## SAMPLE RUBRIC #1 FOR HOLISTIC AND ANALYTIC CRITERIA

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Assessment Criteria/Performance Indicators</th>
<th>Achievement Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a 7-10 min. presentation based on research</td>
<td>Holistic: Task performed effectively</td>
<td>1 – Unable to achieve yet</td>
</tr>
<tr>
<td></td>
<td>Clear use of present, past, future tenses</td>
<td>2 – Needs help</td>
</tr>
<tr>
<td></td>
<td>Adequate vocabulary</td>
<td>3 – Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Appropriate eye contact, body language</td>
<td>4 – More than satisfactory</td>
</tr>
<tr>
<td></td>
<td>Voice, volume, pronunciation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction, development, conclusion</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

*Adapted from The Program Planner: A Companion to the Adult ESL Curriculum Guidelines, p.63*
SAMPLE RUBRIC #2 FOR HOLISTIC AND ANALYTIC CRITERIA

Writing Benchmark 3: Adequate basic proficiency

Task: Write a short description of a spouse or family member

Criteria for Success:

Holistic (overall):
- The writer gives sufficient information about a spouse or family member.

Analytic (specific):
- Uses simple sentences (subject and verb).
- Uses capitals and periods correctly.
- Uses adequate vocabulary.

(From Centre for Canadian Language Benchmarks, Integrating CLB into Your ESL Classroom (©2005), Tara Holmes)
SAMPLE RUBRIC FOR CLB 1 READING TASK

TOPIC: Shopping

CLB 1 READING ASSESSMENT TASK: read authentic hard copy sales receipt for information such as date, prices, sub-totals, taxes and total, and write the items

Competency:

☐ Interacting with Others ☐ Comprehending Instructions ☑ Getting Things Done ☐ Comprehending Information

Criteria: Identify numbers (amounts, dates) and familiar words (receipt vocabulary – date/month/year, prices, sub-totals, taxes/HST and total), find total amount and date on receipt – in this case, the date, second price, sub-total, taxes and total

CLB: CLB1

<table>
<thead>
<tr>
<th>Item number</th>
<th>Item</th>
<th>Completed (✔)</th>
<th>Needs work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Circle the date (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Put an X ✗ beside the second price (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Put a star ★ beside the sub-total (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Put a check mark ✔ beside the taxes/HST (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Underline the total amount (1 point)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total points: / 5

SUCCESS = CLB 1: 4/5 points (achieved 80% of the task/items)
SAMPLE RUBRIC FOR CLB 7 WRITING TASK

TOPIC: Business Writing

CLB 7 WRITING ASSESSMENT TASK: Write a memo to employees about a guest speaker presentation on safety in the workplace

Competency:

☐ Interacting with Others  ☐ Reproducing Information  ☑ Getting Things Done  ☐ Sharing Information

Criteria: Convey a clear message; convey a sense of audience in language and format

CLB: CLB7

<table>
<thead>
<tr>
<th>Item number</th>
<th>Item:</th>
<th>Points achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Includes title “Memo” and sections “To”, “From”, “Date”, and “Subject” or “Re” (1 point)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Purpose of writing clearly stated in first paragraph (2 points)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Details clearly presented in second paragraph (2 points)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Expected result or action clearly stated in third paragraph (2 points)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Appropriate level of formality used (3 points)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Good range of vocabulary for moderately complex texts (3 points)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Good control of spelling and punctuation (3 points)</td>
<td></td>
</tr>
</tbody>
</table>

SUCCESS = CLB 7: 12/16 points (achieved 75% of the task/items)
SAMPLE RUBRIC FOR CLB 9 SPEAKING TASK

TOPIC: Business Discussion

CLB 9 SPEAKING ASSESSMENT TASK: Take part in a business discussion with a group of people, including authority figures

Competency:

☑ Interacting with Others ☐ Giving Instructions ☐ Getting Things Done ☐ Sharing Information

Criteria: Co-facilitate or contribute to discussions or debates in small formal groups

CLB: CLB9

<table>
<thead>
<tr>
<th>Item number:</th>
<th>Item:</th>
<th>Always (80-100% of the time)</th>
<th>Usually (75% of the time)</th>
<th>Sometimes (50% of the time)</th>
<th>Rarely (less than 50% of the time)</th>
<th>Never (0% of the time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opens, maintains and closes the discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Manages the direction of the conversation and facilitates turns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Holds the floor and negotiates discussion points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Shares the floor and encourages others to participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Asks others to give, confirm and clarify information as needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Uses a variety of strategies to keep the discussion on topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Speaks in coherent, connected discourse using a variety of complex grammar structures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates a range of concrete, abstract and idiomatic language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:

SUCCESS = CLB 9: (achieved at least 75% overall; scored a minimum of 75%, or “Usually”, in each of the 8 items)
SAMPLE RUBRICS FROM TESL ONTARIO 2015 CONFERENCE WORKSHOP: PBLA – Supporting Multi-Level Assessment

(Given by Tara Holmes, Sarah Schmuck, Kathy Chu and Carly Whitley)

TOPIC: At the Walk-in Clinic
CLB 3-4: LISTENING AND SPEAKING TASK: Role play making a request for assistance and listening and responding to questions from intake personnel at a walk-in clinic.

SPEAKING COMPETENCIES: Interacting with Others/Sharing Information
LISTENING COMPETENCIES: Interacting With Others /Sharing Information (Listening Criteria: understands requests, questions and responds with appropriate information and actions; acknowledges greeting/closings, understands key vocabulary)

Name: __________________________ Date ____________________________

<table>
<thead>
<tr>
<th>CLB: CLB 3 (QUESTIONS 1-6) or CLB 4 (QUESTIONS 1-8)</th>
<th>CLB: CLB 3 or CLB 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hello. How are you today?</td>
<td>Meets</td>
</tr>
<tr>
<td>2. Have you been here before?</td>
<td>Needs work</td>
</tr>
<tr>
<td>3. Can I see your Alberta Health Card, please?</td>
<td></td>
</tr>
<tr>
<td>4. What is your address?</td>
<td></td>
</tr>
<tr>
<td>5. How can I help you?</td>
<td></td>
</tr>
<tr>
<td>6. Tell me about your problem including the symptoms and how long you have had the problem. OR Please describe the symptoms you have and how long you have felt this way</td>
<td></td>
</tr>
<tr>
<td>7. *Clarifying question 1 from list.</td>
<td></td>
</tr>
<tr>
<td>8. *What prescription/other medications are you taking? Who is your family Doctor?</td>
<td></td>
</tr>
</tbody>
</table>

Success: CLB 3 = 5 out of 6 questions; must include *items
CLB 4 = 6 out of 8; 2 of *items

YOU DID WELL:

NEXT TIME:

Part A: Overall
I can understand your information

Part B: Analytic
Responds to greeting and closing politely

*Gives basic information about self # 2-4,8

*States and describes problem # 5-7
CLB 3: uses some short simple sentences
CLB 4: uses several connected sentences to describe problem

*Uses key vocabulary
CLB 3: tries to use some vocabulary.
CLB 4: adequate use of vocabulary

*CLB 4: Fluency is adequate

SUCCESS: CLB 3 - Part A and * items in Part B.
CLB 4 - Part A, * items in Part B + fluency
TOPIC: At the Walk-in Clinic

**CLB 3-4 Writing Assessment Task:** Please fill out the medical form given to you by your teacher. Remember to follow what you have learned in class about filling in forms clearly, neatly and legibly. CLB 3 students will fill out Parts A, B and C. CLB 4 Students will fill out Part A, B, C, and D.

Competencies: Getting Things Done

Name: ______________________          CLB Level:   CLB 3   or   CLB 4

Date: __________________

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Learners complete the form and reader can understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRITERIA CLB 3 &amp; 4:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Includes information in ALL parts and the information is in the correct place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLB 3 = 12/16; CLB 4 = 16/20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Printing is neat and clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Addresses, phone numbers, punctuation uses correct conventions in Personal Information section</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLB 3 – 4-6 errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLB 4 – 2-3 errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLB 4: Spells basic key words correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEEP DOING:**

**PLEASE LOOK AT:**

**Success:** CLB 3: Meets Expectations on * items. CLB 4: Meets Expectations on all items
MEDICAL INTAKE FORM
Fill in the form and return to the receptionist. Please print clearly

A. PERSONAL INFORMATION (11pts)

<table>
<thead>
<tr>
<th>Patient’s Name:</th>
<th>Today’s Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Home phone number:</td>
</tr>
<tr>
<td>Alberta Health Number:</td>
<td>Cell phone number:</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Age: Sex:</td>
</tr>
<tr>
<td>Job/Occupation:</td>
<td>Marital Status:</td>
</tr>
</tbody>
</table>

B. FAMILY HISTORY (4 pts)

<table>
<thead>
<tr>
<th>If living: Age any Medical Conditions?</th>
<th>If deceased (not living) Age when died any Medical Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>If living: Age any Medical Conditions?</td>
<td>If deceased (not living) Age when died any Medical Conditions</td>
</tr>
<tr>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
</tr>
</tbody>
</table>

C. What is the reason for your visit today (1 pts)

CLB 3 STOP HERE. CLB 4 – PLEASE ANSWER THE FOLLOWING QUESTIONS.

D. PERSONAL HEALTH (4pts)

<table>
<thead>
<tr>
<th>What medical conditions do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What allergies do you have?</td>
</tr>
<tr>
<td>List all medications you take</td>
</tr>
<tr>
<td>List all surgeries you have had</td>
</tr>
</tbody>
</table>
SAMPLE RUBRICS FROM LCSS WEBINAR: PBLA – Sharing Strategies that Work

(Presented by Agnes Kucharska)

Instructions: You have been invited to a wedding. Read the invitation and answer the questions.

Please Join Us

Jennifer Small
and
John Smith
Invite You to Celebrate Their Wedding

When: Saturday, April 15, 2015
at 6:00 p.m.

Where: Garden Ballroom
125 John St E, Hamilton, ON

R.S.V.P. 525-7788 by April 1, 2015
Number of Guests: 2
Dinner and Dancing to Follow
A Monetary Gift will be Appreciated
Reading - CLB 1 - Interacting with Others

1. What is Jennifer's last name?
   __________________________________________

2. What is John's last name?
   __________________________________________

3. When is the party?
   Time: __________________ Date: __________________

4. What is the telephone number?
   __________________________________________

Reading - CLB 3 - Interacting with Others

4. Should you bring a gift?
   __________________________________________

5. Are you invited for dinner?
   __________________________________________

6. Will you be able to dance?
   __________________________________________

7. Do you have to call before you come?
   __________________________________________
SAMPLE RUBRIC FROM LISTN, CLASSROOM ASSESSMENT TOOLKIT: LITERACY TO CLB 8

II. Comprehending Instructions

- Understand moderately complex instructions and instructional texts for multistep procedures related to everyday situations, where the sequence must be inferred.

**Task**
Read and follow instructions for at-home health equipment.

**Tool**
Anecdotal Comments - labels

The tool used in this example can be adapted to suit any task. The example task is based on the theme of health, but could be used with various themes (e.g., instructions for kitchen appliances, instructions for computer applications, etc.).

1. Review target language including home remedies, over-the-counter medications and equipment used to measure symptoms and/or help alleviate symptoms, as well as language typically used in instructions (e.g., imperatives, language that indicates or implies sequences).

2. Bring a number of pieces of realia (dehumidifier/humidifier, digital thermometer, digital scale, medications, etc.) into the class and set up stations for each item.

3. Pair up the Ss and instruct them to visit each station.

4. Have Ss read the instructions, and have them “use” the item by following the instructions for the product.

5. Circulate around the room and observe how the Ss are carrying out the task(s).

6. Make notes on labels about their performance. Interact with the Ss and ask them what they are finding challenging, or particularly easy.

7. Provide the written feedback to Ss, if appropriate.

Date: January 4th, 2014    Name: Amir
LINC 6 / CLB 6-II
Teacher’s notes: Unable to find the on/off switch. Still uncertain what the machine is for. Need to review reading diagrams that accompany instructions.

Date: January 4th, 2014    Name: Amir
LINC 6 / CLB 6-II
Feedback to Student: Did you find the diagrams helped you understand the instructions? You seemed to have trouble with the humidifier. Were the instructions difficult to understand?
Checkboxes for Competencies on Rubrics

**Speaking:**

- Interacting with Others
- Giving Instructions
- Getting Things Done
- Sharing Information

**Listening:**

- Interacting with Others
- Comprehending Instructions
- Getting Things Done
- Comprehending Information

**Reading:**

- Interacting with Others
- Comprehending Instructions
- Getting Things Done
- Comprehending Information

**Writing:**

- Interacting with Others
- Reproducing Information
- Getting Things Done
- Sharing Information
Rubrics for Language Training Assessment

1. Language Instruction Support and Training Network (LISTN), Classroom Assessment Toolkit: Literacy to CLB 8 (Revised 2015), Revisions by Aaron Kilner, Svetlana Lupasco, Kathryn Rockwell and Shawna Williams


   - Mirror site on Tutela: [https://listn.tutela.ca/](https://listn.tutela.ca/)

   Contains the example shown in the presentation (highlighting anecdotal comments), plus others based on real-world tasks that span a range of CLB levels as well as literacy

2. Manitoba Labour and Immigration, Adult Language Training Branch, Writing Rubrics for Outcome Assessment (working document) based on The Canadian Language Benchmarks 2000, 2006, multiple authors


   Provides useful rubrics for CLB levels 1-8 writing assessment tasks, as well as the protocol for using the rubrics and detailed explanations of the holistic and analytic criteria


   Contains a discussion of learning outcomes, writing outcome statements, why rubrics are powerful tools for learning, teaching and assessment, sample rubrics, and initial steps in creating a rubric

N.B.: A “Print” dialogue box may open on top of the PDF – just close it

4. Centre for Canadian Language Benchmarks, Integrating CLB Assessment into your ESL Classroom, 2005, Tara Holmes

   - Previously available in hard copy from the CCLB, and in PDF at: [http://bookshelf.language.ca/](http://bookshelf.language.ca/)
   (click under “Resources” on the menu, then the book icon – located on the top “shelf”, third from the left)
Contains a planning framework to help integrate CLB assessment into the classroom, a discussion of current classroom-based assessment principles and practice, a series of classroom examples, and set of guided activities (task description sheets) that include holistic and analytic criteria; focuses on assessment of learners in the classroom on a day-to-day basis.

5. Centre for Canadian Language Benchmarks, Canadian Language Benchmarks 5-10 Exit Assessment Tasks, 2007, multiple contributors

- Available in hard copy through the CCLB

Contains exit tasks for CLB 5-6 and 7-10 (all skill areas) and Exemplars (S/W); CLB 5-6 includes Community and Employment versions (settings) of tasks; and CLB 7-10, the same plus Academic (settings) of tasks as well

Also provides points to consider for holistic and analytical evaluation, and includes Writing Task and Speaking Task Scoring Grids, and Reading and Listening Conversion Grids for CLB 4-7 and CLB 6-10

**Links to Other Documents Referenced in the Presentation**


Canadian Language Benchmarks 2000: Additional Sample Task Ideas


Tutela Webinar: Four Frameworks for Selecting and Adapting Tasks for Multi-Level Adult ESL Classes

https://tutela.ca/Resource_17557 (Webinar event)

Classroom Assessment Toolkit:

https://tutela.ca/Resource_15147

Please note: you need to copy / paste each of these links into your browser’s URL bar AFTER you have signed into Tutela.ca; it does not open as an external link if you click it from this page (since those who are not Tutela members would not have access to Tutela resources)

Material similar to that in the “Four Frameworks...” webinar can be found here: