

Creating a C2 Rubric

ESL CORE CYCLE 2

(Fact Sheet 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 flavorless

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).

What makes a good fact sheet in terms of content and form?

A fact sheet, fact sheet or (in some industries) one-sheet is a presentation of data in a format which emphasizes key points concisely. The layout is simple and often standardized, e.g. using a table, bullet points and/or headings, and is usually on a single printed page.

Fact sheets often contain product information, technical data, lists, statistics, answers to common questions (e.g. FAQs), educational material, or how-to, "do-it-yourself" advice. They are sometimes a summary of a longer document.

A Fact Sheet About Fact Sheets

What is a fact sheet?

A fact sheet is an at-a-glance tool used to inform the public about a specific topic. It is a type of information-based text that presents unbiased information.

What do I include in a fact sheet?

As for most types of texts, the information to include depends on the topic, the purpose and the target audience. Writers have to know exactly why they are preparing a fact sheet and for whom. They have to make sure they provide readers with the information they need on the topic.

What is the structure of a fact sheet?

There are various ways to write a fact sheet. For example, some are written using a question-and-answer format while others use headings and paragraphs or bullet form. However, most fact sheets share the following components:

- They are short, often one or two pages
- They provide background information, if needed
- They are concise and to the point
- They present information in an objective manner
- They are not wordy and use plain language
- They are divided into sections with clear headings
- They provide readers with a means of obtaining more information
- They are reader-friendly (form and layout)

For more information about fact sheets, you can visit the following Web sites:

- www.agohq.org/events/pdf-mrk/part_1/HowtoWriteaFactSheet.pdf
- marketing.about.com/od/publicrelation1/a/prfactsheet.htm

For samples of fact sheets, you can visit the following Web sites:

- www.mnr.gov.on.ca/en/Business/FW/2ColumnSubPage/STEL02_168419.html
- www.nsc.org/news_resources/Resources/Pages/SafetyHealthFactSheets.aspx

Here are two examples which can be used to demonstrate how fact sheets are presented to a reader.

E.g.1

BASIC FACTS ABOUT NARWHALS

The "unicorn of the ocean," the narwhal (*Monodon Monoceros*) is one of the rarest whales in the world. Narwhals are very elusive and mysterious in nature, and very distinct in appearance due to the large horn-like tusk on their faces. The tusk is actually a tooth that grows from the upper jaw of male narwhals.

Diet

Narwhals consume squid, fish and shrimp.

Population

Narwhal population estimates indicate around 45,000-50,000 individuals.

Range

Narwhals are mostly found in the Atlantic and Russian waters of the Arctic. They have been known to travel around Greenland to eastern Russia.

Behavior

Narwhals generally move slowly, but are known to be remarkably quick when chased by predators. They prefer to stay near the surface of the ocean, but can dive up to 5,000 feet. Narwhals are migratory and move closer to the shore in the summer, while moving out to sea and living under packed ice in the winter months.

Most narwhals travel in pods of 10-100 individuals and sometimes in much larger groups. They communicate with various sounds like squeals, trills and clicks. The males often cross tusks in a behavior known as 'tusking'. This may be a form of dueling, friendly contact or cleaning the tooth.

Reproduction

Mating Season: March to May.

Gestation: Up to 16 months.

Litter Size: 1 calf.

Females give birth every 3 years or so and can nurse their calves for over a year. Calves tend to be brown with no spots.

Threats

Narwhals are mostly hunted by polar bears and orcas. Native Inuit people are also allowed to hunt this whale legally.

In addition, the narwhal's habitat is threatened by the effects of climate change and pollution. Their small population size, limited range, and rely on Arctic fish that are also being affected by climate-induced available food changes, make them extremely vulnerable. One recent study concluded that the narwhal might be even more sensitive to the impacts of climate change than the polar bear.

Injectable Seasonal Flu vaccine



This vaccine protects against the flu and its complications. It does not protect against cold and respiratory infections caused by other viruses.

DISEASE	COMPLICATIONS
<p>Flu causes:</p> <ul style="list-style-type: none"> • Fever • Cough • Fatigue • Headache • Muscle pain • General feeling of illness 	<p>Possible complications:</p> <ul style="list-style-type: none"> • Ear infection • Sinusitis • Bronchitis • Pneumonia • Death

Vaccination is the best protection against the flu and its complications. The vaccine may be given starting at 6 months old. It is recommended for people at higher risk of complications and individuals who may pass the disease on to them. It is also recommended for those who want to reduce their risk of catching the flu. The vaccine must be administered each year, in the fall. Children under 9 years of age who have not previously been vaccinated against seasonal flu receive 2 doses of the vaccine, 1 month apart (whether or not they received 2009 pandemic influenza H1N1 vaccine).

Information on the injectable
Seasonal Flu Vaccine



The risk of complication from seasonal flu is higher for children under 2 years, people aged 60 and over, healthy pregnant women in their 2nd and 3rd trimester and anyone suffering from certain chronic illnesses or conditions like heart, lung or kidney disease, or diabetes, severe obesity, cancer or asthma, and individuals with a suppressed immune system.

The flu vaccine is safe. Most reactions are harmless and do not last long. Symptoms experienced after vaccination are not necessarily caused by the vaccine. It cannot give you the flu.

Possible reactions to the vaccine:	What to do:
<ul style="list-style-type: none"> • Pain (50% or more), with or without redness or swelling (10 – 49%) ecchymosis (blue/black staining of the skin) or itching (1 – 9 %) at the injection site 	<ul style="list-style-type: none"> • Apply a cold, damp compress to the injection site
<ul style="list-style-type: none"> • Muscle pain, headache or fatigue (10-49%) 	<ul style="list-style-type: none"> • Take acetaminophen or ibuprofen for a temperature of 38.5C or higher.
<ul style="list-style-type: none"> • Fever, chills, joint pain or malaise (1-9%), particularly in individuals vaccinated against the flu for the 1st time. 	<ul style="list-style-type: none"> • See a doctor if symptoms are severe
<ul style="list-style-type: none"> • Bloodshot eyes, sore throat, cough, difficulty breathing (1-9%) or facial swelling (1 to 9 per 1,000) This is called Oculo-Respiratory Syndrome (ORS) • Rash or hives, nausea or dizziness (1 to 9 per 1,000) • Convulsion, numbness, neuralgia and temporary reduction in blood cells that help clotting (1 to 9 in 10,000) 	
<p>There may be a very slight risk of developing Guillain-Barré Syndrome (GBS) after receiving the flu vaccine. This risk is estimated at 1 additional case per million people vaccinated, compared with the expected GBS rate per million among the adult population, i.e. 10 to 20 cases per million. The syndrome causes progressive and reversible paralysis, which can sometimes leave permanent effects. The cause of GBS is unknown. Most cases occur following an intestinal or respiratory infection, especially in young adults and seniors.</p>	

As with any drug or biological product, an allergic reaction may occur. If a severe allergic reaction occurs, it begins within minutes and the person administering the vaccine will be able to treat it. That is why you are advised to remain at the clinic for at least 15 minutes after the vaccine is administered.

Instructions for the Teacher

1. Make sure students know how to write a fact sheet. You may give them a copy of “A Fact Sheet on Fact Sheets,” on page 6, and the two examples of fact sheets on pages 7 to 9.
2. Have students read the information-based narrative entitled “A Night in the Life of a Bedbug.”
3. Have students prepare a fact sheet on bedbugs using information from the information-based narrative. Inform students of the following requirements:
 - a. Purpose: Inform the general public about bedbugs
 - b. Target audience: General English-speaking public in the province of Québec
 - c. Number of words: Not specified. What matters is that the information is complete.

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A 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 remodelled 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!)

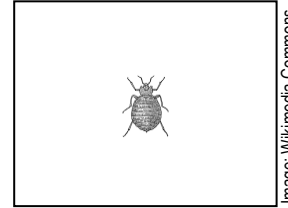


Image: Wikimedia Commons

Actual size of a bedbug (size of an apple seed)

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!



Image: Wikimedia Commons/Jiri Humpolicek

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</i> and <i>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>
		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> .									Text is incomplete. OR Text presents little content drawn from provided texts. OR Text shows poor understanding of issues, provided texts or task requirements.

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