

**Manitoba Labour and Immigration
Adult Language Training Branch**

2006

**WRITING RUBRICS FOR OUTCOME
ASSESSMENT**
(working document)

based on
The Canadian Language Benchmarks 2000

**Manitoba
Labour and
Immigration**

**Travail et
Immigration
Manitoba**



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¹ ALT Branch – Adult Language Training Branch

² RRC – Red River College

³ WSD – Winnipeg School Division

Introduction

The *Canadian Language Benchmarks 2000*, the national standards document that provides a “commonly understood ...framework for describing and measuring, in a standard way, the communicative proficiency of EAL⁴ (sic) learners” (Pawlikowska-Smith, p. viii) states that as the *CLB* is task-based, “assessing communicative proficiency means assessing a person’s ability to accomplish communicative tasks” (ibid. p. viii).

It is also important to note that the *CLB 2000* describes proficiency in four competency areas only. In writing the four competency areas are: social interaction, recording/reproducing information, business/service messages, presenting information and ideas. These competency areas do not reflect the full range of writing competencies; they are a representative sample of competencies chosen because they are considered “universally relevant” (ibid. p. x). During instruction teachers may address other writing competencies because of learners’ expressed needs or interests; however, for formal outcome assessment purposes, these are the four competencies in which learners are required to demonstrate proficiency.

In addition, many aspects of language development take time to develop and must be introduced a level, even several levels before the point at which learners might be expected to be able to use or manipulate them satisfactorily in a variety of contexts. For a specific writing purpose teachers might introduce language that could be considered to be more complex or demanding than the language described at a particular *CLB* level. They may introduce it formulaically or introduce it for the purposes of a particular task rather than expecting mastery of the element in a variety of writing tasks. Learners in *CLB* levels 1 – 3, for example, might learn to use the passive voice structure, “I was born in _____” formulaically without exploring the form, meaning and uses of the passive voice generally. For assessment purposes, therefore, a teacher should not think that a level 3 learner’s ability to write “I was born in Eritrea” indicates that the learner can “demonstrate mostly satisfactory control over complex structures” (*CLB 7*).

The writing rubrics provided in this resource were developed to reflect the *CLB* descriptors for levels 1 – 8 as well as the *CLB ESL for Literacy Learners* descriptors for Foundations to Phase III. They are intended to assist teachers in conducting outcome assessment fairly and consistently according to *CLB* descriptors. At this time the writing rubrics are provided as a working document. After a period of trial implementation, suggestions and feedback on their use will be collected to inform the revision process.

⁴ Manitoba is beginning to introduce the term English as an Additional Language (EAL) in place of English as a Second Language (ESL). In this document both terms may be used depending on the situation and occasionally EAL/ESL is used transitionally.

Designing Good Assessment Tasks

As mentioned previously, these writing rubrics were developed to assist teachers to conduct consistent and fair formal outcome assessments of learner writing proficiency. Fundamental to accurate assessment, however, is the development of appropriate, authentic communicative tasks aligned to specific *CLB* descriptors.

Good assessment tasks reflect certain key principles:

1. Good outcome assessment tasks relate to what has been done in class. They are carried out to see if the learners can perform the tasks the learners have been practising in class.
2. Good outcome assessment tasks replicate “authentic” communicative, real world tasks that might be carried out in the community, school or work environment. That is, they reflect what someone would reasonably expect to do in a particular community, work or academic setting.

e.g. Use your personal ID to fill in the form.

CLB 1

Take down the key points from a 10-15 minute oral presentation.

CLB 6

3. Good outcome assessment tasks are consistent with the outcome statements, tasks and performance conditions described for a particular *CLB* level.

e.g. Learner can write **a few sentences and phrases** about **self** and **family**...as a **simple description** or as **answers to written questions**...

Text is short (e.g. 5 – 6 sentences)...and is **in a guided format**.

CLB 2

4. Good outcome assessment tasks have clear instructions for the learners.

e.g. Write a three-paragraph article about shopping for the school newspaper. Compare shopping in Winnipeg and shopping in your former country. Describe two or three similarities and/or differences.
CLB 7

5. Good outcome assessment tasks provide the *context* in which the writer is to perform the task. Context may include information, such as the location of the task, the role of the writer, and/or the urgency of the situation. Good outcome assessment tasks also provide complete and logical *details* required to carry out the task. Information in texts or visual aids must be sufficient for the writer to achieve the specified outcome.

e.g. *The mayor of Winnipeg is Sam Katz. Write a 100-150 word letter to him on behalf of your class. Invite him to come to your class to talk about his plans to help newcomers feel welcome and safe in Winnipeg. Suggest a date and time you would like him to visit you. Explain how he can contact you if he has any questions. The Mayor's address is:*

*510 Main Street
Winnipeg, MB
R3B 1B9*

CLB 5

N.B. The italics are added to illustrate the relevant details needed to carry out the task.

6. Good outcome assessment tasks have clear performance conditions.

e.g. Texts to copy are one to two paragraphs, with easy layout, in legible handwriting or print.

CLB 4

7. Good outcome assessment tasks have clear performance indicators (the criteria used to evaluate the performance of the task).

e.g. Conveys the message; reader can follow the text; [the writer] demonstrates good control over a variety of basic grammatical structures in simple and coordinated sentences, reduces information to important points with accurate details...

CLB 5

Format of the Draft Writing Rubrics

The format of the draft writing rubrics takes into account feedback provided by practising Adult EAL teachers at the October 21st, 2005 ALT Branch PD event.

The rubric form has been formatted to fit two-sided on 8 ½ X 11 paper. Page one has the **learner** and **teacher ID** information and the **competency focus** of the assessment task. Page one also outlines **overall effectiveness** descriptors (derived from the *CLB 2000* global performance descriptors) and **examples of tasks and performance conditions**, also from the *CLB* document. There are spaces to enter the **task instructions** given to the learners, the learner's **outcome on task** and an anecdotal **summary** of the strengths/weaknesses related to the results.

All the **performance criteria**, the criteria by which the task will be evaluated, are on page two. The criteria are in two sections: **holistic** criteria and **analytic** criteria, which are also from the *CLB 2000*. The holistic criteria refer to overall or global effectiveness (Did the learner appropriately carry out all the elements of the task and accomplish the task's intended purpose? Would the reader be able to act on the text?) Analytic criteria are those elements that pertain to the quality or correctness of the writing.

Holistic Criteria

In order for the task to be evaluated as Achieved Level, *all* the holistic criteria must be met at the Achieved Level. No matter if all the analytic criteria are Achieved Level, if one or more of the holistic criteria have not been met, the learner has not achieved the *CLB* outcome on that task. Learners cannot miss out key elements of the task or produce a text that is off topic or difficult to comprehend and be considered able to do that task competently at that level. In contexts outside of the EAL classroom, learners who produce written text that is off topic, does not address the intended purpose, or is inappropriate in style, will encounter difficulties.

For Stage 1 tasks, the holistic criteria relate to:

- Task instructions
- Comprehensibility
- Purpose of the text

For Stage 2 tasks, the holistic criteria relate to:

- Task instructions
- Comprehensibility
- Purpose of the text
- Appropriateness

Analytic Criteria

The list of analytic criteria includes criteria for the four task types (competency focus). Some of these criteria are appropriate for some tasks and not for others. For example “main idea is expressed well and developed with good supporting detail” (*CLB 8*) relates to a prose or expository task, not to a form-filling task. “Legibility, spelling, capitalization and punctuation are correct and appropriate for the genre and audience” (*CLB 8*) relates to all types of tasks. Teachers must select the analytic criteria that are appropriate for the assessment task that they have assigned.

Expository and prose-type writing tasks

On expository or prose-type of tasks, such as letter, descriptive or narrative paragraphs, essays, etc. learners are allowed a maximum of two of the selected analytic criteria to be below level. For example if the teacher selects eight analytic criteria to assess a descriptive paragraph task on, the learner must achieve at least six of them at the Achieved or Exceeds Level.

Document and other non-prose type writing tasks

On writing tasks that do not require extended sentence writing, such as copying, lists, forms, etc. learners are allowed a maximum of one of the selected analytic criteria to be below level. For example, if the teacher selects five analytic criteria to assess a form-filling task on, the learner must achieve at least four of them at the Achieved or Exceeds Level.

Using the Draft Writing Task Assessment Rubrics

These assessment rubrics are NOT intended to replace the *CLB* or teacher experience. They are tools to assist teachers to assess their learners' writing performance fairly and consistently according to the outcome descriptors in the *CLB* document. Novice teachers or teachers working with a new *CLB* level

would benefit from opportunities to discuss and compare writing samples with their colleagues so they can develop an understanding of what various *CLB* levels “look like” and consistency or reliability in evaluating writing according to specific criteria.

Protocol

Prior to assessment, teachers should select the appropriate rubric and:

1. Indicate the task type (competency focus) of the assessment task.
2. Record the specific instructions that will be given to the students at the outset of the assessment writing task.
3. Review the overall effectiveness and examples of tasks and performance conditions to be sure the assessment task assigned conforms to those descriptors. Revise the assessment task if necessary.
4. Identify the analytical descriptors that relate to the assessment task.

To administer the assessment task, teachers should:

1. Ensure that the appropriate performance conditions exist for the task.
2. Give the learners clear, complete and consistent instructions (including any time limits, etc⁵); if possible in writing⁶ so the learners can check back to make sure they have fulfilled the task requirements.
3. While the learners are completing the task, teacher should make notes about any interference, confusion or additional assistance that was provided to the learners during the task.

Following the completion of the assessment tasks, teachers should:

1. Read through the text that the learner produced and assess the degree to which the writer has demonstrated language use consistent with the criteria of the relevant descriptors and overall *CLB* level.

⁵ Although there is no specific reference to time limits in the *CLB 2000*, in many real-world work and academic situations, time is a critical factor. Consequently, depending on the appropriateness for the assigned task, teachers may decide to include a time limit for the task as part of the instructions to learners.

⁶ ESL Literacy learners may not benefit from written instructions. Instead, oral instructions or demonstrated tasks may be required, depending on the Literacy Phase and level of appropriate scaffolding/support.

2. Consider the implications of any additional support that was given to learners or any interference that occurred during the writing task. Was the help given to all the learners? If so, did it change the task or the conditions of the task in a way that would affect the *CLB* level? Did the assistance mean some learners had an advantage that others did not have? Are the results still valid? Was the task compromised and, if so, should the learner/s be reassessed?
3. To achieve the *CLB* level on that task, the writer must have Achieved or Exceeds Level on the holistic descriptors. If one or more of the holistic descriptors are below level, the person has not achieved the level, no matter what the scoring on the analytical descriptors is.
4. Tally the analytical descriptors checked as Achieved Level.

- a. On a prose-type task, if the writer has all the holistic descriptors at Achieved Level and no more than two analytical descriptors below level, the writer has achieved the *CLB* level for that task.
- b. On a non-prose task, if the writer has all holistic descriptors at Achieved Level and no more than one analytical descriptor below level, the writer has achieved the *CLB* level for that task.

(See page seven in this resource for additional information on prose and non-prose tasks.)

- c. If the writer has all descriptors checked as Achieved Level, or a combination of Achieved and Exceeds Level, the writer may be able to perform at a higher *CLB* level. The teacher should either:
 - Assess the writing sample using a rubric for a higher level, OR
 - Give the learner a more complex task to carry out, one consistent with demands for the next *CLB* level.
- d. The results of the assessment indicate the writer's ability to perform this particular writing task. The results do not indicate overall *CLB* level.

5. Note the Outcome on Task on page one of the assessment rubric.

6. Provide a summary of the results on the lines provided on page one of the assessment rubric.
 - a. These notes can be reminders of information you want to pass on to the learners about their writing.
 - b. The notes could include strengths and weaknesses the learners demonstrated as writers.
 - c. The notes could also provide suggestions that the learners could follow to improve their writing or courses or programs learners could take to help them meet their writing goals.
7. The completed rubric form and the learners' writing tasks could be included in the learners' portfolios.
8. To determine achievement of an overall *CLB* level, learners must perform a writing assessment task from each of the task types (competencies) outlined in the *CLB*, e.g. social interaction, copying/reproducing information, business/service texts, and information. According to the writing evaluation pages in the *CLB*, all of those four tasks must be at Achieved Level.

Additional Resources for CLB-related Language Assessment

For additional information and help in conducting language assessments related to the *CLB 2000*, please see the following resources:

Holmes, T. (2005). *Integrating CLB Assessment into Your ESL Classroom*. Ottawa, ON: Centre for Canadian Language Benchmarks.

Holmes, T., Kingwell, G., Pettis, J. and Pidlaski, M. (2001). *Canadian Language Benchmarks 2000: A Guide to Implementation*. Ottawa, ON: Centre for Canadian Language Benchmarks.

Manitoba Labour and Immigration, Adult Language Training Branch. (2004). *Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide*. http://www.gov.mb.ca/labour/immigrate/learningenglish/2_3.html

Appendix A – Writing Rubrics for CLB Levels 1 – 8

The following pages contain the various draft writing task assessment rubrics for *CLB* levels 1 – 8. Rubrics for ESL Literacy can be found in Appendix B.

Each rubric is a two-page document, intended to be photocopied back to back. Teachers will need a copy of a rubric for each learner attempting the writing assessment task

LEARNER: _____

DATE: _____

TEACHER: _____

CLB 1

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction Reproducing Information
 Business/Service Message Presenting Information and Ideas

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner is literate in the same alphabet in another language. Can convey initial basic proficiency in writing about personal or family situations by completing short, guided texts. Can use a small number of familiar, personally relevant, everyday words, simple formulaic phrases and sentences about self. Limited knowledge of language and a limited exposure to sound-symbol relationships and spelling conventions in English limits learner's ability to write unfamiliar words.

Examples of Tasks and Performance Conditions:

Can select a standard, appropriate greeting card to convey greetings or other goodwill messages and complete it with the minimum required information. Can address the envelope to mail it. Can copy 10 – 20 items (numbers, letters, words, short phrases) or 3 – 5 sentences for personal use or to complete short writing tasks (e.g. Can copy amount from bill to complete cheque). Can complete a simple, clearly formatted form with 5 – 7 items of basic, personal ID information. Can describe a personal situation by completing a short guided text about self or family. Addressee of written text is familiar and a supportive or sympathetic reader.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text can be followed or acted on. Text poses only a slight difficulty to the reader to decode a letter or number.				
Purpose of text is achieved. (description provided; congratulations, thanks, birthday wishes, etc. extended)				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre and message are appropriate for task.				
<input type="checkbox"/>	Appropriate salutations and closings are used.				
<input type="checkbox"/>	Numbers, letters, words, short phrases and sentences are copied following North American conventions for writing numerals, addresses and phone numbers.				
<input type="checkbox"/>	No major omissions and only a few occasional errors in copying are made. Text poses only a slight difficulty to the reader to decode a letter or number.				
<input type="checkbox"/>	Form is filled out with no major omissions.				
<input type="checkbox"/>	Text is written in appropriate areas, sections, boxes, spaces or lines.				
<input type="checkbox"/>	Limited, basic vocabulary for basic, personal topics is used.				
<input type="checkbox"/>	There are few errors (1-2) in practised, familiar verbs and tenses used.				
<input type="checkbox"/>	Printing or handwriting is legible.				
<input type="checkbox"/>	Spelling of basic, highly familiar vocabulary is accurate.				
<input type="checkbox"/>	Basic capitalization and punctuation are accurate.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to write compound sentences)	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB 2

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction Reproducing Information
 Business/Service Message Presenting Information and Ideas

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can convey developing basic proficiency in writing simple personal descriptions about self or family. Can write simple descriptions about self and family or other highly familiar situations using a few sentences and phrases. Displays a limited knowledge of language and limited exposure to sound-symbol relationship and spelling conventions in English, which limit learner's ability to write unfamiliar words. Can use basic, familiar, personally relevant, everyday vocabulary and simple present, past, future and some present continuous tenses with a limited number of basic, common verbs.

Examples of Tasks and Performance Conditions:

Can choose and complete a standard, appropriate greeting card to convey an expanded range of goodwill messages (thanks, apologies, congratulations, good-bye, etc.). Can complete a guided or form letter to introduce self. Can copy 10 – 20 items or a few (5 – 7) sentences of prose from schedules, signs, product labels or directories, etc. with basic everyday information and easy layout. Can complete a simple, clearly formatted form, such as an application form, change of address form, bank withdrawal form or cheque with 8 – 12 items of basic, personal ID information (country of origin, marital status, spouse, dependents, nationality, account number, citizenship, etc.). Can write 5 – 6 sentences about self or family. Addressees must be familiar and context personally relevant. Text to copy is clearly formatted with clear boxes or lines in which to write. Text uses familiar everyday words and is in a guided text format or is in response to simple questions in writing.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text can be followed. Text poses only a slight difficulty to the reader to decode a letter or number.				
Purpose of text is achieved (description provided; congratulations, thanks, get well wishes, sympathy, etc. extended).				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Tone is appropriate for context.				
<input type="checkbox"/>	Genre and message are appropriate for task.				
<input type="checkbox"/>	Words, numbers, letters, and sentences including capitalization, lower case and punctuation are copied with no major omissions .				
<input type="checkbox"/>	Text is copied with only a few occasional errors .				
<input type="checkbox"/>	Form is filled out with no major omissions.				
<input type="checkbox"/>	Information that is provided is complete and clear enough to be used by reader.				
<input type="checkbox"/>	Text is written in appropriate sections, boxes, spaces or lines.				
<input type="checkbox"/>	Short, somewhat formulaic, sentences are used.				
<input type="checkbox"/>	Basic Subject –Verb (S-V) sentence structure is followed.				
<input type="checkbox"/>	Limited, basic vocabulary for basic, personal topics is used.				
<input type="checkbox"/>	Few (1-2) errors in practised, familiar verbs occur.				
<input type="checkbox"/>	Printing or handwriting is legible.				
<input type="checkbox"/>	There are few spelling errors (1 or 2) of basic, familiar vocabulary in cards and descriptions.				
<input type="checkbox"/>	Basic punctuation is accurate.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to write compound sentences.)	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB 3

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction Reproducing Information
 Business/Service Message Presenting Information and Ideas

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can convey adequate basic proficiency in carrying out short, simple, familiar, personal writing tasks within informal, predictable contexts of everyday needs and experience with familiar addressees. Can write a number of basic one-clause sentences about self and family in simple descriptions and narrations. Can copy a simple set of instructions or a simple message. Can fill out a simple form, such as a bank slip. Learner demonstrates adequate basic vocabulary and adequate control of basic verb tenses (simple present, past, future tenses and present continuous aspect) with common verbs used in writing tasks.

Examples of Tasks and Performance Conditions:

Can write short, informal personal notes (3 – 5 sentences), such as a note to a neighbour about an absence, a note to invite a friend to lunch, or a short note in a greeting card, such as a sympathy card. Can copy short texts (equivalent to one paragraph with easy layout) from dictionaries, directories, schedules, instructions, such as the pronunciation of a word from a dictionary, information from a schedule, a phone/book or directory, etc. Can fill out a simple form of 15 – 20 items, such as an emergency contact form, a driver's application form or donor card. Can convey a simple, partially-guided business message of 3 – 5 sentences as a written note, such as a note to a landlord regarding a problem with a bathroom or kitchen. Can write a short text (5 – 8 sentences) to describe a person, object, place, situation, past experience or future plans. Circumstances are informal and addressee is familiar. Topics are of immediate everyday relevance. Text is short, clearly formatted and laid out

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible to the intended reader. Reader could act on information.				
Purpose of text is achieved. (neighbour informed, invitation expressed, information copied, description provided, etc.)				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Language and content are appropriate for context and purpose.				
<input type="checkbox"/>	Genre (note, greeting card, etc.) and text structure (e.g. general/specific, chronological, etc.) are appropriate for the task.				
<input type="checkbox"/>	Details, such as times and locations are described with precision.				
<input type="checkbox"/>	There are no major omissions in information or details although there may be occasional copying mistakes or slight uncertainty in decoding.				
<input type="checkbox"/>	Words, numbers, letters, sentences including capitalization, lower case punctuation, and phonetic notations are copied competently.				
<input type="checkbox"/>	Attention is paid to basic format conventions (margins, lines, list or envelope format, numbers, print vs. writing, etc). although narrative/descriptive text may not be written in a paragraph format.				
<input type="checkbox"/>	There is adequate use of one clause sentences.				
<input type="checkbox"/>	There is occasional use coordinated sentence structure with <i>and</i> or <i>but</i> .				
<input type="checkbox"/>	Simple present, past and future tenses, as well as some present continuous are used with common verbs.				
<input type="checkbox"/>	There are few errors in familiar verbs and tenses that are used.				
<input type="checkbox"/>	There is limited, basic vocabulary for basic, routine topics.				
<input type="checkbox"/>	Basic, familiar words are spelled correctly with few (1 – 2) errors.				
<input type="checkbox"/>	Legibility, basic capitalization and punctuation conventions are correct.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to express abstract ideas using complex language structures)	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB 4

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction Reproducing Information
 Business/Service Message Presenting Information and Ideas

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can convey fluent basic proficiency in carrying out short, simple writing tasks for informal to more formal occasions when addressees are familiar and topics are of immediate everyday relevance. Learner can convey simple ideas and information about personal experience within predictable contexts of everyday needs; convey simple descriptions and narrations of events, stories and future plans about self and family and other highly familiar topics. Dictations require frequent repetitions at slow rate of speech. Demonstrates better control over writing when reproducing information. Shows ability to successfully use one-clause sentences or coordinated clauses with basic tenses.

Examples of Tasks and Performance Conditions:

Can write a short friendly letter (1 – paragraph) to tell a friend about a new apartment, car, job, etc. Can write a formal 1 – paragraph letter for a special family function (housewarming, wedding, etc.). Can write a personal 3 – 5 sentence note to thank a host/hostess. Can copy definitions from 2 – 3 different sources of 1 – 2 paragraphs in length with easy legible layout (dictionaries, encyclopaedias) and compare them. Can copy product or service information from catalogues, etc. for comparison. (Texts may be of a more specialized or technical nature.) Can fill out simple forms of 20 items, such as application forms for car rental, direct deposit requests, etc. Can write simple business messages, such as a note to a child’s teacher informing her of the child’s absence. Can write a short 1 – paragraph text to tell a story, describe an event or a personal experience, such as work experience, or describe future plans, such as what the learner would like to do and why.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible on the first read by the intended reader. Reader could act on information.				
Purpose of text is achieved. (feelings expressed; invitation accepted/declined; information summarized, etc.)				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Language and content are appropriate for context and purpose.				
<input type="checkbox"/>	Genre (letter, postcard, etc.) and text structure (e.g. general/specific, chronological, etc.) are appropriate for the task.				
<input type="checkbox"/>	Basic style conventions of genre are followed. (paragraphing, formatting, attention to margins or lines, etc.)				
<input type="checkbox"/>	Main idea is developed cohesively and coherently with some supporting details.				
<input type="checkbox"/>	There are no major omissions although there may be occasional copying mistakes or slight uncertainty in decoding.				
<input type="checkbox"/>	Information is copied competently, including capitalization, lower case, punctuation and phonetic and other notations.				
<input type="checkbox"/>	There is successful use of one clause and coordinated clause sentences. Basic complex sentences may occasionally be used with <i>because, when</i> or <i>if</i> .				
<input type="checkbox"/>	There is clear evidence of connected discourse (use of <i>and, but, first, then next</i>).				
<input type="checkbox"/>	Simple and continuous tenses are used with common verbs to express basic present, past and future events chronologically.				
<input type="checkbox"/>	There are few errors in verb tenses that are used in simple or compound sentences.				
<input type="checkbox"/>	Vocabulary and idioms are adequate for topic, including some technical vocabulary as appropriate.				
<input type="checkbox"/>	Few errors are made in spelling (1 – 2) familiar words.				
<input type="checkbox"/>	Legibility, capitalization and punctuation conventions are correct and appropriate for genre and audience.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to express abstract ideas using complex language structures)	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB 5

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction Reproducing Information
 Business/Service Message Presenting Information and Ideas

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can convey initial intermediate proficiency in carrying out moderately complex writing tasks for informal to more formal occasions when addressees are familiar and topics are of everyday relevance. Dictations require occasional repetitions at slow to normal rate of speech. Demonstrates better control over writing when reproducing information. When creating own text, learner's linguistic means of expression remains simple. Learner can introduce, develop and conclude a topic of appropriate difficulty and support a main idea with some details. There may be some awkward-sounding wording (word combinations) and frequent difficulty with complex structures.

Examples of Tasks and Performance Conditions:

Can write a simple paragraph to effectively convey a personal message in a formal short letter of 100 – 150 words or 1 paragraph; or a note of 4 – 5 clauses to familiar addressees (expressing/responding to invitations, quick updates, feelings). Can take dictation or write down pre-recorded, voice mail or phone messages with 5 – 7 details. Can summarize 1 page of information with 7 – 10 points (info about job openings, application procedures, etc.). Can fill out extended application forms (such as for utilities) or worker accident reports of 20 – 30 items. Can write a paragraph to express an idea, opinion, feeling or experience; narrate a sequence of events; describe a person, object, scene or procedure; or explain reasons. Circumstances range from informal to more formal. Addressees are familiar and topics are of everyday relevance.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible on the first read by the intended reader. Reader could act on information.				
Purpose of text is achieved. (feelings expressed, invitation accepted/declined, information summarized, etc.)				
Language and content are relevant and appropriate for context, audience and purpose.				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre (report, letter, etc.) and text structure (e.g. general/specific, chronological, etc.) are appropriate for the task.				
<input type="checkbox"/>	Only important points of notes or messages are recorded/summarized.				
<input type="checkbox"/>	No major omissions of important details in notes, messages or forms are made.				
<input type="checkbox"/>	Details are provided accurately for the reader.				
<input type="checkbox"/>	Text is developed in an adequate basic paragraph structure with an introduction, topic development and conclusion.				
<input type="checkbox"/>	Accurate descriptions, comparisons, account of events in the report/story, or sequence of stages in a process are provided.				
<input type="checkbox"/>	Main idea is supported by details.				
<input type="checkbox"/>	Good control over a variety of basic grammatical structures is demonstrated in simple and coordinated sentences. May have difficulty with complex structures.				
<input type="checkbox"/>	There is clear evidence of connected discourse.				
<input type="checkbox"/>	There is appropriate use of appropriate logical connectors, such as <i>and</i> , <i>but</i> , <i>first</i> , <i>next</i> , <i>then</i> , or <i>because</i> .				
<input type="checkbox"/>	Adequate vocabulary and idioms are used for topic, including some technical or specialized vocabulary as appropriate.				
<input type="checkbox"/>	Spelling is accurate; there are only a few errors in low frequency words.				
<input type="checkbox"/>	Legibility, capitalization and punctuation conventions are correct and appropriate for genre and audience.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to express abstract ideas using complex language structures)	
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Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible on the first read by the intended reader. Reader could act on information.				
Purpose of text is achieved.				
Language and content are relevant and appropriate for context, audience and purpose.				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre (report, letter, etc.) and text structure (compare/contrast, procedural, etc.) are appropriate for the task.				
<input type="checkbox"/>	Recorded/ summarized notes of important details are accurate.				
<input type="checkbox"/>	There are no major omissions of important details in notes or forms.				
<input type="checkbox"/>	Info from drawings, charts, graphs, tables, diagrams, photographs, reference text, etc. is included as necessary.				
<input type="checkbox"/>	Form is filled out with required info including some basic comments.				
<input type="checkbox"/>	Descriptions, explanations, etc. are appropriately developed in an adequate paragraph structure with an introduction, topic development and conclusion.				
<input type="checkbox"/>	Accurate descriptions, comparisons, account of events in the report/story, or sequence of stages in a process are provided.				
<input type="checkbox"/>	Main idea is expressed and developed with supporting details.				
<input type="checkbox"/>	Sequenced events are developed logically and clearly.				
<input type="checkbox"/>	Details from everyday phone message are recorded clearly and accurately.				
<input type="checkbox"/>	Good control over basic grammatical structures is demonstrated.				
<input type="checkbox"/>	There is clear evidence of connected discourse and use of appropriate logical connectors.				
<input type="checkbox"/>	Adequate vocabulary and idioms for topic are used, including some technical or specialized vocabulary as appropriate.				
<input type="checkbox"/>	Legibility, spelling, capitalization and punctuation are correct and appropriate for genre and audience.				

<p>Examples of attempts to use language characteristic of higher level (e.g. Attempts to express abstract ideas using complex language structures).</p>	
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Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible on the first read by the intended reader. Reader could act on information.				
Purpose of text is achieved.				
Tone, style/conventions, and content are appropriate for context, audience and purpose.				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre (report, letter, etc.) and text structure (compare/contrast, procedural, etc.) and language are appropriate for the task.				
<input type="checkbox"/>	_____ Text Structure is developed appropriately and logically, including: <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 				
<input type="checkbox"/>	Presents text as a coherent, connected whole.				
<input type="checkbox"/>	Accurate, simple notes are taken or summarized.				
<input type="checkbox"/>	Form is filled out with required info and no inappropriate omissions.				
<input type="checkbox"/>	Some necessary appropriate, basic comments are provided in forms.				
<input type="checkbox"/>	Main idea is expressed well and developed with supporting details.				
<input type="checkbox"/>	Info from charts, graphs, tables, etc. is explained/related coherently.				
<input type="checkbox"/>	There is good use of common complex grammatical structures in text. Learner may have difficulty with less frequent or more difficult complex structures.				
<input type="checkbox"/>	There is clear evidence of coherent connected discourse.				
<input type="checkbox"/>	Good use of appropriate logical connectors, such as <i>however</i> or <i>but</i> .				
<input type="checkbox"/>	There is adequate vocabulary, collocations and idioms for topic, including some technical or specialized vocabulary as appropriate.				
<input type="checkbox"/>	Appropriate conventions are reflected (names, titles, numbers, dates, etc.).				
<input type="checkbox"/>	Spelling is accurate.				
<input type="checkbox"/>	Legibility, capitalization and punctuation are correct and appropriate for genre and audience.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to analyze opinions with sophisticated vocabulary)	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB 8

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction Reproducing Information
 Business/Service Message Presenting Information and Ideas

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can fluently perform moderately complex writing tasks for informal or more formal contexts when addressees are familiar and topics are of immediate everyday relevance. Demonstrates good control over common sentence patterns, coordination and subordination, spelling and mechanics. Has occasional difficulty with complex structures, (e.g. those reflecting cause and reason, purpose, comment), naturalness of phrases and expressions, organization and style.

Examples of Tasks and Performance Conditions:

Can write routine business messages of 2 – 3 paragraphs in length, (memos, letters of inquiry, cover letters, requests for changes or to report a problem), resumes, work records, personal/formal social messages (expressing or responding to sympathy, clarifying minor conflict or giving reassurance). Can link 3 – 4 paragraphs to form coherent texts to express ideas on familiar complex or abstract topics (narrate a historical event; express/analyze opinions; provide detailed description/explanation). Can write a paragraph to relate/explain information in a graph, table, flow chart, etc. Can reproduce instructions for an established process or procedure given in a live demonstration, over the phone, in pre-recorded audio or video material. Can write an outline or summary of varied texts (general, specialized or technical) using a teacher-prepared summary grid to aid note-taking. Can fill out a moderately complex form with 40 items of information including some comments or notes as appropriate.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible on the first read by the intended reader. Reader could act on information.				
Purpose of text is achieved.				
Tone, style/conventions, and content are appropriate for context, audience and purpose.				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre (report, letter, etc.) and text structure (compare/contrast, chronological, etc.) and language are appropriate for the task.				
<input type="checkbox"/>	_____ Text Structure is developed appropriately and logically, including: <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 				
<input type="checkbox"/>	Presents 3-4 paragraph text as coherent, connected whole.				
<input type="checkbox"/>	Text presents a clear introduction, topic development and conclusion.				
<input type="checkbox"/>	Main idea is expressed well and developed with good supporting details.				
<input type="checkbox"/>	Info from charts, graphs, tables, etc. is explained/related coherently.				
<input type="checkbox"/>	Fields of moderately complex resumes, memos, report, etc. are filled out with required info and no inappropriate omissions.				
<input type="checkbox"/>	Appropriate, clear basic comments are provided as necessary.				
<input type="checkbox"/>	Appropriate conventions are reflected (names, titles, numbers, dates, etc.).				
<input type="checkbox"/>	There is good use of complex grammatical structures in text. There are only minor difficulties consistent with level.				
<input type="checkbox"/>	Good use of appropriate, somewhat formal logical connectors, such as <i>at the same time</i> .				
<input type="checkbox"/>	There is adequate vocabulary, collocations and idioms for topic, including standard language of the genre, technical or specialized vocabulary as appropriate.				
<input type="checkbox"/>	Spelling is accurate.				
<input type="checkbox"/>	Legibility, capitalization and punctuation conventions are correct.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to use rhetorically complex language)	
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Appendix B – Writing Rubrics for CLB ESL Literacy

The following pages contain the various draft writing task assessment rubrics for *CLB* ESL Literacy.

Each rubric is a two-page document, intended to be photocopied back to back. Teachers will need a copy of a rubric for each learner attempting the writing assessment task.

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed with model and word pool provided. Task instructions were followed within the allocated time.				
Text (letters, numbers, word, simple phrase, or short sentence) is comprehensible to a supportive reader. Reader could act on information.				
Purpose of text is achieved although at this phase the activities are usually skill building rather than skill using.				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Language and content are relevant to the task.				
<input type="checkbox"/>	There are no major omissions made in copying information.				
<input type="checkbox"/>	There are few mistakes (1-2) made in copying information.				
<input type="checkbox"/>	Numbers, letters and words are legible and correctly placed on the line and are similar to the model.				
<input type="checkbox"/>	Left-right and top-down directionality are evident in written work.				
<input type="checkbox"/>	There is adequate space left between numbers, letters and words.				
<input type="checkbox"/>	There is some evidence that capital letters are used appropriately for personal information, days, months, etc.				
<input type="checkbox"/>	The strategy of looking back at a model is used to write letters, numbers, words, and sentences correctly.				
<input type="checkbox"/>	Correct sitting posture is demonstrated during task.				
<input type="checkbox"/>	Writing tool is held correctly.				

<p>Examples of attempts to use language characteristic of higher level (e.g. Attempts to generate sentences independently)</p>	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB LITERACY PHASE I

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Conveying Messages Recording Information
 Presenting Information Business/Service Expressing Ideas and Feelings

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can convey initial basic proficiency in guided writing (using word pools, sentence stems, etc.), a small number of familiar words, simple phrases and sentences about self, related to immediate needs. Limited knowledge of language and a limited exposure to sound-symbol relationships and spelling conventions in English limits learner's ability to write unfamiliar words. May use invented spelling; however, is beginning to use some basic spelling conventions such as phonics (initial, final and medial sounds), sight words, and word families. Learner will count number of letters (words) when copying a word or sentence. Because writing is a new skill, the learner writes slowly and carefully. Letter formation is often "picture-like" somewhat irregularly formed and possibly larger than the letter formation of experienced writers.

Examples of Tasks and Performance Conditions:

Can select a standard, appropriate greeting card to convey greetings or other goodwill messages and complete it with the minimum required information. Can address the envelope to mail it. Can write down/copy relevant personal identification information, time, numbers and prices. Can locate and copy relevant words (10 – 15), simple phrases and 3 – 5 sentences. A simple form with 5 – 7 basic personal identification items is filled out with no major omissions. Can describe a personal situation by completing a short, guided text about self or family. Writing task completed with model and word/phrase provided. Addressee of written text is familiar and a supportive or sympathetic reader.

Task Instructions

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Holistic Criteria (Overall Effectiveness) <small>(must all be "Achieved Level" to be considered successful in this task)</small>	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text can be followed or acted on. Text poses only a slight difficulty to the reader to decode a letter or number.				
Purpose of text is achieved. (description provided, feelings expressed, congratulations, thanks, birthday wishes, etc. extended)				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre and message is appropriate for task.				
<input type="checkbox"/>	Appropriate salutations and closings are used.				
<input type="checkbox"/>	Numbers, letters, words, short phrases and sentences are copied following North American conventions for writing numerals, addresses and phone numbers.				
<input type="checkbox"/>	No major omissions and only a few occasional errors in copying are made. Text poses only a slight difficulty to the reader to decode a letter or number.				
<input type="checkbox"/>	No major <i>omissions</i> of important detail in notes, messages or forms are evident.				
<input type="checkbox"/>	Limited, basic vocabulary for basic, personal topics is used.				
<input type="checkbox"/>	Few errors (2 – 4) are evident in practised, familiar verbs and tenses used.				
<input type="checkbox"/>	Basic punctuation is accurate. (E.g. Sentences start with a capital letter and end with punctuation.)				
<input type="checkbox"/>	Most of the letters are formed correctly.				
<input type="checkbox"/>	Printing or cursive writing is legible and on the line. There are spaces between the words.				
<input type="checkbox"/>	Learner looks back at word pool, model, personal identification or previous work to spell words and complete task.				
<input type="checkbox"/>	Learner has begun to use basic sight words, phonics (initial, final and medial sounds) and word families to spell words independently.				

Examples of attempts to use language characteristic of higher level (e.g. Attempts to use unfamiliar vocabulary that has not been practised)	
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LEARNER: _____

DATE: _____

TEACHER: _____

CLB LITERACY PHASE II

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Convey Messages Record Information
 Present Information Express ideas and feelings
Business Service Messages

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner is beginning to convey adequate basic proficiency in carrying out short, simple, familiar, personal writing tasks within informal, predictable contexts of everyday needs and experience with familiar addressees. Can write a number of one-clause sentences often in a list format rather than in a paragraph format. Learner demonstrates adequate basic vocabulary and developing control of basic verb tenses (simple present, past, future tenses and present continuous aspect) with common practised verbs. Because writing is still a new skill, the learner writes slowly and carefully.

Examples of Tasks and Performance Conditions:

Can write short, informal personal notes (3 – 5 sentences), such as a note to a neighbour about an absence, a note to invite a friend to lunch, a short note in a greeting card, such as a sympathy card. Can copy short texts (equivalent to one paragraph with easy layout) from directories, schedules, instructions, such as information from a schedule or a phone/book or directory, information from a medicine label, etc. Can fill out a simple form of 8 – 12 items, such as an emergency contact form, a driver's application form or donor card. Can convey a brief business message of 3 – 5 simple sentences in partially guided, format, such as a note to a landlord regarding a problem with a bathroom or kitchen. Can write a short text (5 – 8 sentences) to describe a person, object, place, situation, past experience or future plans. Writing task is carried out with model and main idea provided. Can write simple descriptions or narrations about self or family. Can fill out a simple application or bank slip with 8 – 12 items.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text can be followed. Text poses only a slight difficulty to the reader to decode a letter or number.				
Purpose of text is achieved (neighbour informed, invitation accepted/declined, get well wishes, sympathy, thanks, etc. extended, information copied, feelings expressed, description provided, etc.)				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Language and content are appropriate for context and purpose.				
<input type="checkbox"/>	Genre (note, greeting card, etc.) and text structure (e.g. general/specific, chronological, etc.) are appropriate for the task.				
<input type="checkbox"/>	Basic English word order is used for one-clause sentences and questions.				
<input type="checkbox"/>	Basic style conventions of genre are followed. (Formatting, attention to margins or lines, spacing between words, etc.)				
<input type="checkbox"/>	Details, such as times and locations are described accurately.				
<input type="checkbox"/>	There are no major omissions in information or details, although there may be occasional uncertainty in decoding.				
<input type="checkbox"/>	Words, numbers, letters and sentences are copied competently, including capitalization, lower case, spacing, punctuation, etc.				
<input type="checkbox"/>	Form is filled out with no major omissions.				
<input type="checkbox"/>	An expanding range of everyday vocabulary is used.				
<input type="checkbox"/>	There is occasional evidence of coordinated sentence structure with <i>and</i> or <i>but</i> .				
<input type="checkbox"/>	Simple present, future, past tense and some present continuous are used with a number of basic common verbs.				
<input type="checkbox"/>	There are few errors (2 – 3) in practiced, familiar verbs and tenses that are used.				
<input type="checkbox"/>	Basic, familiar words are spelled correctly (3 – 4 errors).				
<input type="checkbox"/>	There is evidence that the learner is beginning to check work and make corrections.				
<input type="checkbox"/>	Basic punctuation has few errors. (1 - 2 errors)				

<p>Examples of attempts to use language characteristic of higher level (e.g. Attempts to use complex language structures)</p>	
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Learner: _____

DATE: _____

TEACHER: _____

CLB LITERACY PHASE III

WRITING TASK – OUTCOME ASSESSMENT RUBRIC

Task Type (Competency Focus): Social Interaction / Messages Recording Information
 Presenting Information Expressing Ideas and Feelings

Outcome on Task: Not at All Not Quite **Achieved Level** Exceeds Level

Summary of results

Overall Effectiveness:

Learner can convey initial intermediate proficiency in carrying out moderately complex writing tasks for informal to more formal occasions when addressees are familiar and topics are of everyday relevance. Learner can convey messages, using words, idioms and collocations. Demonstrates better control over writing when reproducing information. When creating own text, learner's linguistic means of expression remains simple. Learner can introduce, develop and conclude a topic of appropriate difficulty. Can support a main idea with some details. There may be some awkward-sounding wording (word combinations) and frequent difficulty with complex structures. Shows ability to successfully use one-clause sentences or coordinated clauses with simple sequenced phrases and basic logical connectors. Able to use basic tenses with an expanding range of common verbs. Because writing is still a new skill, the learner writes slowly and carefully.

Examples of Tasks and Performance Conditions:

Can write a simple independently written narrative, description (2 – 3 paragraphs of 2 –3 sentences each with topic sentences) to convey ideas about events, stories, or future plans about self or family within predictable contexts of everyday needs and experiences. Can write short personal notes (6 sentences or clauses). Can complete a basic form (15 to 20 items). Can copy text (2 paragraphs or equivalent). Dictations require occasional repetitions at slow to normal rate of speech.

Task Instructions

Holistic Criteria (Overall Effectiveness) (must all be "Achieved Level" to be considered successful in this task)	Not At All	Not Quite	Achieved Level	Exceeds Level
All elements or points of the task are addressed. Task instructions were followed within the allocated time.				
Text would be comprehensible on the first read by the intended reader. Reader could act on information.				
Purpose of text is achieved (feelings expressed, invitation accepted/declined, information summarized, etc.).				
Language and content are relevant and appropriate for context, audience and purpose.				

Selected Criteria	Analytic Criteria	Not at All	Not Quite	Achieved Level	Exceeds Level
<input type="checkbox"/>	Genre (report, letter, etc.) and text structure (e.g. general/specific, chronological, etc.) are appropriate for the task.				
<input type="checkbox"/>	Only important points of notes or messages are recorded/summarized.				
<input type="checkbox"/>	No major <i>omissions</i> of important detail in notes, messages or forms are made.				
<input type="checkbox"/>	Text is developed in a basic paragraph structure.				
<input type="checkbox"/>	Main idea is developed with a topic sentence and some supporting details.				
<input type="checkbox"/>	Accurate descriptions, comparisons, account of events in the report/story, or sequence of stages in a process are provided.				
<input type="checkbox"/>	Good control over a variety of basic grammatical structures is demonstrated in simple and coordinated sentences. May have difficulty with complex structures.				
<input type="checkbox"/>	Simple and continuous tenses are used with common verbs to express basic present, past, future events and present perfect tenses.				
<input type="checkbox"/>	There is clear evidence of connected discourse.				
<input type="checkbox"/>	There is appropriate use of appropriate logical connectors, such as <i>and</i> , <i>but</i> and/or <i>or</i> .				
<input type="checkbox"/>	Vocabulary and idioms are adequate for topic, including some technical or specialized vocabulary as appropriate.				
<input type="checkbox"/>	A large number of familiar words are spelled correctly. (3 – 4 mistakes)				
<input type="checkbox"/>	Printing and cursive writing are legible.				
<input type="checkbox"/>	Capitalization and punctuation conventions are correct and appropriate for genre and audience.				
<input type="checkbox"/>	Work is checked and/or evidence of corrections made.				

<p>Examples of attempts to use language characteristic of higher level (e.g. Attempts to express abstract ideas using complex language structures)</p>	
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