write a paragraph about ONE topic from the list below.**

1. List the qualities and characteristics of a best friend.
2. Give the steps or instructions to succeed in college.
3. Give reasons and specific examples why someone should visit your favorite restaurant.

**You can use the paragraph checklist to double check your work.**

|  |  |  |
| --- | --- | --- |
| **PARAGRAPH CHECKLIST** Directions: Check Yes/No  | **Self**  | **Self**  |
|  | **Yes** | **No**  |
| **Paragraph Content**  |
| 1. Does the paragraph have a topic sentence? |  |  |
| 2. Does the paragraph have at least three supporting details? |  |  |
| 3. Does the paragraph have a concluding sentence? |  |  |
| 4. Is the meaning of each sentence clear? |  |  |
| **Paragraph Format**  |
| 1. Does the paragraph have a title? |  |  |  |  |
| 2. Is the paragraph indented? |  |  |
| 3. Is the paragraph double-spaced? |  |  |
| 4. Is the paragraph within margins? |  |  |
| **Grammar and Punctuation**  |
| 1. Does each sentence begin with a capital letter? |  |  |
| 2. Does each sentence end with punctuation? |  |  |
| 3. Are all the words spelled correctly? |  |  |

**PLO 1- Scoring Rubric**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total points possible

High Intermediate Pass= 16 points

|  |  |  |
| --- | --- | --- |
| **Content /Organization**  | **10=50%** | comments  |
| Contains a well-written topic sentence; Adequate details provided in supporting sentences; Contains an effective concluding sentence; All sentences stay on topic  | 10- 9 -8 -7  |  |
| Topic sentence unclear; Some details provided in supporting sentences but more needed or not all are relevant; Concluding sentence not effective; Contains off topic content | 6- 5- 4- 3  |  |
| No topic sentence; Insufficient details or unrelated/irrelevant details provided in supporting sentences; No concluding sentence; Controlling idea unsupported / incoherency  | 2- 1- 0  |  |
| **Sentence Structure**  | **4=20%** |  |
| Variety of sentences and clauses (simple, complex, compound | 4 – 3 - 2  |  |
| Only simple sentences  | 1- 0  |  |
| **Vocabulary & Transitions**  | **2=10%** |  |
| Correct vocabulary use, variety in word choices; Correct use of connector words (clauses and ordering of information)  | 2-1 |  |
| Numerous errors in word choices or excessive repetition; Numerous errors in use of connector words (clauses and ordering of information)  | 0  |  |
| **Grammar & Mechanics**  | **3=15%** |  |
| Correct verb tense for topic; Correct punctuation (capital letters, commas, periods, etc.); All words spelled correctly | 3 |  |
| Some verbs are incorrect; Some mission or incorrect punctuation; Minor spelling errors  | 2-1 |  |
| Incorrect verb tense use impedes meaning; Numerous punctuation errors that impede meaning; Spelling errors impede comprehension  | 0 |  |
| **Format & Legibility**  | **1=5%** |  |
| Uses format that contains a title, written margins, first sentences indented; Neat and legible  | 1 |  |
| No title; Not within margins: Illegible  | 0 |  |

**Score\_\_\_\_\_\_\_\_\_\_\_\_/ 20 points Pass / No pass**

**Oral Presentation Rubric PLO2**

|  |  |
| --- | --- |
| 4 | * Exceptionally clear and automatic speech, with no awkward pauses and hesitations, and pronunciation is such that the listener has no difficulty with the message
* Accurate information with very relevant supporting details (opinions, reasons and examples)
* Few noticeable mistakes in grammar
* Few noticeable mistakes with vocabulary use (including such discourse features as transitions and connectors
 |
| 3 | * Clear and automatic speech, with a few awkward pauses and hesitations, and minor pronunciation errors such that the listener has little difficulty with the message
* Accurate information with relevant supporting details (opinions, reasons and examples)
* Minor mistakes with grammar use
* Minor mistakes with vocabulary use (including such discourse features as transitions and connectors

  |
| 2 | * Somewhat clear and automatic speech with some short pauses and hesitations and generally correct pronunciation of words
* Generally accurate information lacking supporting details (opinions, reasons and examples)
* Noticeable mistakes with grammar use
* Noticeable mistakes with vocabulary use (including such discourse features as transitions and connectors
 |
| 1 | * Attempts to address the prompt in English and has multiple long pauses, very slow speech, and limited correct pronunciation of words
* General information that needs to be more accurate and more supported
* Serious grammatical mistakes impeding comprehension
* Serious errors in vocabulary use impeding comprehension
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**READING –GRAPHIC ORGANIZER PLO3**

Directions: Read the paragraph and create an outline, map, flowchart, or other graphic organizer of the paragraph’s main idea and major and minor details.

**Student Score \_\_\_\_\_\_\_\_ Passing Score: 2**

|  |  |
| --- | --- |
| **Points** | **Description** |
| **3** | **Student correctly identified main idea, as well as both major and minor details.** |
| **2** | **Student correctly identified two out of three areas:** * **Main idea and major details**

**OR*** **Main idea and minor details**

**OR*** **Major detail and minor details**
 |
| **1** | **Student correctly identified 1 out of three areas:*** **Main idea**

**OR*** **Major details**

**OR*** **Minor details**
 |
| **0** | **Student was unable to correctly identify main idea, major details, and minor details.**  |