

Creating a C2 Rubric

EESL CYCLE 2

(Information-Based Narrative on Bedbugs)

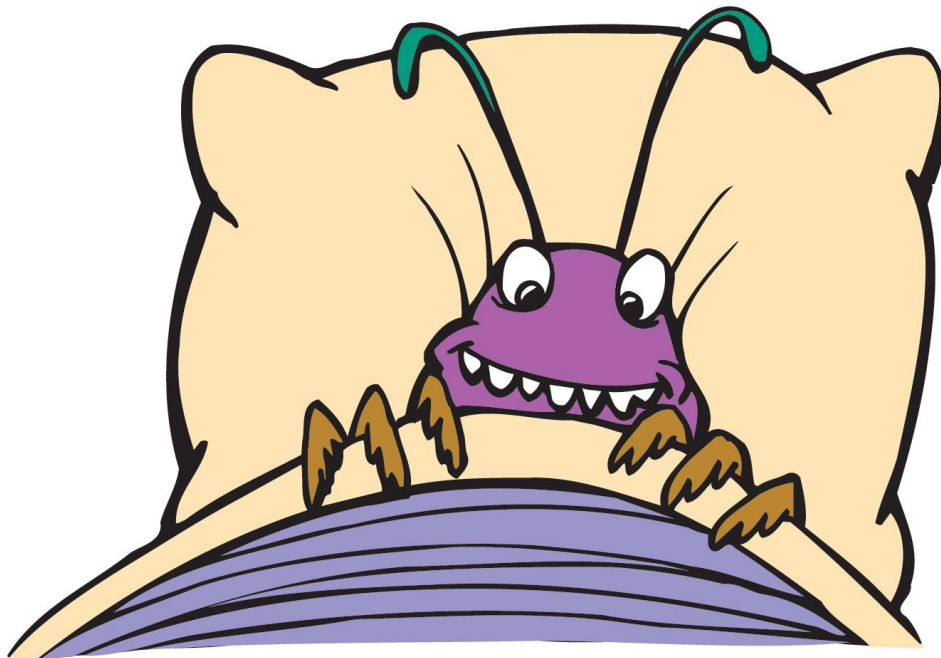


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CHOCOLATE CHIP COOKIE COMPOSITE RUBRIC (2006)				
	Cream of the crop	Not far from the top	On the way down	Bottom of the barrel
Appearance	Golden brown	Medium brown	Pale and pasty	Overcooked/Undercooked
Size	Supersized, superior, more than 4" in diameter	Homemade size, 3-4"	Store-bought size, less than 3"	Mini, less than 2 inches, depressing!
Moisture and chewiness	Very moist, extremely chewy	Moist, relatively chewy	Not too hard, chewy	Arid, dry, chewiless
Number of chocolate chips, size and distribution	Frequent, evenly distributed large chips or chunks; minimum 2 per sq. inch	Regular to larger-sized chips; 1 to 2 per sq. inch	Smallish and less frequent chips; 1 per sq. inch	Small chips or flakes of waxy chocolate—or imaginary!
Ratio nuts to chocolate chips	Half-half	¼ to ¾	⅛ to ⅞	0 to all
Flavour	Heavenly: rich, buttery, fresh tasting, warm	Good: fresh, not stale	Okay: not fresh, but not stale	Yuck: stale or flavourless

Comments on the rubric:

RUBRIC Fact Sheet

February 2013

This fact sheet was produced by the English as a second language evaluation team of the Ministère de l'Éducation, du Loisir et du Sport for the 2013 RREALS-RCCPALS training session.

What is a rubric?

A rubric is a scoring tool, often in the form of a table, which is used for instruction and evaluation. It presents the evaluation criteria and subcriteria for judging student performance for a given task, and a description of the various performance levels.

What types of rubrics exist?

Rubrics are either holistic or analytical.

Holistic rubrics provide an overall assessment or global picture of a product or performance. They provide a single score. For example, in the Secondary V EESL uniform examination, Competency 2, *Reinvests understanding of texts*, is assessed globally. Holistic rubrics can be helpful for assessing the overall quality of a product or performance. Holistic rubrics are used when the desired focus is on the student product or performance in its entirety, rather than on its individual elements.

Analytical rubrics provide a detailed assessment of a product or performance, breaking it down into criteria and even subcriteria. They can therefore provide several scores. For example, in the Secondary V EESL uniform examination, Competency 3, *Writes and produces texts*, is evaluated using multiple criteria (content of the message and formulation of the message) and subcriteria (text form, vocabulary and language conventions, and language register and idiomatic language). Analytical rubrics are useful to both teachers and students as they provide valuable insight into specific strengths in students' work, as well as areas that need to be improved. They also help students to better understand what makes a quality product or performance.

Rubrics can also be task-specific or generic.

Task-specific rubrics feature descriptors that are specifically related to a given task or product. For example, the Secondary V Core written uniform examination is assessed using a task-specific rubric.

Generic rubrics can be applied to a variety of different tasks, products or performances. A common example is the Secondary generic rubric for Competency 1, *Interacts orally in English*. Generic rubrics are used less frequently in writing tasks as some features may be unique to a specific genre. For example, while the descriptors for language conventions may be the same for a variety of writing tasks, those for text components will differ from one genre to another (e.g. feature article, letter to the editor, fact sheet).

When are rubrics used?

Rubrics are presented to students before beginning a task so that students understand the requirements of the task and what they have to do to meet those requirements. Students can also use rubrics to guide them while carrying out a task, and to improve their final product during the revising and editing stages of the writing process.

Teachers use rubrics once students have completed a task to evaluate students' work in order to give a score, and to determine students' strengths and weaknesses as well as whether or not further teaching will be required.

Why use rubrics?

Some of the many reasons for using rubrics to assess student work are:

- Rubrics reduce subjective evaluation.
- Rubrics result in more consistent evaluation.
- Rubrics clarify requirements and assessment for students.
- Rubrics demystify quality product and quality performance.

How is a rubric created for a reinvestment and/or writing task?

The following are the main steps used by the ESL team at the Ministère to create rubrics. Note: This is not a linear process.

STEP 1: Create the task, including the task requirements.

STEP 2: Decide which criteria from the evaluation framework you want to assess. Break them down into subcriteria, as needed (e.g. content of the message: coherence, organization of ideas, development of ideas). Consult the program and/or Progression of Learning, as needed.

STEP 3: Carry out the task yourself to make sure it is doable and to pinpoint its shortcomings. Readjust the task and the task requirements, as needed.

STEP 4: In a rubric template, jot down the characteristics of each level for each criterion (e.g. B: no inaccurate information / C: minor inaccuracies). You may want to start with your “expectation” level (B). Make sure all possible scenarios are provided for (e.g. student uses inappropriate language, reinvests inaccurate information, copies from source texts, text is off topic, etc.).

STEP 5: Obtain authentic student writing samples. Examine them to make sure the characteristics you jotted down in Step 4 represent what you truly see in student work. (Use parental consent forms if you plan to distribute writing samples to teachers.) This may take you back to readjusting the task and task requirements.

STEP 6: Write the actual descriptors for each level, favouring observable evidence rather than vague descriptions (e.g. presents new ideas vs. shows creativity).

STEP 7: Validate your rubric by using it to evaluate the writing samples you have. Readjust the rubric as needed.

STEP 8: If possible, further validate the rubric by asking a few teachers to evaluate student writing samples using the rubric. Readjust the rubric as needed.

What are the basic “rubric-building guidelines”?

The following are the guidelines the evaluation team has set for building a solid rubric:

- Try to fit the rubric on one page.
- Evaluate what matters given the competency, the task and the expected product or performance.
- Make sure the “sum of the parts” makes sense. For example, if a student obtains a high total score for a text that is deemed poor or average, the rubric and/or task must be adjusted. Inversely, if a student obtains a low total score for a text that is deemed good or superior, the rubric and/or task must be adjusted.
- Determine the weighting of each “part” according to its importance. For example, an introduction and conclusion may be of equal value, but the reasoning in the body of a text would be of more value.
- Make sure each performance level is truly different from the others. For example, “includes most elements” is the same as “is missing a few elements.”
- Make sure Level A describes a performance that is superior to level B, not just different. For example, is an “original” text truly superior to a “coherent” text or is it simply different?
- Make sure Level B describes a performance that you are expecting from most of your students.
- Make sure Level C describes a minimal pass expectation and is clearly distinct from a fail.
- Focus on quality rather than quantity (e.g. quality of the reasoning rather than the number of arguments, quality of the text rather than its length).
- Avoid using comparative language (e.g. text is *clearer*, *more* descriptive).
- When possible, use positive language, even to describe performances that are weak (although clarity remains key).
- Avoid mixing terms that describe a degree of frequency (e.g. often) with terms that describe a degree of quality (e.g. very) or quantity (e.g. many).

Instructions for the Teacher

1. Make sure students know how to write an information-based narrative from the perspective of a “non-human.” You may give students a copy of the two examples on pages 7 to 9.
2. Help them get familiar with the genre and identify the literary and information elements. The text is supposed to be entertaining, but also inform. Students should also pay attention to the point of view.
3. Have students read the two information-based articles on pages 12 to 14
4. Have students write an information-based narrative entitled “A ~~Day~~ Night in the Life of a Bedbug,” i.e. Written from the perspective of a bedbug. An example is provided for the teacher (but it is not to be shown to students) on pages 10 and 11.
5. Inform students of the following requirements:
 - a. Purpose: Inform the public about bedbugs through a narrative
 - b. Target audience: General English-speaking audience in the province of Québec
 - c. Number of words: Not specified. What matters is to write a narrative that is informative and complete.
6. You may need to remind students that the narrative must be informative, not only entertaining, as the purpose is to inform the public about bedbugs.

EXAMPLE OF AN INFORMATION-BASED NARRATIVE

A Day in the Life of a Barbie Doll – Part I

I wake to the thundering roar of children bounding down the stairs. I've been in solitary confinement for the past 24 hours—but it feels like days without light. I had learned to live with the tight plastic ties that strap me to the back of my box, but this complete blackout is something new and terrifying.

Yesterday, a middle-aged woman with dark hair and glasses picked me out of a row of Barbie doll look-alikes. She looked at me quizzically through the plastic window on the front of my box.

“A Pink Label Barbie doll. Yes, you'll do just fine,” she said. “Gracie is only seven; she doesn't need a collectible doll. Oh, she's going to love you!”

And without another word, she dropped me into the store trolley and wheeled me to the checkout counter. Five minutes later I found myself dumped upside-down in a shopping bag in the back of this lady's car.

I'm guessing that this Gracie is her daughter. I just hope that she's one of those nice kids—the kind that treats their dolls with the respect and reverence they deserve, the kind that invites them to tea parties and brushes their hair and gives them loads of pretty dresses to wear and lets them sleep on the soft pillows when the bed is made.

I hope she's not one of those nasty little kids that mess up their dolls' hair in a million knots and let their snotty-nosed little brothers or sisters rip their heads off and flush them down the toilet! Oh—I've heard some horror stories in my time at the store.

I can hear the children yelling and laughing and suddenly the paper that covered my box is ripped off by a little girl with such force that my box tumbles to the floor. The bright lights are blinding and I try to move my arms to shield my eyes, but the straps are so tight, I can't move. I wonder if this torture is ever going to end.

Then I see this kid coming at me with a pair of scissors.

“Be careful Gracie darling,” cautions the woman with dark hair. “You don't want to chop off an arm before you even get her out of the box, do you?”

Yeah—don't chop off my arm, Gracie! Just remember I have 4 million+ likes on Facebook and 100,000+ followers on Twitter—that's more fans than any other doll out there! I also have my own blog! So just leave me in one piece, okay?

My box is turned upside down and suddenly I find myself face down on the floor and a few seconds later I am free.

Oh, the feeling of freedom—of not being bound in a box! Finally, after all this time, the shackles are off! Gracie moves my arms and legs and turns my head. Ouch! I'm stiff, and my joints ache. I haven't felt this much pain since plastic surgery reshaped my face and body—how else do you think I look this good—I mean I've been around since 1959! And let's not forget, people—I am plastic!

“Barbie!” squeals Gracie excitedly.

My real name is actually Barbara Millicent Roberts, but ever since Willows High School, (that’s where I went to school in Wisconsin), pretty much everyone just calls me Barbie.

Gracie is clearly ecstatic in my presence—which is hardly surprising; I mean I am a famous movie star and pop icon—and not only that—I’ve had over 130 amazing careers, including one as an astronaut where I went to the moon—4 years before Neil Armstrong! It’s no wonder I’m the most popular, fashionable, beautiful choice of doll worldwide for girls ages 3 to 6, who own on average 12 others just like me!

Gracie has a kind face and loving eyes and for a moment, I think I may have hit the jackpot! But my sense of euphoria quickly turns to fear as George, Gracie’s 4-year-old brother, rips me from her hands and bolts upstairs to his room, locking the door behind him.

I can hear Gracie screaming and banging on the door in between bursts of sobs.

“Open the door, George,” comes the stern, don’t-mess-with-me voice of his mother. “Or your yellow tractor gets it!”

There is a moment of silence and then George unlocks the door and hands me back to Gracie, who runs off still sobbing to her room—my new home.

It was a beautiful room—pale pink walls and fuchsia curtains. And in the corner, the most beautiful dollhouse you ever saw! The entire house is decorated in my signature color—Barbie Pink (PMS - 219). I know—everyone laughs at the color code. If only Ken were here to see this with me. We officially got back together on Valentine’s Day 2011, but I haven’t seen him since I left the store.

Gracie places me carefully on a chair in the living room.

“Don’t worry, Barbie,” she says, still fighting back the tears. “I promise to look after you and love you forever.”

We spend the rest of the day drinking tea and playing dress-up, and when it begins to get dark, Gracie tucks me into the bright pink Barbie bed in the dollhouse, kisses me goodnight and leaves to brush her teeth.

In all, it has been a wonderful but exhausting day. I close my eyes, stretch my arms and legs and rub my wrists and ankles where the straps used to be. I am just about to close my eyes, when I notice George’s stocky little silhouette in the doorway. . . .

To be continued.

EXAMPLE OF AN INFORMATION-BASED NARRATIVE

A Day in the Life of an Elephant Seal Scientist

I'm what I guess can be called a "seal scientist." Not by choice. I was ambushed.

About a month ago, I was on the beach for our biannual "beach party," during which we moult, mate, give birth to our young, or simply relax. I was taking it easy, basking in the sun, when I felt a sharp pain in my side. Before I had time to react, I became really sleepy.

Next thing I knew, I started to come to, feeling rather woozy. A few humans were crouched beside me, staring at me and talking. It took me a while to get my bearings, but I could hear bits and pieces of their conversation.

"The computerized tag is activated. We'll be able to pick up the signal and follow it."

"Great. We'll be able to collect the data it sends to our receiver."

"I can't wait. These seals can go so much deeper than we can. Who knows what we'll learn."

At the time, this conversation made no sense to me. It's only later in the day that I put it all together. When the humans left and I finally came out of my haze, I turned to find Martie, a fellow elephant seal.

I froze.

Click. All the pieces fell into place.

He looked so ridiculous. Had the situation not been this serious, I would have laughed my head off. On top of his head sat this weird gizmo, and I knew right then that whatever was on his head was also on mine. And I understood what the humans were talking about. I knew what this was all about. This was a computerized tag, and we were going to be used to gather data. The thing on my head will send the humans data on all kinds of things, such as water temperature and salinity.

I've seen those devices on other species before: sea lions, humpback whales, blue whales, turtles, and great white sharks. Let me tell you, sharks don't look as fierce with silly looking devices on their heads. I laughed so hard when I first saw them! They were trying to look menacing, and I kept laughing.

I don't laugh anymore.

So here I am, with my friends, foraging for food in the Pacific Ocean, with a flashing, red tiara on my head! This morning, we ran across another group of elephant seals. Those of us with the fancy new head gear sure got a ribbing. And now I know exactly how those sharks felt. Martie just looks depressed and angry.

I'm not as upset as Martie. I've chosen to keep a positive attitude. If you can't beat them, join them, right? I mean, the tag doesn't hurt at all, and it doesn't hinder any of my activities. So if it helps the humans, why not? After all, they're an inferior mammal species, only able to swim in shallow waters and having to come up for air every minute or so. (It's so funny to see them flailing their arms above water!) We, on the other hand, can dive as deep as two kilometers, travel at 7 km/h and hold our breath for almost two hours. We see underwater wonders they'll never get a glimpse of.

I just wish they had asked nicely.

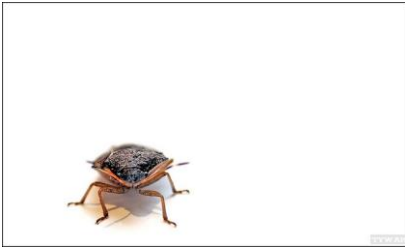


This is a picture of Martie. Doesn't he look attractive with his tag?

Photo: flicker/Census of Marine Life E&O/Creative Commons License

EXAMPLE OF AN INFORMATION-BASED NARRATIVE ON BEDBUGS

Image: flickr/Tyvak/Creative Commons License



~~A Day~~ Night in the Life of a Bedbug

A HEMIPTEROUS NARRATIVE BY BARTHOLOMEW LABIBITTE

My home? Right now, room 221 of the Royal Kingston Hotel—and nice digs too! Recently remodeled in soothing earth tones, the neutral walls and carpet work in perfect harmony with the crisp white bed linens, chartreuse throws and matching accent pillows. The modern design juxtaposes the clever combination of natural elements like the recycled bamboo headboards against the industrial feel of the wrought iron lamp stands. It is both beautiful and functional.

Functional, of course, because there are lots of places for me to crash. I like the cozy cracks between the bed mattress and the quilted top layer myself, but I have lots of family and friends that seem just as happy in the pillows, under the couch cushions and behind the headboards and wallpaper—wherever it's dark, protected and quiet. "Snug as a bug in a rug!" was what my mother used to say to me and my brothers and sisters. I don't remember them all. There were just too many of us to ever be a close family. (Mum could lay anywhere from three to four hundred eggs a year!)

Visitors to room 221 can't tell that we're there, of course, since most of the time we're not out in the open, but rather tucked away safe and sound in the dark little nooks and crannies. We're not difficult to see; I mean we are the size of apple seeds, but thankfully, most travelers don't think to bring a flashlight to check the places where we do hide.

In fact, I was going to call this story *A Day in the Life of a Bedbug*, but quickly realized that since we bed bugs are nocturnal critters, writing about my day would be a little uneventful, making for a shorter than short, short story. Once the lights go out, however, is when my story begins. . .

I awaken to the familiar rustling of sheets and the creaking mattress, followed by the unmistakable click of the bedside lamp, and, as the room grows dark, the deep breathing and rhythmic singsong of the human snorer. This is when I jump into action.

Chow time!

I'm a leg bug by preference, but any part of the body will do—arms, hands, neck or face. But don't worry. My bites don't hurt. It's part of my thoughtful nature—I inject a type of anesthetic to numb the spot where I'm about to eat and then I add an anticoagulant to make the blood nice and easy to drink. I know it might sound kind of gross that I feed on blood, but it really is very tasty. Some people don't react at all to my bites, but others are less fortunate and can come up with itchy red bumps or welts. There's not much I can do about that though—hey, a bug's gotta eat, right?

And it's an organized affair. None of this every-bug-for-himself kind of thing. We bedbugs are a civilized bunch. Once we think that "dinner" is asleep, the platoon leader, Officer Bugstrom, assisted by the platoon sergeant, carefully crawls up and scope out the meal. When they're satisfied that it's safe, they give us the all clear. And away we go, forward march. We're very light on our feet, so it's rare that our host will wake up before we've had a chance to eat. It has happened in the past, though, with devastating consequences for the whole platoon, so mealtime is always a little stressful.

Like my fellow diners, I have a healthy appetite, which is generally due to our irregular meal patterns. With this in mind, I like to cram in a solid three meals in one sitting. The first bite is breakfast—and a tasty breakfast it is! The second bite, in close proximity to the first one, is lunch—still good, and the third is dinner—mmm, mmm, good! This is why most of our hosts end up with three bites in a row. Even human doctors refer to the bites as breakfast, lunch and dinner!

After a good meal, I like to curl up for a big, long nap. On a full stomach I can sleep for several days! I can actually go without eating for up to a year if I have to. It's one of the things that make me special—that and the fact that I don't carry and spread diseases like ticks and mosquitoes. But back to my naptime. . . .

We bedbugs are intrepid travelers! We *LOVE* to travel—the excitement of the great unknown, the quest for adventure, the voyage of discovery; and the best way is to hitch a ride inside the nearest suitcase—duck into some crumpled clothes, get zipped in nice and tight and be lulled to sleep by the comforting roll of the suitcase wheels below. By the time we wake up we're usually at journey's end—there's no better way to travel!

Luckily, hotels are the perfect departure point and I always have plenty of destinations to choose from. Our “roommate” here in room 221 was on the phone just last night confirming a booking for Québec City. That's in Québec, Canada. I have relatives there who say the “cuisine” is fantastic! I don't know if it's all that *poutine* and maple syrup, but I hear the people there are delicious.

I figure I'll look up some of my cousins while I'm in Québec. It shouldn't be too hard. The Labibittes have been in Canada for generations, moving from one place to the next. We got hit hard with the great DDT exterminations of the last century—but so did everyone else. DDT is a pesticide that was used extensively in both the US and Canada, among other places, to obliterate our species. It almost did wipe us out too! In 1972, however, humans realized it was harming the environment and causing major damage to other species as well as to themselves and they banned it. That was great news for us, of course—well, what was left of us. But we're a resilient bunch, and since then we've made quite a comeback, mainly thanks to some of our ancestors who passed along pesticide-resistant traits that help us stay strong.

Since the 1990s, we've really begun to thrive. Humans say we've “mutated,” but we prefer the term *evolved*. Our metabolisms work faster today than they did in past generations. That helps us process the toxins in some pesticides exterminators use, making them harmless—pretty clever, huh!

Bugs are more street-savvy these days too—programs like *Edubug* are mandatory for the little ones before they go off into the world. The program teaches survival skills, like the best places to hide indoors, how to feed without waking your dinner and tips for safe travelling. There's useful information like hiding in old furniture left on the sidewalk—mattresses, couches and chairs being the best options, or even bags of secondhand clothing, if available. There's a comprehensive safety module too, that keeps bugs up to date on the latest bedbug deterrents. Did you know that there are bedbug sniffing dogs now that are trained to sniff us out? Apparently they can smell the pheromones, that is, the chemicals that we use to communicate with each other. Training the dogs is apparently expensive though, so a mechanical engineer by the name of Chris Goggan has invented a device that replicates the way a dog can smell us—it can detect a bedbug with up to 98% accuracy! Yikes! Extreme temperatures are also deadly. Anything above 49°Celsius or below freezing means we need to evacuate the premises, stat!

It's pretty scary stuff really, but education is knowledge and knowledge is power. I can't think about all that now though, I have a suitcase to catch.

Bonne nuit et à bientôt!

Creepy Critters

Bedbugs are on the rise in the United States

Words to Know

Resurgence: (rih-suhr-jents)

Noun. A return to being large in number or importance.

“Don’t let the bedbugs bite” is sometimes heard as kids are tucked into bed. These days, that line may be more than a playful expression

The U.S. is experiencing the biggest outbreak of bedbugs since World War II. The U.S. Environmental Protection Agency is trying to figure out how to combat this problem. “(Bedbugs are) the most difficult, challenging pest problem of our generation,” insect expert Mike Potter says.

Bedbugs do not spread disease, but their bites can leave red, itchy welts on the skin. They most often live in beds, but can also be found in sofas and other furniture, behind wallpaper, and in crevices. The tiny insects typically come out at night to feed on the blood of humans while they sleep.

The *resurgence* of bedbugs is due in part to the world wide use of less-powerful bug killers since the 1960s, when the potent insecticide DDT was banned. In addition, travel is more common today, and travelers may come in contact with the bugs in hotels and motels, and on cruise ships. They can stow away in a person’s luggage or clothing and infest person’s home when he or she returns to it.



NASTY PEST The bedbug is more common than most people realize.

Bedbugs, which can live for up to a year without eating, are hard to combat. Luckily, experts say there are things you can do to stop them:

- Keep your room tidy. Having belongings strewn about gives bedbugs more places to hide.
- When you travel, have an adult check hotel rooms for the bugs. Change rooms if you see signs of them.
- Ask an adult to call in pest professionals if you think your home is infested. They have the right tools to beat the bugs.

Source: “Creepy Critters,” Scholastic News, May 11 and 18, 2009, p. 3

BITTING BACK

Experts use creative weapons to battle a countrywide surge in bedbugs

Jack sniffs his way through a client's bedroom. The Jack Russell terrier-mix paws a spot on the bed to alert his handler he has detected the target. Sure enough, hidden in a mattress seam rests a tiny, flattened brown insect – a bedbug.

Bedbugs (*Cimex lectularius*) were common in the United States until toxic pesticides nearly wiped them out 50 years ago. Now the insects are back in full force, infesting houses, apartments, dorms, and hotels across the country. The bugs lay low during the day and come out at night to feed on the blood of sleeping humans. Many victims develop itchy red welts, while others show no symptoms. Detection like Jack are only one of the weapons experts are using to bite back at bedbugs.

“While it would take two people a good hour to dismantle the room and look, it takes the dog two minutes to move through the room and let you know if there are any bugs there.”

- Gretta MacIntyre, Jack's handler

UNDER THE RADAR

One reason for the bloodsucker's comeback is increased human travel to and from countries where bedbugs were never eradicated. “This is a bug that's an amazing hitchhiker,” says Michael Potter, an entomologist who studies insects at the University of Kentucky. Once the bedbugs crawl onto suitcases, unsuspecting travelers carry them home or to the other hotels. The insects also are on the rise because many older

pesticides found to be harmful for humans and the environment have been replaced with ones not as effective against the bugs.

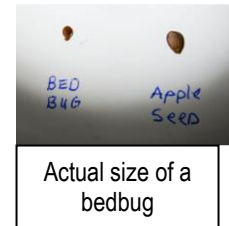
TRICKY INSECT

The good news: Bedbugs aren't known to spread disease. The bad news: They use tricks that make getting rid of them a

challenge. For instance, they're good at retaining moisture, so they can live for more than a year without feeding. This means you can't starve them out by temporarily vacating a room or apartment. “They'll just wait you out. Or they'll move to an adjoining unit,” says Potter.

Exterminators can target bedbugs, but first they have to find them. The *parasites* (organisms that depend on another organism to exist) can spread from a bed with other furniture, behind the edges of carpets, or even inside computers. “Just about anywhere you can imagine, a bedbug can crawl into,” says Potter.

People must take apart furniture and pull up carpeting to locate the bugs. But bedbug detection dogs have a trick of their own: their super-sensitive noses. “While it would take two people a good hour to dismantle the room and look, it takes the dog two minutes to move through the room and let you know if there are any bugs there,” says Gretta MacIntyre, Jack's handler and the owner of Sleep Tight Canine Bed Bug Detection Service. Jack Can sweep through roughly a hundred hotel rooms a day.



ON THE OFFENSIVE

Once bedbugs are detected, the most common weapon exterminators use is an effective pesticide – although some bedbugs are becoming resistant (immune) to today’s chemicals. Another strategy is heating affected rooms to temperatures greater than 49C (120 Fahrenheit) or freezing the bugs with carbon dioxide spray. “An insect is cold blooded; it can’t regulate its internal body temperature like we can,” says Potter. Extreme heat or cold kills the parasites.

Potter points out that there’s no need to go buggy, but it’s good to be aware of the current bedbug invasion. In hotels or at camp, examine mattress seams for these insects or the droppings they leave behind, which look like small black spots. If you suspect bedbugs, ask for another room. This will help keep the bedbugs from biting – so you can sleep tight.

Source: Jacqueline Adams, “Biting Back,” *Science World*, Vol. 66, No.1, September 7, 2009, pp. 8-9.



Bedbugs bite in a pattern of three, often called “breakfast, lunch and dinner.”

Appendix I—Rubric-Building Words

RUBRIC-BUILDING WORDS		
Rubric builders use a variety of verbs, adjectives and adverbs to describe student product and performance. The following are some of the words used in MELs' rubrics. They may be used in various performance levels depending on how they are qualified, grouped with other words, or placed within a continuum.		
Words that usually describe a superior/good performance	Words that usually describe an average performance	Words that usually describe a poor/weak performance
accurate captivating carefully selected clear, clearly coherent cohesive compelling complete comprehensive consistent convincing credible critical (look, analysis) detailed do not impede easy (to follow) effective, effectively efficient elaborate engaging exceptional extensive focused high/highly in-depth insightful irrefutable logical minor (inaccuracies) powerful proficient relevant skillful, skillfully solid sophisticated sound strong (sense of purpose), strongly structured superior thorough, thoroughly throughout variety of very (easy to follow) well (developed, selected, organized) wide range with control with ease	acceptable adequate appropriate, appropriately barely basic clumsy displays lapses fair flat general, generally inconsistent limited minimal minor (inaccuracies, errors) missing some elements moderate mostly obvious partial, partially predictable satisfactory slightly somewhat (convincing) superficial trivial uneven	arbitrary choppy confusing contradictory deficient difficult (to follow) disjointed displays weaknesses hinders illogical impedes inaccurate inadequate inappropriate, inappropriately incoherent incomplete incomprehensible inconsistent, inconsistently ineffective irrelevant lack of (clarity, content, control) listed major (inaccuracies, errors) meandering misleading missing muddled not (tailored) obscure off topic poor, poorly repeatedly (impede understanding) repetitive scant serious, seriously significant (errors) simple, simplistic trivial (content) unclear unconvincing unorganized unstructured vague weak
Degrees of frequency	always, frequently, repeatedly, often, usually, consistently, regularly, sometimes, at times, occasionally, sporadically, rarely, never	
Degrees of quantity	all, numerous, most, mostly, much, many, for the most part, large parts, a significant degree of, too many, a certain degree of, some, several, a few, few, very few, little, very little, minimal, not enough, none, no	

Appendix II—Rubric Templates

RUBRIC TEMPLATE 1

COMPETENCY 2, *REINVESTS UNDERSTANDING OF TEXTS*

Task Requirements		A+	A	B+	B	C+	C	D+	D	E
Use of knowledge from texts in a reinvestment task	Remember the key words for C2 are <i>select, organize and adapt</i> .									Text is incomplete. OR Text presents little content drawn from provided texts. OR Text shows poor understanding of issues, provided texts or task requirements.
		50	46	43	40	35	30	27	22	15

RUBRIC TEMPLATE 2

COMPETENCY 2, *REINVESTS UNDERSTANDING OF TEXTS*

	Task Requirements	A+	A	B+	B	C+	C	D+	D	E
Use of knowledge from texts in a reinvestment task	Remember the key words for C2 are <i>select, organize and adapt</i> .									<p>Text is incomplete. OR Text presents little content drawn from provided texts. OR Text shows poor understanding of issues, provided texts or task requirements.</p>

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