

# Creating a C2 Rubric

ESL CORE CYCLE 1

(Ask an Expert)



## Table of Contents

Chocolate Chip Cookie Composite Rubric .....	5
Rubric Fact Sheet .....	6
Activity: Team Discussion .....	8
Activity: Preparing a Detailed Outline .....	9
Instructions for the Teacher.....	10
An example of an “Ask an Expert” text—I think I have head lice .....	11
Task—Draft Copy and Final Copy .....	12
Reinvestment T-Chart .....	14
Appendix I—Rubric-Building Words .....	15
Appendix II—Rubric Templates.....	16
Bibliography .....	18

<b>CHOCOLATE CHIP COOKIE COMPOSITE RUBRIC (2006)</b>				
	<b>Cream of the crop</b>	<b>Not far from the top</b>	<b>On the way down</b>	<b>Bottom of the barrel</b>
<b>Appearance</b>	Golden brown	Medium brown	Pale and pasty	Overcooked/Undercooked
<b>Size</b>	Supersized, superior, more than 4" in diameter	Homemade size, 3-4"	Store-bought size, less than 3"	Mini, less than 2 inches, depressing!
<b>Moisture and chewiness</b>	Very moist, extremely chewy	Moist, relatively chewy	Not too hard, chewy	Arid, dry, chewless
<b>Number of chocolate chips, size and distribution</b>	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!
<b>Ratio nuts to chocolate chips</b>	Half-half	¼ to ¾	⅛ to ⅞	0 to all
<b>Flavour</b>	<b>Heavenly:</b> rich, buttery, fresh tasting, warm	<b>Good:</b> fresh, not stale	<b>Okay:</b> not fresh, but not stale	<b>Yuck:</b> 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).

## Ask an expert (text type)

This text type is a response to a series of questions (3) asked by someone about a specific situation. The expert, in this case, the students may not be familiar with the topic and will need to read on the topic in order to answer the questions.

### Structure of the expert text

1. The text from the inquirer including his questions.
2. A form of politeness (e.g. Dear.....) With the name found in the signature of the inquirer.
3. Each question will generate a paragraph containing the answer.
4. A form of salutation (e.g. Good Luck)

To be able to provide answers, the student must read different texts about the topic. It is important that the students remember they are answering to a person and they need to organize their answers in a creative way.

Let's look at an example (Lice), which can be used to teach the text type to students.

## Ask an Expert

### Question:

I think I have head lice. Other kids at my school have head lice. What are lice exactly? How does a person get head lice? What do I do if I have them? I washed my hair and am not sure what else I should do.

**Larry in Liceville**

### Answer:

*Dear Larry*

*Don't despair, Larry. Lice are very small insects. Although they feed on human blood, they are pretty harmless. They multiply fast and can be a lot of trouble. Nobody wants them as "head guests." ;-)*

*Lots of students get lice around the time school photos are taken. They share hair combs and brushes, making it easy for the lice to travel from one head to the next. Sharing a pillow, a helmet or a hat can also pass on the lice.*

*Ask your parents to check for lice eggs, called "nits," which stick to individual hairs near your head. They should also check for lice in your hair, especially at the top of your neck and behind your ears where it's warm and head lice like to feed.*

*If you have head lice, you may need to use a special shampoo to get rid of them. Consult a pharmacist for more information or check the Internet for solutions. Nits can be removed using a special comb.*

*Good luck!*

## REINVESTMENT T-CHART

Jot down information from the texts that students can reinvest in their “Ask an Expert” answers.

**Q1:**

**Q2:**

**Q3:**



## Instructions

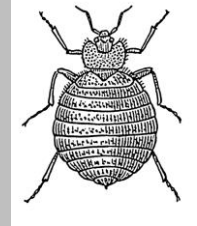
Use the example of an “Ask an Expert” (Lice text) to teach the structure of the Ask an Expert text type.

You can use it to explain the concept of “Ask an Expert” (i.e. Presents a problem, asks questions, is looking for answers, signs off with first name and city) and to discuss the expert’s response (i.e. the person writing to the expert is addressed at the beginning of the response, each question is answered, and there is a close of some sort, e.g. Good luck!). **There are no reading texts for this model; the model simply shows students what is expected of them.**

Then,

1. Have students read the information-based **text** entitled “Bedbug Fact Sheet.”
2. Using their task sheets (draft copy and final copy), ask students to answer the questions about bedbugs using information from the Bedbug Fact Sheet. Inform students of the following requirements:
  - a. Purpose: You are a bedbug expert and will answer the questions asked by a person with a bedbug problem.
  - b. Target audience: Your target audience is the person who is asking the questions.
  - c. Number of words: None. **What matters is that the information is complete.**

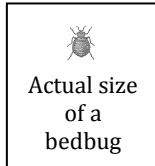
# BEDBUG



## Fact Sheet

### Bedbugs 101

Bedbugs are small, wingless insects that feed on the blood of humans. They are flat and brown, and about the size of apple seeds.



When they feed on blood from humans, their bodies lengthen, swell and turn dark reddish-brown.

Bedbugs are found in many places in the world but they were not common in North America during the 1940s and 1950s when strong chemicals were used for pest control. These chemicals are no longer in use and bedbugs are making a comeback, particularly in large cities.

There is no evidence that bedbugs spread disease to humans, but they are trouble and can cause emotional stress.

### What to Look For

Often the first sign that you have bedbugs is bites. Bedbugs bite to feed on human blood at night, when people are asleep. The bites turn into large, red bumps on the skin and become itchy.



Bedbug bites on face

Wikimedia Commons/  
Andybrookestar

**FACT:** *Some people have allergic reactions to bedbug bites while others do not react to the bites.*

Small red stains on bed sheets are another sign. The bedbug's victim may not stop bleeding right after being bitten. Bedbugs can also be crushed or leave dark spots on bed sheets from their droppings. You may also find old skins or the bedbugs themselves. Sometimes, when there are a lot of bedbugs, there is a sweet smell in the room.

Bedbugs aren't easy to find because they're good hiders. They are easier to find, however, if you know where to look for them.

### WORD BOX

**bite:** (vb) to cut the skin to feed; (n) a cut made to feed  
**feed:** to eat  
**itchy:** irritates the skin and causes scratching  
**mattress:** a thick cushion to sleep on in a bed  
**scratch:** to rub the skin with fingers to stop the itching  
**stains:** marks, spots  
**tidy:** in order

### Hiding Places

Bedbugs are found in a number of places where it is warm and they can hide. The following are some of their hiding places:

mattresses	picture frames
box springs	window frames
headboards	piles of clothes
furniture	carpets
curtains	computers
baseboards	televisions
cracks	books, etc.
loose wallpaper	

### Feeding Habits

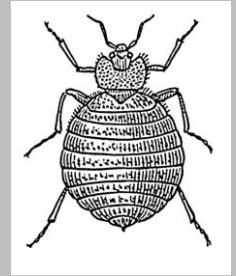
Bedbugs usually bite at night when humans are sleeping. Bites are not painful but can become itchy, swollen and cause scratching. Bedbug bites sometimes appear in a row in groups of three and are called "breakfast, lunch, and dinner." There is no red spot in the centre as with flea bites. The most common feeding areas are the face, neck, upper body, arms and hands. In fact, any exposed skin not covered by clothing or bed sheets is fair game.

To feed, bedbugs pump a chemical into the skin that keeps the victim's blood flowing. Later, this chemical makes the bite itch. They also inject an anesthetic so that the victim feels no pain. "Mealtime" takes about 3 to 12 minutes, after which the bedbug will hide to digest and sleep.

**Fact:** *An adult bedbug usually feed about once a week but can live for up to one year without eating.*

# BEDBUG

## Fact Sheet



### Travellers and Multipliers

Bedbugs are not the result of uncleanliness. Even some of the cleanest, most beautiful homes and 5-star hotels have bedbugs.

Bedbugs are travellers. They enter homes on clothes and in luggage, boxes, backpacks, used furniture and mattresses. Once in a building, they can move from one room to the next or from one apartment to another.

Bedbugs also reproduce quickly. A female adult can lay as many as 200-400 eggs during her one-year life span. It takes about 10 days for eggs to hatch.

The important thing is to get rid of bedbugs as soon as possible because they travel and multiply fast.

**FACT:** *Most bedbugs are found within 8-10 feet of where people sleep.*

### If You Have Bedbugs . . .

Getting rid of bedbugs isn't easy, but it is a problem that can be solved.

Vacuum floors and under carpets. Vacuum your mattress and box spring. Put the vacuum bag in an outside garbage can; otherwise, the bedbugs can reenter your home.

Wash bed sheets in hot water and put them in a hot dryer for 20 minutes. The same can be done for clothes.

Cover your mattress, box spring and pillows with vinyl covers to trap the bedbugs.

Wrap double-sided tape around bed legs, or place pans of oil and water under bed legs to catch bedbugs.

There are companies and products available to treat bedbug infestations.

### In Future . . .

There are many things that you can do to avoid bringing bedbugs into your home.

Whenever you buy used furniture or secondhand clothes, check for eggs and bedbugs. Never put furniture that contains bedbugs out on the sidewalk for someone else to pick up and use in their home.

Whenever you stay in a hotel, check your hotel mattress, box spring and other furniture for bedbugs. Ask to change rooms if you find anything.

When travelling, keep your luggage and other items (purse, computer, clothes, etc.) off the bed and off the floor. Use a luggage rack.

When you return home, put your luggage in an isolated area, away from your bedroom. Check it for bedbugs and wash the clothes in it before bringing them to your room. Vacuum your luggage or wash it with hot water.

Keep your room tidy. Clothes and objects on the floor are popular hiding places for bedbugs.



Bedbug photo, above: Wikimedia Commons/Jiří Humpolíček  
Bedbug drawings, pp. 1 & 2: Wikimedia Commons/Pearson Scott





## REINVESTMENT T-CHART

Jot down information from the texts that students can reinvest in their “Ask an Expert” answers.

**Q1:** How do I check for bedbugs in my room?

**Q2:** Should I clean my room more often so that they don't come back?

**Q3:** Should I throw out my pajamas and mattress?

## Appendix I—Rubric-Building Words

<b>RUBRIC-BUILDING WORDS</b>		
<p>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.</p>		
<b>Words that usually describe a superior/good performance</b>	<b>Words that usually describe an average performance</b>	<b>Words that usually describe a poor/weak performance</b>
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
<b>Degrees of frequency</b>	always, frequently, repeatedly, often, usually, consistently, regularly, sometimes, at times, occasionally, sporadically, rarely, never	
<b>Degrees of quantity</b>	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

### TEMPLATE 1

#### RUBRIC FOR 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



## TEMPLATE 2

### RUBRIC FOR 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.

## Bibliography

- Arter, Judith, and Jay McTighe. *Scoring Rubrics in the Classroom*. Thousand Oaks: Corwin Press Inc, 2001.
- Brookhart, Susan M. Advance uncorrected copy of *How to Create and Use Rubrics for Formative Assessment and Grading* published as a sample. Alexandria: ASCD, 2013.
- Goodrich Andrade, Heidi. "Using Rubrics to Promote Thinking and Learning." *Educational Leadership*. Vol. 57, No. 5, February 2000, pp. 13-18.
- Goodrich, Heidi. "Understanding Rubrics." *Educational Leadership*. Vol. 54, No. 4, December 1996, pp. 14-17.
- Holistic Rubrics, Analytic Rubrics. Accessed January 17, 2013.  
[www.uni.edu/chfasoa/analyticholisticrubrics.pdf](http://www.uni.edu/chfasoa/analyticholisticrubrics.pdf).
- Linck, Joan. *Bedbugs Bite! – A reading A-Z Level N Leveled Book*. [www.readinga-z.com/book.php?id=1443](http://www.readinga-z.com/book.php?id=1443), ©Learning A-Z, accessed on January 17, 2013.
- Marzano, Robert J. *Classroom Assessment & Grading That Work*. Alexandria: Association for Supervision and Curriculum Development, 2006.
- McTighe, Jay. "Using Rubrics to Evaluate and Foster Student Performance," in workshop presentation, 2002.
- McTighe, Jay, and Grant Wiggins. *Understanding by Design: Professional Development Workbook*. Alexandria: Association for Supervision and Curriculum Development, 2004.
- Saskatchewan Professional Development Unit. *Rubrics: When? Why? How?*  
[www.education.gov.sk.ca/Default.aspx?DN=c300841e-940f-48ac-867d-c7d5fbcc575&l=English](http://www.education.gov.sk.ca/Default.aspx?DN=c300841e-940f-48ac-867d-c7d5fbcc575&l=English), accessed on January 10, 2013.
- Wiggins, Grant. *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass Inc., 1998.
- Wikfors Hall, Elizabeth, and Susan J. Salmon. "Chocolate Chip Cookies and Rubrics: Helping Students Understand Rubrics in Inclusive Settings," *Teaching Exceptional Children*, Vol. 35, No. 4, March/April 2003, pp. 8-11.