

Name: _____ **Group:** _____ **Date:** _____

Using this rubric template (notes for teachers)

- This rubric template is suitable for most writing tasks. **The Secondary V Enriched ESL uniform examination must be marked using the official examination rubric, which has significant differences.**
- Customize the rubric template by filling in the task, purpose and target audience at the top and by adding specific requirements in the fillable sections (e.g. text components, marks for performance levels).
- For each section of the rubric template, determine which descriptor best represents the student's text. Use the performance levels to decide between two descriptors. Add up the marks to obtain the final result.

COMPETENCY 3 RUBRIC TEMPLATE, *WRITES AND PRODUCES TEXTS*
SECONDARY CYCLE TWO, ENRICHED ESL PROGRAM
NOTES ON THE RUBRIC TEMPLATE

PERFORMANCE LEVELS

The performance levels provide an overview of the descriptors. They help the teacher to provide feedback and determine the student's mark.

TASK REQUIREMENTS

The task requirements refer to the essential elements that students must keep in mind in order to complete the task.

EVALUATION CRITERIA – CONTENT AND FORMULATION OF THE MESSAGE

CONTENT

Topic – The topic refers to the theme or subject students will write about in their text.

Target audience – The target audience is the intended reader of the student's text. For example, writing to entertain a young child will be different from writing to entertain an adult. Throughout the text, the student must address the audience's needs, not the teacher's.

Purpose – The purpose is the objective in writing the text (e.g. to narrate, to persuade, to analyze, etc.).

Develop and organize ideas – Developing and organizing ideas in a coherent and relevant manner makes the text easy to read and follow from a content perspective (linguistic perspective is assessed under language repertoire).

TEXT COMPONENTS

The text components are the elements of a given text. They can be general (e.g. title, introduction, body, conclusion, paragraphs) or specific (e.g. setting or dialogue in a story, acts in a play, counterargument in an opinion piece, subheads in a report). The text components must not only be present; they must be an asset to the text. Appropriate use of text components helps to structure and enrich the text.

LANGUAGE REPERTOIRE

The teacher should read the entire text and assess its clarity while keeping the target audience in mind. The teacher should read the text as an English speaker with little or no knowledge of French or of the task.

Vocabulary – Vocabulary refers to appropriate use of words in light of the task and target audience.

Grammar – Grammar refers to grammatical structures: parts of speech, sentence constructions, word forms and agreement, etc.

Mechanics – Mechanics refer to spelling, punctuation and capitalization.

Awkward structures – This term refers to sentences that may not sound right in the English language because they are structured in an unconventional way. These sentences are awkward due to factors such as wordiness, wrong word order, and misuse of idioms or language interference.

Examples of awkward structures	
wordiness	e.g. In my own personal point of view vs. In my opinion
wrong word order	e.g. pepper and salt vs. salt and pepper / an apple red vs. a red apple
misuse of idioms	e.g. She let things get out of hand (the student meant it as she dropped something) but the idiom really means that she let things get out of control
language interference	e.g. I am agree vs. I agree / He was engaged to work at the store vs. He was hired to work at the store

Lapses – Lapses refer to issues or missteps in the text in reference to vocabulary, grammar and mechanics (refer to the examples of grammatical structures and mechanics in the Cycle One rubric template).

LANGUAGE REGISTER

Language register refers to the language choices that students make to accomplish the purpose of the text, to sustain the audience's interest and to meet its needs.

Definition of terms	
voice	a writing style or a point of view presented in the text (e.g. a student's voice in an opinion piece, a narrator or character in a story)
tone	the attitude shown through word choice (e.g. formal, informal, sarcastic, funny, etc.)
concrete language (descriptive language)	language that helps create a mental picture using verbs, adjectives and adverbs that appeal to the five senses (e.g. She sashayed her way across the dance floor in her bright red chiffon dress.)
idiomatic language	language used in a way that is typical to English speakers (e.g. No wonder, Luckily for us, Not to mention)
figurative language	figures of speech (e.g. metaphor, simile, personification, idioms, puns)
varied sentence structures	sentences that vary in length and type to make the text interesting, engaging and less monotonous (e.g. simple, complex, compound, one-word sentences)