

RUBRIC FOR OPINION PIECE—COMPETENCY 3, WRITES AND PRODUCES TEXTS
STUDENT VERSION, SECONDARY V CORE ESL— JUNE 2013, AUGUST 2013, JANUARY 2014

Task Requirements	A	B	C	D	E
Write an introduction that presents the topic and takes a firm position ¹ on the question selected in a way that is engaging and appropriate to the text form and to the target audience.	Introduction presents topic, takes a firm position on question selected AND is captivating and appropriate to text form and target audience. 5 marks (A)	Introduction presents topic, takes a firm position on question selected AND is engaging and appropriate to text form and target audience. 4 marks (B)	Introduction presents topic and takes a firm position or states a clear opinion on question selected BUT is clumsy, flat or not entirely appropriate to text form and target audience. 3 marks (C)	Topic and/or position are not clear upon first reading of introduction, but position is pertinent to question selected. OR Introduction is not appropriate to text form and target audience or is confusing. 2 marks (D)	Topic and/or position are unclear, missing or not pertinent to question selected. OR There is no apparent introduction. 0 marks (E)
Through choice and organization of content, build a case that is convincing, focused on the question selected, and developed with the target audience in mind (e.g. unfamiliar with the topic).	Reasoning is compelling and shows a strong sense of purpose and audience throughout. Supporting evidence is credible; it is skillfully organized and developed. 15 marks (A)	Reasoning is convincing and shows a clear sense of purpose and audience. Supporting evidence is credible; it is mostly well organized and developed. 14 marks (B+) or 12 marks (B)	Reasoning shows an uneven sense of purpose and audience. Some supporting evidence is poorly organized, poorly developed or weak (e.g. is not credible, does not support position, is repetitive). 11 marks (C+) or 9 marks (C)	Reasoning reveals a mostly weak sense of purpose and audience. Most supporting evidence is poorly organized, poorly developed or weak (e.g. is not credible, does not support position, is repetitive). OR Reasoning includes fallacies or is meandering or disjointed. 8 marks (D+) or 6 marks (D)	Reasoning does not address question selected or does not support position stated. OR Body of text is not suited to task (e.g. student does not present a case). 0 marks (E)
Write a conclusion that is linked to the question selected and to the position taken, and has the desired impact on the audience.	Conclusion is linked to question selected and to position taken, and leaves audience with a lasting impression. 5 marks (A)	Conclusion is linked to question selected and to position taken, and has desired impact. 4 marks (B)	Conclusion is linked to question selected and to position taken, but is trivial, flat, clumsy or predictable. 3 marks (C)	Conclusion is linked to question selected and to position taken, but is difficult to pinpoint. OR Some content is not suitable for the conclusion (e.g. introduces a new argument). 2 marks (D)	Conclusion is not linked to question selected, to position taken or to task, is missing or introduces a change in position. 0 marks (E)
Use a language repertoire ² that ensures clarity of text for the magazine's audience, which is English-speaking: use accurate vocabulary, mechanics ³ and grammatical structures.	Some errors may be present but they do not impede readability ⁴ or understanding. AND Several typical English forms are used correctly (e.g. <i>Ever since I was little . . . , Being too short, she . . .</i>). 25 marks (A)	Some errors may impede readability but not understanding. 23 marks (B+) or 20 marks (B)	Errors and/or awkward structures sometimes impede readability and understanding, but text is understood with some interpretation. 18 marks (C+) or 15 marks (C)	Errors and/or awkward structures repeatedly impede readability and/or understanding, but text is understood with a significant degree of interpretation. 13 marks (D+) or 10 marks (D)	Errors and/or awkward structures repeatedly impede understanding. Most of the text is understood with a significant degree of interpretation. 8 marks (E)

Notes:

- Determine which descriptor best describes the student's performance. Allot the higher of the two marks for a given level if the performance demonstrates elements of the next level without quite reaching it; otherwise, allot the lower mark.
- The only marks that can be allotted for a given level are those indicated in the rubric.

¹ Taking a firm position means the student lets readers know exactly where he or she stands on the issue selected. It doesn't necessarily mean being entirely for or against. For example, "Do professional athletes make too much money? It depends" is not a nuanced but firm position, but "Only a few professional athletes deserve their high salaries" is.

² Allot a maximum of 15 marks for *Use a language repertoire that ensures clarity of text* (bottom row) for a text that is too short to demonstrate a consistently proficient use of language repertoire.

³ Mechanics include spelling, punctuation and capitalization.

⁴ Readability is affected when errors are distracting and make reading difficult, although they do not impede understanding.

Evaluation criteria: content and formulation of the message