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

PLACEMAT

TASK
The task is the written assignment (e.g. write a letter to the editor).

PURPOSE
The purpose is the intention of the written assignment (e.g. to persuade).

TARGET AUDIENCE
The target audience is the intended reader of the written assignment (e.g. the editor).

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 four 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.

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

CONTENT
- ✓ Is the text on topic?
- ✓ Is the text pertinent?
- ✓ Does the text address the audience?
- ✓ Is the content relevant to the purpose?
- ✓ Are the ideas related to the topic?
- ✓ Are the ideas coherent?

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

LANGUAGE REPERTOIRE
- ✓ Is the text well formulated?
- ✓ Is the vocabulary accurate and effective?
- ✓ Do the errors have an impact on the clarity of the text?

LANGUAGE REGISTER
Does the text achieve the purpose and the desired effect on the target audience through:
- ✓ voice and tone?
- ✓ varied sentence structures?
- ✓ concrete, idiomatic and figurative language?
- ✓ other elements of style?

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

Task: Purpose: Target audience:

The following descriptors show the student's understanding of the task requirements.

Evaluation criteria: Content and formulation of the message

Performance Levels → Task Requirements ↓	A	B	C	D	E
Content Write a text that achieves the intended purpose and is written with the target audience in mind. This means that the text must: ➢ be pertinent to the topic ➢ meet the audience's needs ➢ achieve the purpose ➢ contain ideas that are developed and organized in a coherent and relevant manner	The text addresses the topic, shows a refined sense of purpose and a keen awareness of the target audience. AND The content and ideas are skilfully developed and organized.	The text addresses the topic, shows a steady sense of purpose and a solid awareness of the target audience. AND/OR The content and ideas are well developed and organized.	The text addresses the topic, shows an uneven sense of purpose and an uneven awareness of the target audience. AND/OR The content and ideas are adequately developed and organized.	The text attempts to address the topic, shows a poor sense of purpose and a lack of awareness of the target audience. AND/OR The content and ideas are poorly developed and organized.	The text does not address the topic, purpose and target audience. AND The content and ideas are not suited to the task.
Text components Use the required **text components** to structure and enrich the text: ☐ ☐ ☐ ☐ ☐	All of the components are present and work together to structure and enrich the text.	Most of the components are present and/or most work together to structure and enrich the text.	Some of the components are present and/or some work together to structure and enrich the text.	Few of the components are present and/or few work together to structure and enrich the text.	None of the components are present. OR None of the components that are present work together to structure or enrich the text.
Language repertoire (Focus on form) Write a text that is well formulated through the use of accurate and effective vocabulary, grammar and mechanics (e.g. word order, agreement, spelling, punctuation, capitalization, etc.).	Text is free or nearly free of errors and/or awkward structures. Lapses, if any, are very few and have no impact on the overall clarity of the text.	Text has occasional errors and/or awkward structures. Lapses are few and have a minor impact on the overall clarity of the text.	Text has frequent errors and/or awkward structures. Lapses have a moderate impact on the overall clarity of the text.	Text has too many errors and/or awkward structures. Lapses have a significant impact on the overall clarity of the text.	Text is incomprehensible to the reader. Lapses have a major impact on the clarity of the text.
Language register (Elements of style) Use appropriate language register to achieve the desired effect on the target audience through various means (e.g. voice; tone; concrete, idiomatic and figurative language; varied sentence structures). The complexity of the language reflects the target audience and the purpose.	Language register achieves the purpose and the desired effect on the target audience.	Language register mostly achieves the purpose and the desired effect on the target audience.	Language register somewhat achieves the purpose and the desired effect on the target audience.	Language register does not quite achieve the purpose and the desired effect on the target audience.	Language register achieves neither the purpose nor the desired effect on the target audience.
TOTAL					

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.

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 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). 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, or 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 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).

LANGUAGE REGISTER

The 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)

EXAMPLE

Task: Write a letter to the editor

content	The students need to persuade the reader (the editor of a newspaper) of their opinion about a recently published article. They also need to present both sides of the issue in making their case.
text components	The letter should include: address of newspaper, date, greeting to the editor, introduction, body, conclusion, close and signature.
language repertoire and register	The text should be written in formal language given that it is a letter to the editor, with specific language related to the content. Transition words as well as modals should be used effectively (e.g. "The government should consider"). Slang is not appropriate.

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