

Expectations	Exceeds 97-100%	Meets		Expectation		Totals
		Strong 90-96%	Weak 83-89%	Barely meets 80-83%	Does not meet 79 and below%	
Mechanics of writing (spelling rules; the soft sign; soft-hard vowels; voiceless consonants; verb endings, б in verbs; prefixes & suffixes; unstressed vowels, непроверяемые слова)	Demonstrates awareness of known spelling rules; spelling of roots, prefixes, verb endings is correct 90-100% of the time; <u>few errors</u> in soft-hard choices, prefixes, roots or непроверяемые слова.	Demonstrates awareness of known spelling rules; spelling is correct in at least ¾ of the writing, basic spelling rules are mostly observed (жи-ши, ча-ща, ь в глаголах). Errors concern mostly the spelling of the roots, prefixes and непроверяемые слова. Errors in soft-hard choices are not frequent (¼ or less).	Demonstrates partial awareness of known spelling rules; phonetic spelling of many words (40%); some misuse of б, confusion about verb endings and soft-hard choices.	Demonstrates disregard for known spelling rules; persistent phonetic spelling of many words (50%); consistent misuse of б, confusion about verb endings; errors are evident in ¾ of the work.	Demonstrates disregard for known spelling rules; phonetic spelling of most words (70%); misuse of б, confusion about verb endings and soft-hard choices; errors are evident throughout the work.	
Lexical meaning	Rich use of vocabulary; uses appropriate vocabulary to present information in a fairly nuanced way; minimal or no calques, demonstrates knowledge of connotations and associations (including register) of words.	Vocabulary usage is mostly appropriate although a few calqued phrases are used; demonstrates respectable albeit incomplete knowledge of connotations and associations (including register) of words.	Somewhat inadequate and/or inaccurate use of vocabulary. Approx. half the time usage is heavily influenced by English (calques); lacks attention to connotations, associations and register of words.	Inadequate and/or inaccurate use of vocabulary. Does not pay attention to connotations, associations and registers. In several parts, lexical choices would be understood only by bilingual speakers.	Excessively inadequate and/or inaccurate use of vocabulary. Meaning in numerous parts would be mostly inaccessible to a monolingual speaker.	
Grammatical meaning	Demonstrates sustained control of grammatical endings; few or no errors in case endings. In all parts of the essay learned language structures are used correctly most of the time (over 95%).	Demonstrates emerging control of grammatical endings; a few errors in case endings. In most parts of the essay learned language structures are used correctly at least ¾ of the time.	Demonstrates partial (although significant) control of grammatical endings; errors in learned material are more than a few. In several parts of the essay learned language structures are used correctly approximately 60% of the time.	Demonstrates inconsistent and only partial control of grammatical endings. In several parts of the essay there is very high proportion of grammatical errors. Learned language structures are used correctly only 50% of the time. Meaning in several parts would be mostly inaccessible to a monolingual speaker.	Inadequate and/or inaccurate use of grammatical endings; seemingly random assignment of case endings. In numerous parts of the essay there is an extremely high proportion of grammatical errors (more than 50%). Meaning in numerous parts would be mostly inaccessible to a monolingual speaker.	

NOTE: *Phonetic spelling of case endings is treated as a grammatical error, not a spelling error.