

**Are Our Children Learning?**

Uwezo Uganda, Corner House, Suite B1, Plot 436/437, Mawanda Road

Kamwokya, Kampala. P.O Box 33275, Kampala, Uganda. Tel: +256-393-193441

www.uwezouganda.org

[info@uwezouganda.org](mailto:info@uwezouganda.org)

**UWEZO WRITING ASSESSMENT, 2022**

***Scoring Rubric***

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**Child Unique code** (copy from the assessment pack)**:**

**Scorer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **TASK ITEM** | **Criteria/Dimensions** | **Vocabulary (Meaning/spelling)** | **Letter formation** | **Total score**  **(Out of 3)** | **Observation /General comment** |
| --- | --- | --- | --- | --- | --- |
| **Scoring Rubric** | **Level** | |
| **2** | **1** |
| **SECTION 1: WORD LEVEL**  Look at the picture and write the word | **Requirement**  ***Score*** *(Tick (****✓)*** *or Cross (****✘)*** *as applicable)* | *Meaningful / related to the picture* | *Correct letter formation* |
| **W101:** maize/corn | |  |  |  |  |
| **W102:** nurse/doctor/midwife | |  |  |  |  |
| **W103:** book/bible/quran | |  |  |  |  |
| **W104:** car/sedan | |  |  |  |  |
| **W105:** table | |  |  |  |  |

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| **SECTION2a: SENTENCE LEVEL**  Look at the picture and answer the questions in full sentences**.** | ***Criteria/Dimensions*** | **Relevance to the question** | | | **Structure/grammar** | | | **Spelling, Punctuation and letter formation** | | | **Legibility** | | | **Total Score**  **(*Out of 12*)** |
| ***Scoring Rubric*** | **Level** | | | **Level** | | | **Level** | | | **Level** | | |
| **4** | **2** | **0** | **4** | **2** | **0** | **2** | **1** | **0** | **2** | **1** | **0** |
| ***Requirement***  ***Score*** *(Tick (****✓)*** *as applicable)* | Response fully related to the question | Response partially related to the question | Response not related to the question (no response) | Grammar rules **fully**  followed | Grammar rules **partially** followed | No grammar rules followed (no response) | Fully correct | Partially correct | Completely incorrect | Fully legible | Partially legible | Completely illegible |
| **Sa201.**Where is the cat? | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Sa202.** What is the woman selling? | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Sa203.** Where are the children going? | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SECTION2b: SENTENCE LEVEL.**  Answer these questions in full sentences. | | **4** | **2** | **0** | **4** | **2** | **0** | **2** | **1** | **0** | **2** | **1** | **0** |  |
| **Sb201.** Where do birds live? | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Sb202.**What did you do after school yesterday? | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Sb203.**What will you do in the holidays? | |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **SECTION3:TEXT LEVEL** | **Criteria/Dimensions** | | | | | | | | | | | | | | | | | | | | | |  |
| **T302.** Write the story of your first day at school after the lockdown. Write as much as you can (but not less than three sentences), on the lines below. Try to make your story interesting. | **Ideas, meaning and relevance**  (***4*** *points*) | | | | | **Structure and coherence**  (***3*** *points*) | | | | **Vocabulary**  (***3*** *points*) | | | **Syntax (**Sentence Structure**) /grammar**  (***3*** *points*) | | | **Mechanics (*Spelling, Punctuation, Handwriting*)** | | | | | | |  |
| **Spelling**  (***2*** *points*) | | | **Punctuation**  (***1*** *point)* | | **Handwriting and letter formation**  (*By*  *impression*)  (***1*** *point*) | |
| ***Scoring Rubric*** | **Level** | | | | | **level** | | | | **Level** | | | **Level** | | | **Level** | | | | | | | **Total score**  **(out of 17)** |
| **4** | **3** | **2** | **1** | **0** | **3** | **2** | **1** | **0** | **3** | **2** | **1** | **3** | **2** | **1** | **2** | **1** | **0** | **1** | **0** | **1** | **0** |
| ***Requirement*** | Imaginative writing, showing many relevant ideas in some detail | Meaningful and relevant writing, with limited ideas and detail | Writing that is relevant to some extent but very simple, with little detail | Incomplete writing, consisting of fragments with minimal relevance | Writes less than 3 sentences /No writing or none that is relevant (end the assessment) | The writing is well organised, showing a clear sequence and links between the different parts of the narrative (setting, action and conclusion) or description (the whole scene and various components) | The writing is partially effective in providing a sequence and links between different parts. (Not all the links are clear) | The writing is either insufficient in quantity to show a clear **structure** or **rambles** with no sense of direction. | There is no evidence with which to assess **structure** or **coherence** | Uses appropriate **vocabulary** **creatively** (*nouns, verbs, adjectives and adverbs*) to bring out meaning | Uses appropriate **vocabulary** | Uses some key **vocabulary** but not sufficient | Uses ***correct*** sentence structure and correct grammar | Uses **correct** structure with less (**1-2)** grammatical errors | Writes with many (***3 and above)*** grammatical errors and structures | **1 mistake** in every **10** words | **3-4 mistakes** in every **10** words | **5 or more mistakes** in every **10** words | 1 ***mistake*** per sentence | ***3 or more*** mistakes per sentence | Handwriting is legible | Handwriting is illegible (***cannot be read completely***) |  |
| **Score** (*circle a number that corresponds to the score*) | **4** | **3** | **2** | **1** | **0** | **3** | **2** | **1** | **0** | **3** | **2** | **1** | **3** | **2** | **1** | **2** | **1** | **0** | **1** | **0** | **1** | **0** |  |