

# Creating and Using Rubrics in a PBLA World

# **Rubric** compared to

- a guide listing specific criteria for grading or scoring academic papers, projects, or tests (Merriam-Webster)
- **Used as an assessment tool**
- **Used as a learning tool**
- **Used as a communication tool**

# **Portfolio**

- a selection of a student's work compiled over a period of time and used for assessing performance or progress (Merriam-Webster)
- **Used as an assessment tool**
- **Used as a learning tool**
- **Used as a communication tool**



Fit to page



Page view



Read aloud



Add notes

# What is *My Portfolio*?

## My Portfolio

Your portfolio is a collection of examples of the work you do in class. It will include examples of listening, speaking, reading and writing tasks that show what you can do in English. Your teacher will tell you which tasks will go in your portfolio. Your teacher will look at your portfolio to see how much English you are learning, and to write your progress report at the end of the term.



About Me

 Listening

 Speaking

 Reading

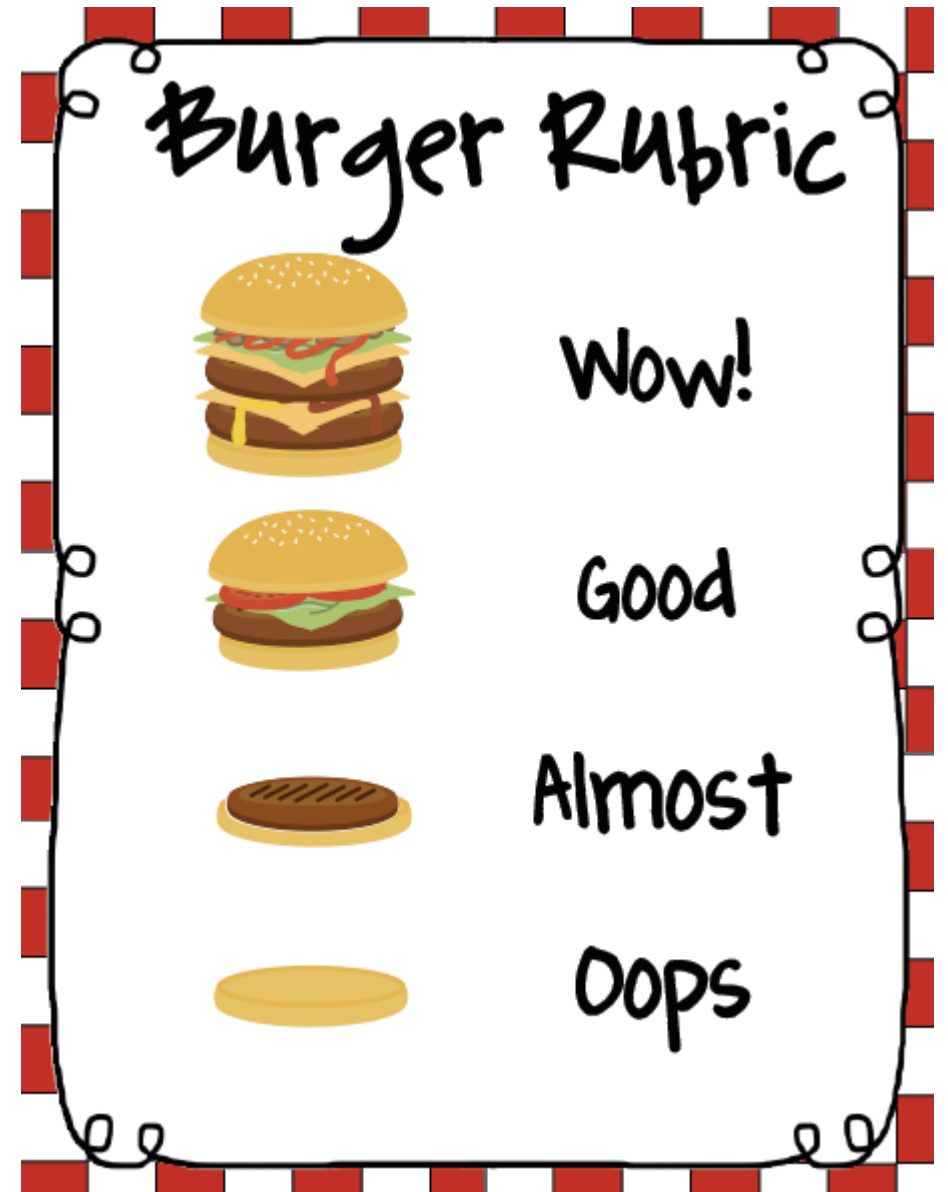
 Writing

Other

# What is a rubric?

A rubric is an evaluation tool that lets students know:

- The overall expectations for the task or assignment
- The criteria, in levels of quality, that they must meet
- The points or grades students earn based on the levels



## Landmark List Writing Rubric



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Neatness</b>	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>References</b>	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

 **Foundation L – Getting Things Done**

**Task:** Copy information from ID on to a form

Wrote letters clearly

Good spacing between letters

Wrote on the line

**Comments:**



**Yes**

**Almost**



**Not  
Yet**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **CLB 1L- I. Interacting with Others**

Task: Read a Card.

 **Yes – green**       **Yes with help – yellow**       **Not yet – red**

**Observation color-coded**

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | Choose a get-well card.                             |
| <input type="radio"/> | Choose a card for a sick teacher, friend, or child. |
| <input type="radio"/> | Read the card so the listener can understand you.   |
| <input type="radio"/> | Choose the cheapest card.                           |

**Next Steps:**

**Self-assessment:**          

**Achieved 75%  
(Green)**

**Achieved with  
help (Yellow)**

**Not Achieved  
(Red)**

# Designing your own rubric

	<b>Sophisticated</b>	<b>Highly Competent</b>	<b>Developing Competence</b>	<b>Not Yet Competent</b>
Assessed area or skill #1	<i>Describe</i>	<i>Describe</i>	<i>Describe</i>	<i>Describe</i>
Assessed area or skill #2	<i>the</i>	<i>a</i>	<i>a</i>	<i>missing</i>
Assessed area or skill #3	<i>perfect</i>	<i>really</i>	<i>just</i>	<i>the</i>
Assessed area or skill #4	<i>completed</i>	<i>good</i>	<i>acceptable</i>	<i>point</i>
Assessed area or skill #5	<i>task</i>	<i>assignment</i>	<i>performance</i>	<i>altogether</i>



# Writing rubric – one text, one task

CLB 3 Task: Write a short description of your morning routine

	<b>Completing CLB 3</b>	<b>Developing CLB 3</b>	<b>Beginning CLB 3</b>
Description of morning routine	<i>Clear and detailed description</i>	<i>Could understand description</i>	<i>Hard to follow the routine</i>
Simple present tense sentences	<i>Every sentence had a subject and simple present verb</i>	<i>Almost every sentence had a subject and simple present verb</i>	<i>Problems with subjects and verbs in the sentences</i>
Vocabulary	<i>At least 6 morning tasks included; rich vocabulary</i>	<i>At least 4 morning tasks given; good vocabulary</i>	<i>One or two tasks given; little vocabulary</i>
Spelling and capitalization	<i>Every sentence starts with a capital; few spelling errors</i>	<i>A few sentences start without a capital; several spelling errors</i>	<i>Many errors in spelling and capitalization</i>
Punctuation	<i>Every sentence has a period</i>	<i>Missed the period in one or two sentences</i>	<i>All one sentence</i>

# Listening rubric – one text, many tasks

CLB 6 Task: Listen to a three-minute holiday decorating clip

	<b>Completing CLB 6</b>	<b>Developing CLB 6</b>	<b>Beginning CLB 6</b>
Overall recollection of decorating tips from notes	<i>Could recall 7-8 out of 10 tips</i>	<i>Could recall 5-6 out of 10 tips</i>	<i>Could recall less than 5 tips</i>
Factual details	<i>Could put all supplied details in order</i>	<i>Could organize most details in order</i>	<i>Somewhat confused organization of details</i>
Words and expressions	<i>Could match all word cards with definitions</i>	<i>Could match most word cards with definitions</i>	<i>Could match few word cards with definitions</i>
Suggestions and advice	<i>Identified all modals of suggestion and advice</i>	<i>Identified most modals used</i>	<i>Identified few modals</i>

# Reading rubric – one text, many tasks

CLB 2 Task: Read, explain and demonstrate washing machine instructions.

### Operating instructions

#### Starting Your Washer

Be sure to measure and add low foaming, automatic washing machine detergent, then place a sorted load in the washer before commencing with the cycle. Detergents should be predissolved when the wash water temperature is less than 40°C.



#### 1. Select a LOAD SIZE



- Turn the knob to point at a setting that describes the size of load you want to wash.
- Set the knob anywhere on or between EX SMALL (a few small items) and EX LARGE (a full load).

**NOTE:** Use the EX LARGE water level for best permanent press results.

#### 2. Select WATER TEMPERATURES



- Select wash and rinse water temperatures.
- This drawing shows a warm wash (top temperature) and cold rinse (bottom temperature) selection.

Recommended wash temperatures can be found in your "Laundry Guide".

**IMPORTANT:** Use warm water with the PERM'T PRESS or KNITS/GENTLE cycles. For heavily soiled permanent press or knit clothes, pre-soak before washing in warm water.

**LOAD SIZES AND WATER LEVELS**

For best cleaning results, the load must be able to move freely in the water. Too big a load or too little water can cause wear or tearing of load items.

**CAUTION: DO NOT OVERLOAD WASHER.**

Approximate fill with load

EX LARGE 82,1 l  
MEDIUM 62,1 l  
EX SMALL 45,0 l

	Completing CLB 2	Developing CLB 2	Beginning CLB 2
Read load size	<i>Can locate different load sizes</i>	<i>Can locate one load size</i>	<i>Can locate load dial</i>
Read water temperature	<i>Can locate different water temperatures</i>	<i>Can locate one water temperature</i>	<i>Can locate water temperature dial</i>
Explain load size and water level	<i>Can explain load size and water level relationship</i>	<i>Can explain load size and/or water level</i>	<i>Can locate load size and water level on paper</i>
Demonstrate sorting and loading	<i>Can role play sorting and loading the washing machine fully</i>	<i>Can role play sorting and loading the washing machine with prompting</i>	<i>Can follow instructions for sorting and loading the washing machine</i>

# Speaking rubric – one text, two tasks

## CLB 5 Task: Plan a group trip from school to athletic event

	<b>Completing CLB 5</b>	<b>Developing CLB 5</b>	<b>Beginning CLB 5</b>		
Making suggestions	<i>Used appropriate lead-in statements</i>	<i>Used some lead-in statements and some demands</i>	<i>Mainly made demands or offered no opinions</i>		
Agreeing/ disagreeing	<i>Used appropriate responses</i>	<i>Used some appropriate responses</i>	<i>Offered no feedback or used rude language</i>	<b>SUGGEST</b> Why don't we...	<b>SUGGEST</b> I'd like to...
Provided map or visual	<i>Helped to create a group map or visual</i>	<i>Commented on creation of group map or visual</i>	<i>Watched the map or visual being created</i>	<b>SUGGEST</b> Let's ...	<b>SUGGEST</b> We can...
Participation in group	<i>Fulfilled role as leader/recorder/reporter</i>	<i>Fulfilled some responsibilities as leader/recorder/reporter</i>	<i>Relied on others to fulfill role as leader/recorder/reporter</i>	<b>RESPOND</b> I agree.	<b>RESPOND</b> Good idea.
				<b>RESPOND</b> Sure.	<b>RESPOND</b> I don't think... <b>RESPOND</b> I'd prefer...

## CLPA – Portfolio Contents Checklist

This checklist is provided to help teachers ensure that student language portfolios have sufficient and varied evidence to demonstrate student progress and facilitate progress report writing. The following five sections, personal data, listening task samples, speaking task samples, reading task samples and writing task samples are required in each student portfolio. By report-writing time, there should be a sufficient variety of samples in each section to inform relevant, accurate, appropriate and defensible assessment and evaluation by the teacher.

In English for Specific Purposes and English at Work programs, teachers need to add a section related to the focus of the program or course.

Students must:

- have their portfolio available at class time
- maintain the portfolio and add appropriate contents, and
- take their portfolios to new classes or programs.

<input type="checkbox"/>	<b>Personal Data</b>	<input type="checkbox"/> CLB levels on intake <input type="checkbox"/> Needs Assessment Results <input type="checkbox"/> Language Learning Goal Statement <input type="checkbox"/> Biography	<input type="checkbox"/> Learning, Working, Living in the Community - Skills Self-Assessment <input type="checkbox"/> Volunteer/Work Experience <input type="checkbox"/> Resume <input type="checkbox"/> Volunteer/Work Goals <input type="checkbox"/> Next Steps
<input type="checkbox"/>	<b>Listening Task Samples</b>	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Instructions <input type="checkbox"/> Suasion <input type="checkbox"/> Information	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
<input type="checkbox"/>	<b>Speaking Task Samples</b>	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Instructions <input type="checkbox"/> Suasion <input type="checkbox"/> Information	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
<input type="checkbox"/>	<b>Reading Task Samples</b>	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction texts <input type="checkbox"/> Instructions <input type="checkbox"/> Business/service texts <input type="checkbox"/> Informational texts	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
<input type="checkbox"/>	<b>Writing Task Samples</b>	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Recording/Reproducing Information <input type="checkbox"/> Business/service messages <input type="checkbox"/> Presenting Information/ and ideas	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies

	<b>Completed Portfolio</b>	<b>Developing Portfolio</b>	<b>Beginning Portfolio</b>
Personal Data	<i>Describe</i>	<i>Describe</i>	<i>Describe</i>
Listening Task Samples/ Rubrics	<i>the</i>	<i>a</i>	<i>an</i>
Speaking Task Samples/ Rubrics	<i>fully</i>	<i>mostly</i>	<i>under-developed</i>
Reading Task Samples/ Rubrics	<i>completed</i>	<i>good</i>	<i>or barely acceptable</i>
Writing Task Samples/ Rubrics	<i>portfolio</i>	<i>portfolio</i>	<i>portfolio</i>

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<input type="checkbox"/>	<b>Listening Task Samples</b>	
	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Instructions <input type="checkbox"/> Suasion <input type="checkbox"/> Information	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
<input type="checkbox"/>	<b>Speaking Task Samples</b>	
	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Instructions <input type="checkbox"/> Suasion <input type="checkbox"/> Information	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
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	<b>Completed Portfolio</b>	<b>Developing Portfolio</b>	<b>Beginning Portfolio</b>
Portfolio Availability	<i>Describe</i>	<i>Describe</i>	<i>Describe</i>
Portfolio Maintenance	<i>the</i>	<i>a</i>	<i>an</i>
Portfolio Organization	<i>fully</i>	<i>mostly</i>	<i>under-developed</i>
Choice of Samples/ Rubrics	<i>completed</i>	<i>good</i>	<i>or barely acceptable</i>
Consistency of Samples/ Rubrics	<i>portfolio</i>	<i>portfolio</i>	<i>portfolio</i>

	<b>Completed Portfolio</b>	<b>Developing Portfolio</b>	<b>Beginning Portfolio</b>			
Personal Data	<i>Describe</i>	<i>Describe</i>	<i>Describe</i>			
Listening Task Samples/ Rubrics	<i>the</i>	<i>a</i>	<i>an</i>			
Speaking Task Samples/ Rubrics	<i>fully</i>	<i>mostly</i>			<b>Completed Portfolio</b>	<b>Developing Portfolio</b>
Reading Task Samples/ Rubrics	<i>completed</i>	<i>good</i>		Portfolio Availability	<i>Describe</i>	<i>Describe</i>
Writing Task Samples/ Rubrics	<i>portfolio</i>	<i>portfolio</i>		Portfolio Maintenance	<i>the</i>	<i>a</i>
				Portfolio Organization	<i>fully</i>	<i>mostly</i>
				Choice of Samples/ Rubrics	<i>completed</i>	<i>good</i>
				Consistency of Samples/ Rubrics	<i>portfolio</i>	<i>portfolio</i>
						<i>under-developed</i>
						<i>or barely acceptable</i>
						<i>portfolio</i>