

Rubric

<i>criteria</i>	Level 1 (D, 50-59%)	Level 2 (C, 60-69%)	Level 3 (B, 70-79%)	Level 4 (A, 80-100%)
Knowledge & Understanding				
Thinking				
Communication				
Application				

Notes:

- Not all four categories need be evaluated for each assessment task
- More than one subject area may be assessed at a time; note subject areas under “criteria”
- Wherever possible, students should be made aware of the criteria prior to beginning the task
- For more information read the Achievement Chart section of any revised Ontario curriculum document (for Language, it is found on pp17-21)

Assessment, Evaluation & Reporting

<i>Level/Grade Additional Info.</i>	R (below 50%)	D – Level 1 (50-59%)	C - Level 2 (60-69%)	B - Level 3 (70-79%)	A - Level 4 (80-100%)
Report Card Description	<ul style="list-style-type: none"> insufficient achievement of curriculum expectations additional learning is required before the student will begin to achieve success with this grade's expectations 	<ul style="list-style-type: none"> limited level of achievement achievement falls <i>below</i> the provincial standard 	<ul style="list-style-type: none"> moderate level of achievement achievement <i>is below, but is approaching</i> the provincial standard 	<ul style="list-style-type: none"> high level of achievement achievement is <i>at</i> the provincial standard 	<ul style="list-style-type: none"> Very high level of achievement achievement [<i>of the grade-level expectations</i>] exceeds the provincial standard
Achievement Chart		<ul style="list-style-type: none"> limited effectiveness 	<ul style="list-style-type: none"> some effectiveness 	<ul style="list-style-type: none"> considerable effectiveness 	<ul style="list-style-type: none"> high degree of effectiveness
What Might it Look Like in Your Classroom?	<ul style="list-style-type: none"> major errors or omissions structured situations for simple purposes 	<ul style="list-style-type: none"> minimal, weak independence in very structured situations many errors or omissions a few simple purposes very few contexts beginning 	<ul style="list-style-type: none"> adequate independently in a few situations some errors or major omissions simple purposes and limited contexts progressing, emerging 	<ul style="list-style-type: none"> very good independently in a number of situations a few errors a variety of purposes and contexts 	<ul style="list-style-type: none"> thorough, excellent independently and confidently in a wide variety of situations almost no errors a wide variety of purposes and contexts

Help for Report Card Comments....

Achievement in The Ontario Curriculum, Grades 1-8				
Sample Verbs & Verb Phrases		Expectations	Qualifiers	Descriptors (sample words to identify 'effectiveness')
analyses applies automatically reads begins to can explain communicates demonstrates draws conclusions explains expresses expresses & organizes extends identifies	identifies and describes identifies and uses infers interprets makes makes connections predicts reads recognizes shows transfers uses	<p>"All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations."</p> <p>"A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations."</p> <p><i>(p.16 of the Language Curriculum.)</i></p>	Level 1 - limited Level 2 - some Level 3 - considerable Level 4 - thorough or high degree Other qualifiers may be used so long as they describe depth rather than frequency.	accuracy appropriateness breadth clarity depth effectiveness flexibility fluency logic precision relevance significance



Descriptors: The What and When of Their Use

Many of the descriptors below more specifically define *effectiveness*. Teachers are encouraged to use the more specific clarifying words in task-specific rubrics.

Effectiveness	Having a definite or desired effect; having the intended outcome	useful explicit	relevant pertinent	Have you produced the desired or intended result?
Descriptor	Definition	Clarifying Words or Terms		Questions to Consider
Appropriate-ness	That which is suitable to the outcome; is to the point	relevant proper suitable	apt applicable	Have you produced a result that is applicable to the situation? Is there a result that could be more suitable?
Clarity	That which is without ambiguity (unambiguous)	clear elaborate detail illustrate	clarity define concise explicit	Could you elaborate further? Could you express that in another way? Could you illustrate what you mean? Could you give me an example?
Accuracy	Conforming exactly with the truth or with a given standard; lacking errors	accurate verify correct	true valid exact	How could we check that? How could we find out if that is true? How could we verify or test that?
Precision	That which leaves no room for indecision. That which is clearly defined and corresponds to an identifiable notion. That which is performed or which operates in the safest possible manner, with the minimum likelihood of error	detail degree explicit	specific exactness	Could you be more specific? Could you give more details? Could you be more exact?
Relevance	Fits a purpose, conforms to reason and common sense, having a bearing on the matter in hand	pertinent relatedness connected	impact fit	How does this relate to the problem? How is that connected to the question? How does that bear on the issue?
Depth	That which explores the very foundations of a thing or idea; goes beyond appearances	complexity sophisticated layers levels (of understanding)	thorough intensity profound comprehensive insight	What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with? Is that dealing with the most significant factors?
Breadth	Freedom from limitations (opinion, interests); extent, range	exhaustive comprehensive elaborate (ideas, perspectives)	range qualities insight liberality of views	Do we need to consider another point of view? Do we need to look at this from another perspective? Is there another way to look at this question? What would this look like from the point of view of ...?
Logic	Describes events or data that are heavily interdependent; conclusion depends on the premises. A coherent progression of ideas, an appropriate reasoning process, a sequence in a group of ideas	make sense mutually supporting internal consistency	reasonable tied together order... sequence...flow organization	Does all this really make sense together? Does that follow from what you said? How does that follow? But before you implied <i>this</i> and now you are saying <i>that</i> ; how can both be true?
Significance	Of great importance or consequence	so what? impact implications	consequences of importance	Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?
Fluency	Generate a quantity of ideas; offer many alternatives	ease of use ease of generating ideas	effortless ready...grace unconstrained	Have many ideas been considered? Are there other alternatives?
Flexibility	Change direction of thought; vary ideas	adaptable versatile	not rigid	Do other factors need to be considered?