

FESTIVAL DELLE LINGUE ROVERETO

PIANO
TRENTINO
TRILINGUE

8 9 10
MARZO
2018

150 WORKSHOP
80 ENTI PARTECIPANTI



Re-Working Assessment Through Rubrics

Saturday 10 March 2018

Clare Burke, British Council

The British Council is the UK's official organisation for educational opportunities and cultural relations.

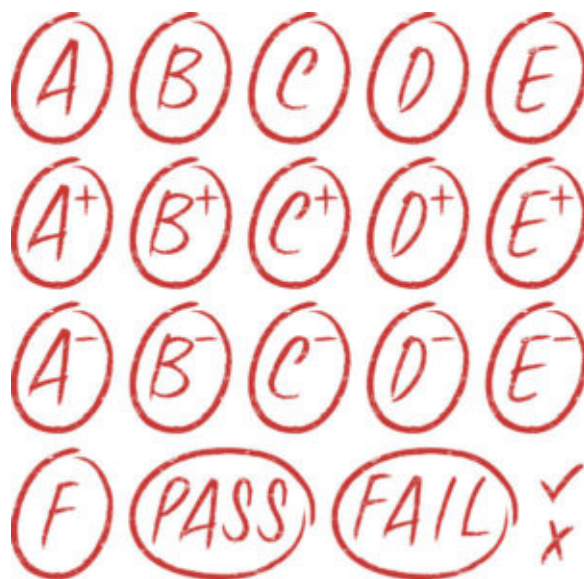
We have been creating international opportunities and building trust between the people of the UK and other countries since 1934.

We work in more than 100 countries and our 7000 staff – including 2000 teachers – work with thousands of professionals, policy makers plus millions of young people every year teaching English and running Arts, Education and Society programmes.

Think back to your school/university/training days.

How were your speaking and writing assessed? Was there a system in place?

How did you feel?



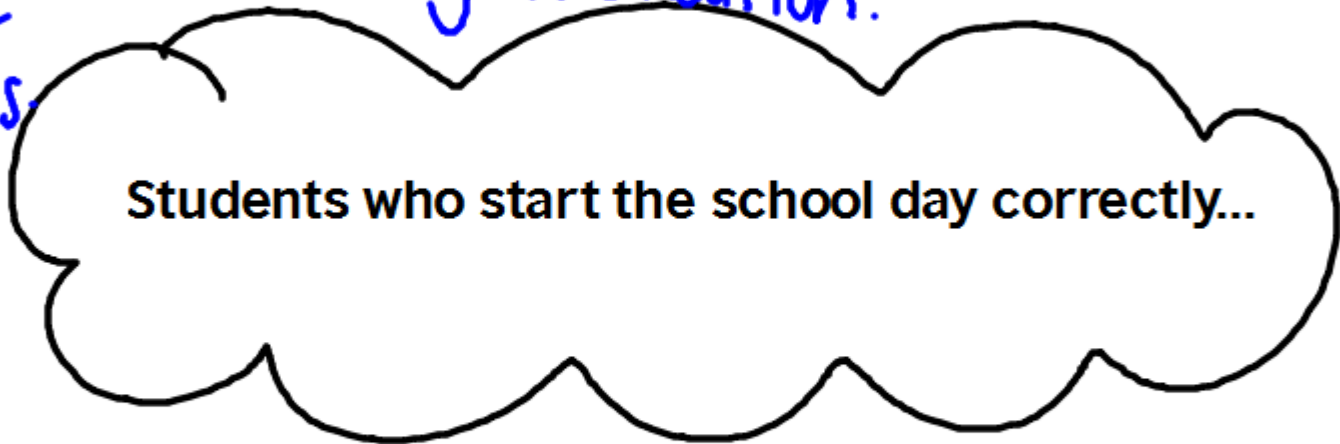
*“A rubric is a grid **listing the criteria to be assessed** in rows, divided into columns for each grade. In each cell, there are descriptors, which **quantify what the learner has to do** to achieve the grade.”*

Design a rubric for a non-linguistic competence


Add criteria gradually

Raise learners' awareness of the criteria

Bring homework completed + in good condition. Hang up coats, put bags away. Arrive on time. Switch off their mobile phones.



Bring pens, pencils and notebooks. Speak quietly, don't shout. Walk into class, don't run.

Student's Name: Approach to learning	4 All of these (8)	3 Most of these (5-7)	2 Some of these (4/8)	1 None/few of these (-4)	Score
<ul style="list-style-type: none"> - On time - Walks into class - Speaks quietly - Hangs up coat - Puts bag away - Brings pens & books - Homework completed and in good condition - Switches off phone 					4

Student's Name: Approach to learning	4 All of these (8)	3 Most of these (5-7)	2 Some of these (4/8)	1 None/few of these (-4)	Score
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Category	4	3	2	1	Score
Content	Shows a full understanding of the task. All content is relevant.	Shows a good understanding of the task. Most content is relevant.	Shows some understanding of the task. Content is irrelevant at times.	Shows little understanding of the task. Most content is irrelevant.	
Range of vocabulary and grammar	Uses a good range of grammar and vocabulary which is appropriate and accurate to the topic.	Uses a range of grammar and vocabulary which is appropriate and to the topic.	Uses a sufficient range of grammar and vocabulary which is sometimes appropriate to the topic.	Uses a limited range of grammar and vocabulary which is sometimes off topic.	
Organisation	Text is well organised. Text is linked using a variety of expressions and paragraphs to generally good effect.	Text is organised. Text is linked using some expressions and paragraphs to a sufficient effect.	Text is mostly organised. Text is sometimes linked using expressions and paragraphs but not always to sufficient effect.	Text can be better organised. Text needs more linking expressions and paragraphs	
Accuracy & Appropriacy	Text contains minor spelling errors but does not impact understanding	Text contains some errors but rarely do they impact understanding	Text contains errors which can lead to misunderstanding but do not deter from whole text	Text contains errors which make it difficult to understand the text as whole	
Target Reader	Writes effectively to hold target reader's attention and communicate simple and complex ideas	Writes quite effectively to hold the target reader's attention and communicate simple ideas.	Writes appropriately to communicate simple ideas.	Writes in generally appropriate ways to communicate simple ideas.	

Category	4	3	2	1	Score
Content	Shows a full understanding of the task. All content is relevant.	Shows a good understanding of the task. Most content is relevant.	Shows some understanding of the task. Content is irrelevant at times.	Shows little understanding of the task. Most content is irrelevant.	
Organisation	Text is well organised. Text is linked using a variety of expressions and paragraphs to generally good effect.	Text is organised. Text is linked using some expressions and paragraphs to a sufficient effect.	Text is mostly organised. Text is sometimes linked using expressions and paragraphs but not always to sufficient effect.	Text can be better organised. Text needs more linking expressions and paragraphs	

Category	4	3	2	1	Score
Content	Shows a _____ understanding of the task. _____ content is relevant.	Shows a good understanding of the task. _____ content is relevant.	Shows some understanding of the task. Content is _____ at times.	Shows _____ understanding of the task. Most content is irrelevant.	
Organisation	Text is well organised. Text is linked using a _____ of expressions and paragraphs to generally good effect.	Text is _____. Text is linked using some expressions and paragraphs to a _____ effect.	Text is mostly organised. Text is _____ linked using expressions and paragraphs but not always to sufficient effect.	Text can be better organised. Text needs _____ linking expressions and paragraphs .	

Category	4	3	2	1	Score
Content	Shows a <u>full</u> understanding of the task. <u>All</u> content is relevant.	Shows a good understanding of the task. <u>Most</u> content is relevant.	Shows some understanding of the task. Content is <u>irrelevant</u> at times.	Shows <u>little</u> understanding of the task. Most content is irrelevant.	
Organisation	Text is well organised. Text is linked using a <u>variety of</u> expressions and paragraphs to generally good effect.	Text is <u>organised</u> . Text is linked using some expressions and paragraphs to a <u>sufficient</u> effect.	Text is mostly organised. Text is <u>sometimes</u> linked using expressions and paragraphs but not always to sufficient effect.	Text can be better organised. Text needs <u>more</u> linking expressions and paragraphs.	

Rubrics can:

- help reduce subjectivity
- set clear expectations for learners
- provide informative feedback
- provide opportunity for autonomous learning & ownership
- be made more manageable/accessible through staging

Further Reading:

- Chapter 6 Evaluation: ***The CLIL Guidebook***
<https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf>
- Chapter 6 Assessment issues in CLIL: Coyle, D., Hood, P, Marsh, D (2010) ***CLIL: Content and Language Integrated Learning***, CUP
- ***How Do Rubrics Help?*** (article + samples)
<https://www.edutopia.org/assessment-guide-rubrics>
(Accessed 12 February 2017)

Thank you!

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