

## How to Use the AAC Rubric Wordsmith

Searching for a word? The wordsmith can help you find words that describe various levels of quality. The following sample demonstrates how to use the wordsmith to assist in creating the rubric descriptors.

<p><b>Step One</b>  <b>State criteria</b> as action verbs and link to learner outcomes. Criteria are placed in the left hand column.</p>	<p><b>Step Two</b>  <b>Flesh out the action of the criteria</b> by providing the context of the assessment task. Note that the basic description is the same for each level.</p>	<p><b>Step Three</b>  <b>Select descriptors for each level from the wordsmith</b> (see excerpt below). Depending on the context of the assessment task, you may need to select words from more than one row in the wordsmith.</p>
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## Grade 7 Social Studies Sample

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
<b>Summarizes events</b> (7.S.2.3)	Creates a <u>comprehensive</u> summary of events.	Creates a <u>thorough</u> summary of events.	Creates a <u> cursory</u> summary of events.	Creates a <u>superficial</u> summary of events.

## Excerpt from the AAC Rubric Wordsmith

Words that describe the skill of selecting 'enough' information at varying levels of quality:			
Excellent	Proficient	Adequate	Limited
comprehensive	thorough	cursory	superficial
in-depth	sufficient	partial	incomplete
rich & detailed	specific	simplistic	undeveloped
extensive	substantial	partial	sketchy

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The AAC Rubric Wordsmith is organized around the following key process skills that are important for students to demonstrate:

- selecting the right information
- selecting enough information
- drawing conclusions
- providing support for opinions
- designing/constructing
- organizing/formatting
- developing questions/making predictions
- analyzing information/data
- communicating information

This is not an exclusive list, but rather represents key higher level process skills that appear frequently in programs of study.

## Notes of Caution

The words in the wordsmith have been copied from existing rubrics and are meant as a starting point for your rubric construction; however, because they came from a specific context, the words may not be appropriate for the specific context you are creating.

The descriptive words from the wordsmith should not float between levels. For example, the word **substantial**, which is used to describe proficient work, should not be used to describe work that is excellent or adequate. To put it simply, once a level 3 word, always a level 3 word.

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### Step One

State criteria and place in the left hand column.

### Step Two

Flesh out the action of the criteria. The basic description is the same for each level.

### Step Three

Select descriptors for each level from the wordsmith.

#### Sample criteria that relate to the skill of selecting information in a variety of contexts

- identifies key events
- accesses and retrieves information
- explains historical context
- describes character
- explains negative human impact
- describes factors that shaped worldview

#### Words that describe the skill of selecting 'the right' information at varying levels of quality

Excellent	Proficient	Adequate	Limited
pertinent	relevant	suitable	trivial
insightful	meaningful	appropriate	superficial
significant	relevant	predictable	vague
perceptive	thoughtful	basic	questionable
precise	logical	partially correct	confusing
purposeful	focused	appropriate	irrelevant

#### Words that describe the skill of selecting 'enough' information at varying levels of quality

Excellent	Proficient	Adequate	Limited
comprehensive	thorough	cursory	superficial
in-depth	sufficient	partial	incomplete
rich & detailed	specific	simplistic	undeveloped
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### Step One

State criteria and place in the left hand column.

### Step Two

Flesh out the action of the criteria. The basic description is the same for each level.

### Step Three

Select descriptors for each level from the wordsmith.

#### Sample criteria that relate to the skill of drawing conclusions in a variety of contexts

- evaluates product
- shares impression of Canadian identity
- connects insights to personal experience

#### Words that describe the skill of drawing conclusions at varying levels of quality

Excellent	Proficient	Adequate	Limited
insightful	thoughtful	predictable	trivial
astute	relevant	appropriate	unfocused
perceptive	thoughtful	routine	trivial
intuitive	logical	rudimentary	unsubstantiated
innovative	credible	predictable	trite
compelling	meaningful	obvious	tenuous

#### Sample criteria that relate to the skill of providing support for opinions in a variety of contexts

- justifies recommendations
- supports position
- prepares an argument

#### Words that describe the skill of providing support for opinions at varying levels of quality

Excellent	Proficient	Adequate	Limited
compelling	convincing	believable	weak
insightful	thoughtful	simplistic	unconvincing
significant	relevant	predictable	unrelated
persuasive	credible	plausible	inconclusive
explicit	logical	reasonable	unsupported

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### Step One

State criteria and place in the left hand column.

### Step Two

Flesh out the action of the criteria. The basic description is the same for each level.

### Step Three

Select descriptors for each level from the wordsmith.

#### Sample criteria that relate to the skill of **designing/constructing** in a variety of contexts

- designs circuit
- modifies design
- designs and constructs survey

#### Sample criteria that relate to the skill of **organizing/formatting** in a variety of contexts

- organizes information to enhance clarity
- demonstrates revision strategies
- uses text as models

#### Sample criteria that relate to the skill of **developing questions/making predictions** in a variety of contexts

- predicts likelihood of an event
- formulates questions
- develops a hypothesis

#### Words that describe the skill of **designing/constructing** at varying levels of quality

Excellent	Proficient	Adequate	Limited
efficient	practical	viable	unworkable
innovative	effective	workable	ineffective

#### Words that describe the skill of **organizing/formatting** at varying levels of quality

Excellent	Proficient	Adequate	Limited
skillful	systematic	simplistic	haphazard
purposeful	logical	methodical	disorganized

#### Words that describe the skill of **developing questions/making predictions** at varying levels of quality

Excellent	Proficient	Adequate	Limited
perceptive	focused	reasonable	irrelevant
insightful	logical	predictable	disconnected
purposeful	relevant	appropriate	vague
precise	effective	feasible	confusing

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### Step One

State criteria and place in the left hand column.

### Step Two

Flesh out the action of the criteria. The basic description is the same for each level.

### Step Three

Select descriptors for each level from the wordsmith.

#### Sample criteria that relate to the skill of **analyzing information/data** in a variety of contexts

- displays and analyzes data
- evaluates alarm and procedures
- analyzes character motivation

#### Words that describe the skill of **analyzing information/data** at varying levels of quality

Excellent	Proficient	Adequate	Limited
accurate	logical	partially accurate	flawed
insightful	logical	simplistic	unsupported
astute	credible	plausible	inaccurate
precise	relevant	basic	irrelevant

#### Sample criteria that relate to the skill of **communicating information** in a variety of contexts

- enhances presentation with props/visuals
- communicates information (through oral, visual and/or writing)
- selects appropriate visuals

#### Words that describe the skill of **communicating information** at varying levels of quality

Excellent	Proficient	Adequate	Limited
vivid	interesting	simplistic	lacks appeal
compelling	effective	predictable	does little to sustain interest
enhances	supports	partially supports	interferes with
engaging	interesting	straightforward	ineffective
skillful	effective	appropriate	inappropriate
intriguing	interesting	predictable	ineffective

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