Example of a C2: *Reinvests understanding of texts* and C3: *Writes and produces text*

Evaluation Rubrics – CORE Program

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|  | **Evaluation Criteria and Task Requirements:** | **A**  **Beyond Expectations** | **B**  **Meets Expectations** | **C**  **Partially Meets Expectations** | **D**  **Below Expectations** | **E**  **Well Below Expectations** |
| **C2**  **Reinvests understanding of texts**  **Use of knowledge from texts in a reinvestment task** | * Selects and organizes **accurate** and **pertinent** ideas, information and language from the **origina**l texts and adapts them in the final task.   AND | * **All** ideas, information and language are true to the original texts. * Facts are **skillfully** shaped into a **personalized, well-organized and highly detailed** text. | * **All** ideas, information and language are true to the original texts. * Facts are shaped into a **personalized and organized** text. | * **Most** ideas, information and language are true to the original texts, **one or two inaccuracies** may be present. * Facts are shaped into a **somewhat flat and partially organized** text. | * **Some** ideas, information and language are true to the original texts, **several inaccuracies** may be present. * Facts are shaped into a **poorly developed** **and disorganized** text. | Student’s text draws **little to no** ideas, information and language from the original texts.  OR  Does not meet the requirements (off topic).  OR  Is mostly copied from the original texts. |
| * **Uses** **own words** to write a text that includes: * \_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_ | * Text meets **all** task requirements. * Text is written in the student’s own words. | * Text meets **most** task requirements. * Text is written in the student’s own words. | * Text meets **some** task requirements. * Text contains a few copied parts from the original texts. | * Text meets **few** of the task requirements. * Text contains multiple copied parts from the original texts. |
| **20 to 18** | **17 to 15** | **14 to 12** | **11 to 8** | **7 to 0** |
| **C3**  **Writes and produces texts**  **Formulation of the message** | The student:   * Uses a language repertoire appropriate to the task. He or she uses accurate mechanics1, grammatical structures2 and vocabulary.   **Note:** If passages are copied or patchwritten from the original texts, use the rubrics to evaluate texts written by students but ignore copied passages when evaluating C3. | Shows **advanced** understanding of the language repertoire taught throughout the year. Text contains **very few** errors. | Shows **solid** understanding of the language repertoire taught throughout the year. Text contains a **few errors**. | Shows **acceptable** understanding of the language repertoire taught throughout the year. Text is understood with **some interpretation.** | Shows **limited** understanding of the language repertoire taught throughout the year. Text is understood with **considerable interpretation**. | Shows **little or no** understanding of the language repertoire.  OR  **Very little** of the student’s text is comprehensible, even after rereading.  OR  Text is **too brief** to be evaluated. |
| **20 to18** | **17 to 15** | **14 to 12** | **11 to 8** | **7 to 0** |

Adapted from C2 MELS Rubrics by Teresa Capparelli, CSSDM and Viviane Golini, CSSPI. 2020