|  |  |  |  |
| --- | --- | --- | --- |
| **SCORE** | **SOURCE USE** | **SCORE** | **LANGUAGE USE** |
| **5** | The paragraph includes all the overlapping information from both of the readings and appropriately explains the information with regard to the task. | **5** | The paragraph is well organized; it may include minor errors in grammar or word choice, but the errors do not impede understanding. |
| **4** | It includes most of the key points from the readings as they relate to the task. Some points may not be fully explained or the explanation may be vague. | **4** | There are several minor errors with language; some ideas may not seem connected, but there are no real problems with clarity. |
| **3** | It has one or more of the following problems: does not include a key point from one of the readings or shows only a limited understanding of the information or incorrectly explains a key point. | **3** | Errors in sentence structure and word choice may make the meaning of some sentences unclear; transitions and connections between ideas are not always easy to follow; yet, the important ideas in the paragraph can be understood.  |
| **2** | It has one or more of the following problems: does not include sufficient information from the reading(s); at least half of the necessary information or points is missing. | **2** | Errors in sentence and word choice make ideas in the paragraph difficult to understand; the sentences are not easy to follow. |
| **1** | It includes few or none of the key points from the reading(s). It is poorly written and difficult to understand. | **1** | Frequent and serious errors in grammar and word choice make some sentences impossible to understand.  |
| **0** | The student did not attempt the task. OR, only copied words from the readings OR, the paragraph is not related to the readings at all. | **0** | The student did not attempt the task. OR, only copied words from the readings OR, the paragraph is not related to the readings at all. |

**Note to the instructors:**

The 0-5 scale rubric rates students’ work **paragraph by paragraph** in terms of “**SOURCE USE**” and “**LANGUAGE USE**”.

While assessing source use, we check whether the student has fully understood the sources and determined the key points and overlaps for both reading texts.

Language use is rated in terms of grammar, word choice, paraphrasing skills and linkers/signpost language the student has operationalized while writing.

**How to use the rubric:**

Student A scores 4 in source use and 3 in language use in paragraph 1.

We calculate the score as follows:

4+3=7 (total sum of scores – out of 10) 7x2= 14 (out of 20)

We conclude that Student A received **14 out of 20 for paragraph 1**. We do the same calculation for paragraph 2.