

# CREATING EFFECTIVE RUBRICS – HANDOUTS

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## SAMPLE RUBRIC #1 FOR HOLISTIC AND ANALYTIC CRITERIA

<b>LINC 7</b>		<b>Name:</b> _____				<b>Date:</b> _____	
<b>CLB: Speaking 7-IV Sharing Information</b>		<b>Task: Presentation on health care systems</b>					
<b>Assessment Task</b>	<b>Assessment Criteria/ Performance Indicators</b>						<b>Achievement Ratings</b>
Give a 7-10 min. presentation based on research	Holistic	Analytic					1 – Unable to achieve yet 2 – Needs help 3 – Satisfactory 4 – More than satisfactory
	Task performed effectively	Clear use of present, past, future tenses	Adequate vocabulary	Appropriate eye contact, body language	Voice, volume, rate, pronunciation	Introduction, development, conclusion	
<b>Comments:</b>							

\*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:**

<input type="checkbox"/> Interacting with Others	<input type="checkbox"/> Comprehending Instructions	<input checked="" type="checkbox"/> Getting Things Done	<input type="checkbox"/> Comprehending Information
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**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

<i>Item number:</i>	<i>Item:</i>	<i>Completed (✓)</i>	<i>Needs work</i>
1	Circle <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Circle</span> the date (1 point)		
2	Put an X ✕ beside the second price (1 point)		
3	Put a star ☆ beside the sub-total (1 point)		
4	Put a check mark ✓ beside the taxes/HST (1 point)		
5	<u>Underline</u> the total amount (1 point)		
		<b>Total points:</b> / 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:**

<input type="checkbox"/> Interacting with Others	<input type="checkbox"/> Reproducing Information	<input checked="" type="checkbox"/> Getting Things Done	<input type="checkbox"/> Sharing Information
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**Criteria:** Convey a clear message; convey a sense of audience in language and format

**CLB:** CLB7

<i>Item number:</i>	<i>Item:</i>	<i>Points achieved</i>
1	Includes title "Memo" and sections "To", "From", "Date", and "Subject" or "Re" (1 point)	
3	Purpose of writing clearly stated in first paragraph (2 points)	
4	Details clearly presented in second paragraph (2 points)	
5	Expected result or action clearly stated in third paragraph (2 points)	
6	Appropriate level of formality used (3 points)	
7	Good range of vocabulary for moderately complex texts (3 points)	
8	Good control of spelling and punctuation (3 points)	
		<b>Total points:</b>
<b>SUCCESS = CLB 7: 12/16 points (achieved 75% of the task/items)</b>		/ 16

## 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:**

<input checked="" type="checkbox"/> Interacting with Others	<input type="checkbox"/> Giving Instructions	<input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Sharing Information
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**Criteria:** Co-facilitate or contribute to discussions or debates in small formal groups

**CLB:** CLB9

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

**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 \_\_\_\_\_

CLB: CLB 3 (QUESTIONS 1-6) or CLB 4 (QUESTIONS 1- 8)			CLB: CLB 3 or CLB 4		
		✓		Meets	Needs work
1	Hello. How are you today?		<b>Part A: Overall</b>		
2	Have you been here before?		I can understand your information		
3	Can I see your Alberta Health Card, please?		<b>Part B: Analytic</b>		
4	What is your address?		Responds to greeting and closing politely		
5	How can I help you?		*Gives basic information about self # 2-4,8		
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		*States and describes problem # 5-7 CLB 3- uses some short simple sentences CLB 4- uses several connected sentences to describe problem		
7	*Clarifying question 1 from list.		*Uses key vocabulary CLB 3: tries to use some vocabulary. CLB 4: adequate use of vocabulary		
8	*What prescription/other medications are you taking? Who is your family Doctor?		*CLB 4: Fluency is adequate		
	Thank you. Please wait a doctor will be with you shortly. Bye				
<b>Success:</b> CLB 3 = 5 out of 6 questions; must include *items CLB 4 = 6 out of 8; 2 of *items			<b>SUCCESS:</b> CLB 3 - Part A and * items in Part B. CLB 4 - Part A; * items in Part B + fluency		
<b>YOU DID WELL:</b>			<b>NEXT TIME:</b>		

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: \_\_\_\_\_

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

Patient's Name:	Today's Date:
Address:	Home phone number:
Alberta Health Number:	Cell phone number:
Date of Birth	Age:                      Sex:
Job/Occupation:	Marital Status:

B. FAMILY HISTORY (4 pts)	<i>If living:</i>		<i>If deceased (not living)</i>	
	<i>Age</i>	<i>any Medical Conditions?</i>	<i>Age when died</i>	<i>any Medical Conditions</i>
Mother				
Father				

C. What is the reason for your visit today (1 pts)	
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**CLB 3 STOP HERE. CLB 4 – PLEASE ANSWER THE FOLLOWING QUESTIONS.**

### D. PERSONAL HEALTH (4pts)


What medical conditions do you have?	
What allergies do you have?	
List all medications you take	
List all surgeries you have had	



## 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.

<p style="text-align: center;">Please Join Us</p> 	<p style="text-align: center;">Jennifer Small and John Smith</p> <p style="text-align: center;">Invite You to Celebrate Their Wedding</p> <p style="text-align: center;">When: Saturday, April 15, 2015 at 6:00 p.m.</p> <p style="text-align: center;">Where: Garden Ballroom 125 John St E, Hamilton, ON</p> <p style="text-align: center;">R.S.V.P. 525-7788 by April 1, 2015</p> <p style="text-align: center;">Number of Guests: 2</p> <p style="text-align: center;">Dinner and Dancing to Follow</p> <p style="text-align: center;">A Monetary Gift will be Appreciated</p>
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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

 CLB 6-II

### 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 4<sup>th</sup>, 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 4<sup>th</sup>, 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?*

Classroom Assessment Toolkit

 CLB 6-II

## Checkboxes for Competencies on Rubrics

### **Speaking:**

<input type="checkbox"/> Interacting with Others	<input type="checkbox"/> Giving Instructions	<input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Sharing Information
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### **Listening:**

<input type="checkbox"/> Interacting with Others	<input type="checkbox"/> Comprehending Instructions	<input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Comprehending Information
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### **Reading:**

<input type="checkbox"/> Interacting with Others	<input type="checkbox"/> Comprehending Instructions	<input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Comprehending Information
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### **Writing:**

<input type="checkbox"/> Interacting with Others	<input type="checkbox"/> Reproducing Information	<input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Sharing Information
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## *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

- Document online at: <http://www.elsanet.org/site/wp-content/uploads/CATK-Introduction-2015-04-30.pdf>

- Rubrics online at: <http://www.listn.info/site/resources/linc-assessment/classroom-assessment-toolkit>

- Mirror site on Tutela: <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

- Online at: [http://www.languagepeelhalton.ca/LINC-Teaching-Resources/Documents/PBLA\\_WritingRubrics\\_Outcome\\_Assessmt2006\\_ManALTbranch.pdf](http://www.languagepeelhalton.ca/LINC-Teaching-Resources/Documents/PBLA_WritingRubrics_Outcome_Assessmt2006_ManALTbranch.pdf)

*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*

3. Government of Alberta and Alberta Teachers of English as a Second Language, *ATESL Adult ESL Curriculum Framework - Setting and Assessing Outcomes*, 2011, multiple contributors

- Online at:

[http://www.atesldocuments.com/cf/sites/default/files/downloads/Setting\\_And\\_Assessing\\_Outcomes.pdf](http://www.atesldocuments.com/cf/sites/default/files/downloads/Setting_And_Assessing_Outcomes.pdf)

*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/> (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*

*Multilevel PBLA Assessments: CLB 1-4*, Agnes Kucharska (presented at TESL Peel Halton Etobicoke 2016 Spring Conference, Mississauga, Ontario):

[http://www.teslphe.org/uploads/1/5/1/6/15162416/multilevel\\_pbla\\_assessmentspeel.pdf](http://www.teslphe.org/uploads/1/5/1/6/15162416/multilevel_pbla_assessmentspeel.pdf)

Canadian Language Benchmarks 2000: Additional Sample Task Ideas

<http://www.language.ca/documents/Add.Sample.Task.e-version.pdf>

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

[https://tutela.ca/Resource\\_17557](https://tutela.ca/Resource_17557) (Webinar event)

Classroom Assessment Toolkit:

[https://tutela.ca/Resource\\_15147](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:

Rossiter, M. J., & Abbott, M. L. (2008). *Planning for and instructing multilevel classes using the Canadian Language Benchmarks*. Edmonton, AB: Alberta Employment and Immigration.

Retrieved from [http://www.atesl.ca/node/245#.WNlul-n\\_jA4](http://www.atesl.ca/node/245#.WNlul-n_jA4)

