

COMPETENCY 3 RUBRIC TEMPLATE, *WRITES AND PRODUCES TEXTS* – SECONDARY CYCLE ONE, ENRICHED ESL PROGRAM

PLACEMAT

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.

TEXT COMPONENTS
This is a fillable section where the teacher will insert all the necessary elements of a given text.

Refer to examples on the back of this page.

MARKING
For the three sections of the task requirements, determine the results allotted to each level of performance. Keep in mind that the gap between levels should preferably remain the same. For example, if level A is 10 marks and level B is 8 marks, then level C should be 6 marks, and so on.

TASK		PURPOSE		AUDIENCE		
The task is the written assignment (e.g. research paper on the Canadian moose).		The purpose is the intention of the written assignment (e.g. to inform).		The audience is the intended reader of the written assignment (e.g. tweens or teens).		
Evaluation criteria: Content and formulation of the text	Task:	Purpose:		Audience:		
	Performance Levels →	A	B	C	D	E
		The following descriptors show the student's understanding of the task requirements.				
	Task Requirements ↓					
	Content Write a text that achieves the intended purpose and is written with the audience in mind. This means that the text must: ➤ respect the topic ➤ be pertinent to the audience ➤ achieve the purpose ➤ contain ideas that are expressed in a coherent and organized manner	The text addresses the topic and shows an excellent sense of purpose and audience. AND The ideas are skilfully expressed.	The text addresses the topic and shows a good sense of purpose and audience. AND/OR The ideas are well expressed.	The text addresses the topic and shows a basic sense of purpose and audience. AND/OR The ideas are adequately expressed.	The text attempts to address the topic and shows a poor sense of purpose and audience. AND/OR The ideas are poorly expressed.	The text does not address the topic, purpose and audience. AND The ideas are not suited to the task.
	Text components Use the required text components to structure the text: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All of the components are present and work together to structure the text.	Most of the components are present and/or most work together to structure the text.	Some of the components are present and/or some work together to structure the text.	Few of the components are present and/or few work together to structure the text.	None of the components are present. OR None of the components that are present work together to structure the text.
	Language repertoire Write a text that is pertinent, clearly formulated, and appropriate to the context and audience. This means that the student should: ➤ use effective grammar (i.e. grammatical structures and mechanics) ➤ use a language register that is pertinent to the context and the audience through various means (e.g. jargon, slang, idiomatic expressions, formal and informal language, etc.)	Errors, if any, have no impact on the overall clarity of the text. AND Language register is pertinent to the context and the audience.	Errors have a minor impact on the overall clarity of the text. AND/OR Language register is mostly pertinent to the context and the audience.	Errors have a moderate impact on the overall clarity of the text. AND/OR Language register is somewhat pertinent to the context and the audience.	Errors have a significant impact on the overall clarity of the text. AND/OR Language register is not quite pertinent to the context and the audience.	Errors have a major impact on the clarity of the text. AND Language register is not pertinent to the context and the audience.
	TOTAL					

- Using this rubric template (notes for teachers)
- This rubric template is suitable for most writing tasks.
 - Customize the rubric template by filling in the task, purpose and 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.

REMINDER
The following boxes help teachers focus on observable elements in the descriptors of each task requirement.



CONTENT
✓ Is the text on topic?
✓ Does the text address the audience?
✓ Is the content relevant to the purpose?
✓ Are the ideas well organized?
✓ Are the ideas coherent?

TEXT COMPONENTS
✓ Are the text components present?
✓ Do the text components work together to structure the text?

LANGUAGE REPERTOIRE
✓ Is the text well formulated?
✓ Do the errors have an impact on the clarity of the text?
✓ Is the language register pertinent to the context?
✓ Is the language register pertinent to the audience?

TOTAL
Calculate the total of all three sections and enter it on the bottom line of the grid.

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NOTES ON THE RUBRIC TEMPLATE

INTRODUCTION

This rubric template has been developed to support teachers in their correction of texts. It can help them to be more efficient, consistent and transparent in their marking. It can also be used as a tool to provide feedback. Teachers can share this rubric with their students, and even use it to mark a text together. This exercise can clarify expectations and be useful when justifying and explaining a student's mark.

EVALUATION CRITERIA – CONTENT AND FORMULATION OF THE TEXT
CONTENT

topic	The topic refers to the theme or subject students will write about in their text.
audience	The audience is the intended reader of the student's text. For example, writing to a friend will be different from writing to the school principal. 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 inform, to persuade, to entertain, etc.).
express ideas	Expressing ideas in a coherent and organized 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 the text.

LANGUAGE REPERTOIRE

The teacher should read the entire text and assess its clarity while keeping the audience in mind.

Grammar (Focus on form)

Examples of grammatical structures and mechanics	
word order	e.g. I speak very well English vs. I speak English very well .
agreement	e.g. He like baseball vs. He likes baseball.
word choice	e.g. I never do my bed vs. I never make my bed.
spelling	e.g. My friend was born in Febuary vs. My friend was born in February .
punctuation	e.g. He did'nt wash the dishes vs. He didn't wash the dishes.
capitalization	e.g. i have a friend who is french vs. I have a friend who is French .

Language register (Elements of style)

Definition of terms	
jargon	the use of specialized or technical language (e.g. school terminology, animal terminology)
slang	the use of very common and informal language (e.g. "Hey, what's up?")
idiomatic expressions	typical English expressions that cannot be translated word-for-word (e.g. "It's raining cats and dogs.")
formal and informal language	the writing style chosen to achieve the desired effect and the required purpose, and to meet the needs of the audience (e.g. Hi John vs. Dear Mr. Smith)

EXAMPLE

Task: Write a research paper on the Canadian moose

content	The students need to inform readers (tweens or teens) about different aspects of the Canadian moose. They need to inform them of its physical traits, habitat and nutrition.
text components	The research paper should include: a headline, an introduction, a body (with or without subheads), a conclusion and an image portraying the Canadian moose.
language repertoire	The text should respect the writing style of a research paper (e.g. use of the simple present tense, use of the pronoun "it" when referring to an animal, etc.). It should be written in formal language given that it is a research paper, with specific language and jargon related to the content. Slang is not appropriate.