

What is a Rubric?

A scoring scale used to assess student performance along a task-specific set of criteria.

For Students:

- it outlines what is expected
- it indicates relative weights
- it diagnoses the quality of student work
- it informs future work

For Instructors:

- it helps ensure that instruction leads to desired outcomes
- it aids reliability (and consistency) in scoring
- it justifies grades

Read the information below and tick all applicable options

1. In ELI, the rubric is designed to

    A. mark students work only

    B. mark students work and give feedback

    C. marks students work in exams only

2. Teachers in the ELI can use a rubric to

    A. learn about their student's English proficiency.

    B. Learn if their student is on target.

    C. Inform their lesson planning.

3. It is important to use a rubric to mark student's submissions to ensure

    A. teachers mark fairly and reliably

    B. students feel good

    C. students understand how they can improve

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4. There are five categories in the ELI writing rubric

   A. true

   B. false

5. Which categories are the deciding yes /no factors to continue marking a piece of work?

   A. impact and appropriacy

   B. task achievement

   C. organisation and cohesion

   D. grammar and mechanics

   E. vocabulary and spelling

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6. Which categories assess the quality of a piece of writing.

    A. impact and appropriacy

    B. task achievement

    C. organisation and cohesion

    D. grammar and mechanics

    E. vocabulary and spelling

7. Order the marking process by matching to numbers 1-3

    A. decide the quality of the writing by assessing the organisation, grammar and vocab skills

    B. decide if the writing is on topic

    C. decide on the writing address, the word count, writing instruction and writing prompt

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8. Task achievement is defined by the following elements:

   A. topic

   B. writing prompt

   C. writing instruction

   D. word count

   E. vocabulary

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The following is taken from the task achieved category of the ELI All tracks writing rubric: ALL writing Instruction and a prompt are FULLY answered, and task completed successfully. Here are some writing test questions:

- write one word to describe your mood
- write a greeting card to your friend congratulating her on her graduation
- write an email in response to a job advertisement
- write a compare and contrast essay on cats and dogs
- write a cause and effect report on global warming

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9. What is meant by writing instruction in the ELI rubric?

   A. the topic that the student will write about

   B. the style and structure of writing that your student should do

   C. both the topic and the type of writing

10. Select all the correct writing instructions from the list below:

   A. write a greeting card

   B. write a paragraph

   C. write about your room

   D. write about your hobby

   E. write an essay

11. A band 1 level writing can have few or minor errors.



   A. True

   B. False

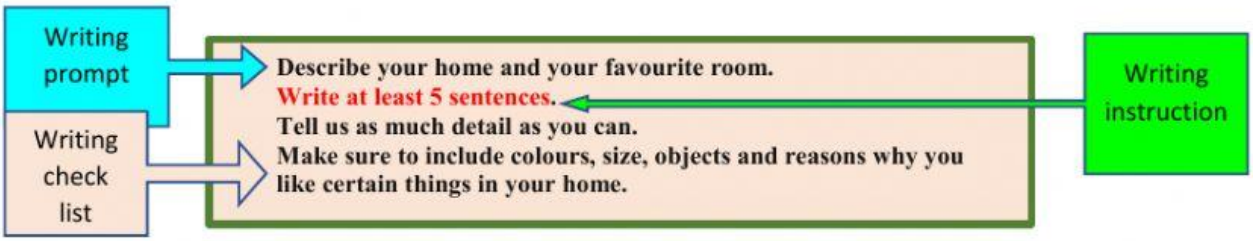
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12. If writing is graded band zero at impact and appropriacy, should you continue to mark the writing?

A. yes

B. no

13.This writing task was given to ELI students in a timed assessment:



Read the following student submissions and answer the questions

My home consists of five bedrooms, a guest studio, two kitchens, a library, a rooftop, and a swimming pool. It is quite big since I have a big family. my favorite spots in the house would be the rooftop, the library, and my bedroom but I enjoy spending time on the roof a bit more. I love watching the sunset every now and then but I mainly sit there to stargaze. I mentioned the library after the rooftop because even though it's quiet, peaceful, and spacious it gets suffocating sometimes. I have lovely memories on that roof that I will continue to cherish as long as I live. I also study there when the caffeinated scent of the library chokes me. Just because I spend most of my time outdoors doesn't mean that I hate my bedroom. My love for my bedroom is a given when I get back from work all crumbled and tired all I want are my white fluffy sheets. I personally designed it with neutral colors and soft edges so it's never sore on the eyes. It also has many plants since they add life to the place.

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14. Did the learner include relevant content meaningful register about the topic? Select your grading by clicking on the orange dot

Categories	1	0.75	0.5	0.25	0
Impact & Appropriacy: Did the learner include relevant content meaningful register about the topic?	ALL content is FULLY on topic and relevant. writing is clearly developed in an appropriate register	Content is MOSTLY (75%) on topic. Writing is generally developed in an appropriate register.	Content only PARTIALLY (50%) on topic Writing lacks development in the appropriate register.	Content illustrates a lack of understanding of the topic Too little communication to assess.	Content is completely off-topic. Writing is not relevant to the topic AT ALL.

15. Did the learner fully complete the task? Select your grading by clicking on the orange dot

Categories	1	0.75	0.5	0.25	0
Task Achievement: Did the learner fully complete the task?	Word count met or exceeded. ALL writing Instruction and the prompt is FULLY answered, and the task completed successfully	Word count meet by 75%. Writing instruction and prompts MOSTLY (75%) answered and task generally completed	Word count met by 50%. Writing instruction and prompts only PARTIALLY (50%) answered and task not fully completed.	Word count met by 25%. TOO FEW (25% or less) writing instructions and prompts answered and task inadequately completed Too little communication to assess	Word count irrelevant. NONE of the writing prompts answered. Learner demonstrates NO understanding of the task.

16. Now let's assess the quality of the student's writing. Did the learner express her ideas clearly and connect them together effectively? Select your grading by clicking on the orange dot

Categories	1	0.75	0.5	0.25	0
Organization & Cohesion: Did the learner express her ideas clearly and connect them together effectively?	Content FULLY connects the writing in a logical sequence that exhibits skilful use of transitional words/phrases and ideas.	Content MOSTLY (75%) Connects the writing in a logical sequence that exhibits good use of transitional words/phrases and ideas.	Content ONLY PARTIALLY (50%) addresses sequencing in writing with unclear use of transitional words/phrases and ideas.	Content illustrates a lack of sequencing in the writing that jumps from one idea to the next, with too little connection or use of transitional words/phrases.	Content does not illustrate sequencing of writing, with no use of transitional words/phrases and ideas.

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17. Did the learner use a good range of grammar structures, punctuation markers and capitalisation accurately? Select your grading by clicking on the orange dot

Categories	1	0.75	0.5	0.25	0
Grammar & Mechanics: Did the learner use a good range of grammar structures, punctuation markers and capitalisation accurately?	Content FULLY demonstrates few if any errors in the rules of grammar, punctuation and capitalisation taught at this level. All sentences are well structured and have a varied structure and length.	Content MOSTLY (75%) demonstrates few if any errors in the rules of grammar, punctuation and capitalisation taught at this level. . Most of the sentences are well structured and have a varied structure and length.	Content only PARTIALLY (50%) demonstrates correct use of the rules of grammar, punctuation, and capitalisation taught at this level. . Sentences are not well structured.	Content illustrates many inaccuracies in the use of the rules of grammar, punctuation and capitalisation taught at this level. . Sentences are difficult to understand.	Content demonstrates no understanding of the rules of grammar, punctuation, Capitalisation, as well as sentence structure taught at this level. .

18. Did the learner use a good range of vocabulary items and spell them correctly? Select your grading by clicking on the orange dot

Categories	1	0.75	0.5	0.25	0
Vocabulary & Spelling: Did the learner use a good range of vocabulary items and spell them correctly?	Content FULLY uses a wide variety of the vocabulary taught with few errors. Writing exhibits skilful use of vocabulary. Spelling is consistently correct with very few errors.	Content MOSTLY (75%) uses a wide variety of the vocabulary taught with few errors. Spelling is standard with some errors.	Content ONLY PARTIALLY (50%) uses the vocabulary taught with consistent errors. Spelling is inadequate with errors	Content illustrates a poor range of vocabulary with frequent errors. Spelling is consistently incorrect, with numerous errors.	Content demonstrates no understanding of appropriate vocabulary. Spelling is mostly incorrect and makes the writing unclear and difficult to read.

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