



Evaluation – Competency 2 Rubric

Student's name: _____

Evaluation Criteria		Exceeds expectations (A)	Meets expectations (B)	Acceptable but needs improvement (C)	Does not meet expectations (D)	Serious difficulties or incomplete (E)
Participation in the Response Process	Positive attitude	The student actively participates and hands in everything. His/her work is very well done. He/she speaks English and stays on task at all times.	The student participates well and hands in everything. His/her work is well done. He/she speaks English and stays on task.	The student participates and hands in the required work, but it lacks detail. The student speaks English and stays on task most of the times.	The student participates poorly and hands in only part of the required work. He/she does not speak English and is often off-task.	Student did not participate and did not hand in anything. Student never tries to use English and is always off-task.
	Establish personal connection	The student shows easily his understanding of the topic and establishes many personal connections with the text.	The student shows his understanding of the topic and establishes a personal connection with the text.	The student shows some understanding of the topic and establishes little personal connections with the text.	The student lacks some understanding of the topic and establishes very little personal connections with the text.	The student does not show understanding of the topic and does not establish personal connection with the text.
Evidence of Understanding of Texts	External features of the text	The student took into account the audience for his/her topic text. The grammar and vocabulary are adapted. The purpose of the brochure is clear.	The student took into account the audience for his/her text. The grammar and vocabulary are mainly adapted. The brochure is informative.	The student took into account, most of the time, the audience when he/she wrote his/her part. The brochure is mainly informative.	The student did not really take into account the audience when he/she wrote his/her part. The brochure is not well-done.	The student did not take into account the audience when he/she wrote his/her part. The brochure is incomplete.
	Explore texts individually and with others	Student meaningfully shares his understanding of his/her topic with his peers. He/she collaborates a lot and shares opinions with others.	Student shares his understanding of his/her assigned topic with his with his peers. He/she demonstrates collaboration.	Student shares some of his understanding of his/her topic and somewhat demonstrates collaboration.	Student shares minimally his understanding of his/her topic with his peers and does not really demonstrate collaboration.	Student does not share his understanding of his/her assigned topic with his peers.
Use of Knowledge from Text in Reinvestment Task	Items in the brochure	On the brochure, there are very catchy titles. A definition of cancer and at least two pictures.	On the brochure, there are catchy titles, a definition of cancer and at least two pictures.	On the brochure, there are nice titles. There is one element missing (either the definition of cancer or titles or one picture).	On the brochure, there are some titles. There are two elements missing.	The brochure is too incomplete. There are more than two elements missing.
	Organization of the content	Every topic has its place and they are very well presented. It is really creative.	Every topic has its place and they are well presented	The links between some topics are not clear.	The topics do not really flow from one another.	The elements, if included, are just pasted in a disorganised manner.
Management of Strategies and Resources		In the presentation he/she illustrates well his/her message using resources (brochure, images, quotes). Does not read. Uses notes as support.	For the presentation he/she illustrates his/her message using resources. Does not read notes, but uses them as support.	In the presentation he/she illustrates some of his message using resources. Reads some part of his/her presentation.	The student uses very few resources. Reads most of his presentation.	The student does not use strategies and resources. Reads his notes.