|  |  |  |  |
| --- | --- | --- | --- |
| Criteria  | **Exceeds Expectations** | **Meets Expectations** | **Does Not Meet Expectations** |
| **Organization, Structure**Title Introductory and concluding remarksCohesionSupporting detailsCreativityBreadth of vocabulary choices | Effective treatment of topic within the context of the task. Introduction and conclusion convincingly frame a comprehensive presentation. The essay has a title, strong beginning, and a clear ending. It is constructed with focused paragraphs that are logically developed and joined by smooth transitions; the paragraphs work together to develop a logical and sound argument.Word count on the bottom of the page | Suitable treatment of topic within the context of the task. Introductory and concluding remarks present. The essay may be missing a title, has either introductory or concluding remarks. It is constructed with paragraphs and attempts are made to transition smoothly between ideas.  | Clear organization missing, making presentation difficult to follow. The essay lacks a title, clear introductory, and concluding remarks. They essay may be composed of paragraphs, but they are disjointed or difficult to follow. No sound argument is developed  |
| **Style**Quantity and organization of language discourse and integration of required structures: -AKK Präpositionen-Possessivadjektive -kein/keine -Pronomen -Verben mit trennbaren Präfixen-Modalverben  | Effective use of transitional elements or cohesive devices. Rich variety of complex and simple sentences shows awareness of language function. Significant use of coordinating and subordinating conjunctions contribute to the overall cohesion of writtenpresentation. Inclusion of **all** required structures | Some effective use of transitional elements or cohesive devices. Use of complex sentences, simple sentences, and strings of sentences. Occasional use of coordinating and subordinating conjunctions strengthens written presentation. Inclusion of **most** required structures | Limited use of transitional elements or cohesive devices. Uses mostly simple sentences and memorized phrases. Limited use of coordinating conjunctions. Inclusion of **some or none** of the required structures.  |
| **Language Control**Grammatical accuracy and correct use of forms:ArticleCaseSubject / verb agreementVerb conjugationWord orderTense (Perfekt and Present)Time expressions (adverbs)Prepositions | Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.Accuracy and variety in grammar, syntax, and usage, with few errors.  | Fully understandable, with some errors which do not impede comprehensibility, General control of grammar, syntax, and usage. | Generally understandable, with errors that may impede comprehensibility. Some control of grammar, syntax, and usage.  |
| **Content/Vocabulary** | Information is nuanced, including rich details and creative elements throughout. Relevant, appropriate, and varied vocabulary choices strengthen and support the content of the written presentation. Details and events are appropriately sequenced.  | Information supports presentation and includes some details and creative elements. Vocabulary choices contribute to content and convey the information clearly.  | Information cursorily addresses the topic. Sparse use of concrete details. Breadth of vocabulary limited and redundant. |
| **FORMAT: Times New Roman, 12 pt, 1” margins, Title, Word count listed at end of essay**  |