



**ENGLISH:**

Write about yourself and things you like to do.

**FRENCH:**

Ecrivez de vous-même et des choses que vous aimez faire.

**RUSSIAN:**

Напиши о себе и о том, что ты хотел бы сделать.

**UKRAINIAN:**

Напиши про себе та про те, що ти хотів би зробити.

**ROMANIAN:**

Scrive despre tine și despre ceia, ce ai dori să faci.

**Vietnamese:** Hay~ viet^ ve^ ban va` nhung~ dieu^ ban thich' lam`

**GERMAN:**

Schreiben Sie über sich selbst und was du tust gerne.

**URDU:**

اپنے آپ کو اور چیزوں کے بارے میں لکھو تم کرنا پسند

**PORTUGUESE:**

Escreva sobre si mesmo e as coisas que voce gosta de fazer.

**DUTCH:**

A.u.b. Schreef maar iets om U zelf en ook om dingen dat U graag zou willen doen

Miami-Dade County Public Schools  
 Division of Bilingual Education and World Languages  
 Native Language Writing Rubric for New Beginning Program

Score	Holistic Criteria
5	<ul style="list-style-type: none"> <li>• Vocabulary is precise, varied and vivid</li> <li>• Organization is appropriate to writing assignment and contains clear introduction, development of ideas and conclusion</li> <li>• Transitions from one idea to another is smooth and provides reader with clear understanding that topic is changing</li> <li>• Meaning is conveyed effectively</li> <li>• A few mechanical errors may be present but do not disrupt communication</li> <li>• Shows a clear understanding of writing and topic development</li> </ul>
4	<ul style="list-style-type: none"> <li>• Vocabulary is adequate for grade level</li> <li>• Events are organized logically, but some part of the same may not be fully developed</li> <li>• Some transition of ideas is evident</li> <li>• Meaning is conveyed but breaks down at times</li> <li>• Mechanical errors are present but do not disrupt communication</li> <li>• Shows a good understanding of writing and topic development</li> </ul>
3	<ul style="list-style-type: none"> <li>• Vocabulary is simple</li> <li>• Organization may be extremely simple or there may be evidence of disorganization</li> <li>• There are a few transitional markers or repetitive transitional markers</li> <li>• Meaning is frequently not clear</li> <li>• Mechanical errors affect communication</li> <li>• Shows some understanding of writing and topic development</li> </ul>
2	<ul style="list-style-type: none"> <li>• Vocabulary is limited and repetitious</li> <li>• Simple is comprised of only a few disjointed sentences</li> <li>• No transitional markers</li> <li>• Meaning is unclear</li> <li>• Mechanical errors cause serious disruption in communication</li> <li>• Shows little evidence of discourse understanding</li> </ul>
1	<ul style="list-style-type: none"> <li>• Responds with a few isolated words</li> <li>• No complete sentences are written</li> <li>• No evidence of concepts of writing and grammar structures</li> <li>• Extremely poor Penmanship (not legible at all)</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response</li> </ul>