

Assessment rubrics allow teachers and students to be clear about the required criteria for assigned tasks and to be able to assess each task for quality

Rubrics are powerful assessment tools since they serve many purposes that benefit teachers, students, and parents. A rubric communicates to the teacher, student, and parent a more detailed picture of the provincial standards for performance.

The rubrics provided in the Teacher's Guides assess both learning processes—such as the writing process—and products—such as essays, short stories, and media presentations.

Process Rubrics

Process rubrics describe four levels of student skills and behaviours. They are useful for assessing students through observation or in a one-on-one conference talking about areas of strength and areas needing improvement.

All rubrics reflect the categories and levels of the Ontario Achievement Chart.

Nelson English 11 assessment tools can be used with other components of your program.

Since the rubrics and checklists are generic, rather than task-specific, they may be used to assess the wide variety of tasks designed for a Shakespearean play, a novel, or an independent study unit.

ASSESSMENT RUBRIC 20

THE WRITING PROCESS

NAME: _____ DATE: _____

NOTE: Select only those categories/criteria that are appropriate to the assigned task.

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Application	<p>Uses the writing process with limited competence:</p> <p>Prewriting</p> <ul style="list-style-type: none"> generates few ideas for the task conducts limited research on the topic develops a plan but it is faulty <p>Drafting</p> <ul style="list-style-type: none"> produces a limited first draft that meets few of the criteria for the tasks <p>Revising</p> <ul style="list-style-type: none"> reads draft but ... makes few changes shows reluctance to incorporate feedback from others <p>Editing</p> <ul style="list-style-type: none"> shows reluctance to edit has difficulty editing for content, sentence structure, paragraph structure, spelling, grammar, punctuation <p>Proofreading</p> <ul style="list-style-type: none"> reads final draft but misses many errors 	<p>Uses the writing process with moderate competence:</p> <p>Prewriting</p> <ul style="list-style-type: none"> generates some ideas for the task conducts some research on the topic develops a plan that works to some degree <p>Drafting</p> <ul style="list-style-type: none"> produces a first draft that meets some of the criteria for the tasks <p>Revising</p> <ul style="list-style-type: none"> reads draft but ... makes some changes has some difficulty incorporating feedback from others <p>Editing</p> <ul style="list-style-type: none"> makes some edits for content, sentence structure, paragraph structure, spelling, grammar, punctuation <p>Proofreading</p> <ul style="list-style-type: none"> reads final draft but may miss some errors 	<p>Uses the writing process with considerable competence:</p> <p>Prewriting</p> <ul style="list-style-type: none"> generates sufficient ideas for the task conducts sufficient research on the topic develops a purposeful plan <p>Drafting</p> <ul style="list-style-type: none"> produces an acceptable first draft that meets most of the criteria for the task <p>Revising</p> <ul style="list-style-type: none"> reads draft critically and ... makes appropriate improvements willingly incorporates feedback from others to improve the piece <p>Editing</p> <ul style="list-style-type: none"> edits sufficiently for content, sentence structure, paragraph structure, spelling, grammar, punctuation <p>Proofreading</p> <ul style="list-style-type: none"> reads final draft carefully 	<p>Uses the writing process with a high degree of competence:</p> <p>Prewriting</p> <ul style="list-style-type: none"> willingly generates many ideas for the task conducts thorough research on the topic routinely develops a purposeful plan <p>Drafting</p> <ul style="list-style-type: none"> produces a creative and original first draft that meets all of the criteria for the task <p>Revising</p> <ul style="list-style-type: none"> reads draft critically and ... makes significant improvements discusses and incorporates feedback from others to improve the piece <p>Editing</p> <ul style="list-style-type: none"> routinely and edits for content, sentence structure, paragraph structure, spelling, grammar, punctuation <p>Proofreading</p> <ul style="list-style-type: none"> reads final draft and carefully
Communication	<p>During Writing Conferences:</p> <ul style="list-style-type: none"> has difficulty identifying strengths and weaknesses in own work shows reluctance to listen to feedback from others offers limited or inappropriate feedback to others about their writing 	<p>During Writing Conferences:</p> <ul style="list-style-type: none"> identifies some strengths and/or weaknesses in own work listens to feedback from others offers some feedback to others about their writing 	<p>During Writing Conferences:</p> <ul style="list-style-type: none"> identifies several strengths and weaknesses in own work actively listens to feedback from others listens to and offers helpful feedback to others about their writing 	<p>During Writing Conferences:</p> <ul style="list-style-type: none"> shows insight into own strengths and weaknesses in own work actively listens to feedback from others routinely offers feedback to others about their writing

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Product Rubrics

Product rubrics are used to assess or evaluate completed pieces of work. The indicators on these rubrics describe the attributes of a piece of work, as opposed to describing student skills and behaviours. When using a product rubric, the teacher has to match the qualities exhibited by a given piece of work with a level on the rubric.

ASSESSMENT RUBRIC 6

LITERARY ESSAY

NAME: _____ DATE: _____

NOTE: Select only those categories/criteria that are appropriate to the assigned task.

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge / Understanding	<ul style="list-style-type: none"> demonstrates limited understanding of information, ideas, concepts or themes stylistic devices are lacking or ineffective 	<ul style="list-style-type: none"> demonstrates some understanding of information, ideas, concepts or themes stylistic devices are somewhat effective 	<ul style="list-style-type: none"> demonstrates solid understanding of information, ideas, concepts or themes stylistic devices are effective (e.g. use of exaggeration, repetition, parallelism, etc.) 	<ul style="list-style-type: none"> demonstrates thorough and insightful understanding of information, ideas, concepts or themes stylistic devices are artful
Thinking / Inquiry	<ul style="list-style-type: none"> includes little information from texts to support main ideas/personal interpretations has difficulty comparing personal ideas and values with those in a text has difficulty analyzing and synthesizing ideas and information from a text, and communicating them has difficulty recognizing varying responses to a text has difficulty understanding how culture and society influence the ideas and theme in a text has difficulty comparing the elements of one text with those of another 	<ul style="list-style-type: none"> includes some information from texts to support main ideas/personal interpretations makes simple comparisons between personal ideas and values with those in a text analyzes, in simple ways, ideas and information from a text, synthesizes them, and communicates them anticipates some simple alternative responses to a text explains in simple ways how culture and society influence the ideas and theme in a text compares in simple ways the elements of one text with those of another 	<ul style="list-style-type: none"> includes sufficient information from texts to support main ideas/personal interpretations compares personal ideas and values with those in a text analyzes ideas and information from a text, synthesizes them, and communicates them adequately anticipates alternative responses to a text explains how culture and society influence the ideas and theme in a text compares the elements of one text with those of another compares the ideas and/or theme of one text with those of another 	<ul style="list-style-type: none"> includes rich and detailed information from texts to support main ideas/personal interpretations compares personal ideas and values with those in a text analyzes, in insightful ways, ideas and information from a text, synthesizes them skillfully, and communicates them anticipates in insightful ways alternative responses to a text explains in insightful ways how culture and society influence the ideas and theme in a text compares in sophisticated ways the elements of one text with those of another compares in sophisticated ways the ideas and/or theme of one text with those of another
Communication	<ul style="list-style-type: none"> frequent lapses in logic of argument thesis is unclear conclusion is ineffective overall organization is limited (i.e. significant flaws in introduction, body, and/or conclusion) frequent lapses in appropriate diction, tone, and level of language 	<ul style="list-style-type: none"> some lapses in logic of argument thesis is evident to some degree conclusion summarizes thesis to some extent overall organization is inconsistent (i.e. some flaws in introduction, body, and/or conclusion) some lapses in appropriate diction, tone, and level of language 	<ul style="list-style-type: none"> logic of argument is consistent thesis is clear conclusion summarizes thesis effectively overall organization is effective (i.e. effective transitions within and between introduction, body, and conclusion) few lapses in appropriate diction, tone, and level of language (e.g. consistent use of third person) 	<ul style="list-style-type: none"> logic of argument is consistent and sophisticated thesis is clear and insightful conclusion summarizes and extends thesis effectively overall organization is sophisticated few lapses in appropriate diction, tone, and level of language are appropriate throughout (e.g. formal, use of third person)
Application	<ul style="list-style-type: none"> footnotes and/or bibliography contain many errors errors in language conventions interfere with communication 	<ul style="list-style-type: none"> footnotes and/or bibliography contain some errors some errors in language conventions interfere with communication 	<ul style="list-style-type: none"> footnotes and bibliography are correct language conventions are used correctly (i.e. grammar, usage, spelling, punctuation) 	<ul style="list-style-type: none"> footnotes and bibliography are correct and extensive language conventions are used correctly and for conscious effect

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