

## 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><br/> <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><br/> <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><br/> <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> |
|--|--|---|

## Grade 7 Social Studies Sample

| Level<br>Criteria                     | 4<br>Excellent                                    | 3<br>Proficient                              | 2<br>Adequate                                | 1<br>Limited                                    |
|---------------------------------------|---|--|--|---|
| <b>Summarizes events</b><br>(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     |

Excerpt from *Building Better Rubrics* © Alberta Assessment Consortium 2009.

Permission is granted to AAC member jurisdictions to reproduce The AAC Rubric Wordsmith for use in school and/or jurisdiction professional development contexts. Any other use requires prior approval from the copyright holder. Please contact AAC at [www.aac.ab.ca](http://www.aac.ab.ca).

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.

Excerpt from *Building Better Rubrics* © Alberta Assessment Consortium 2009.

Permission is granted to AAC member jurisdictions to reproduce The AAC Rubric Wordsmith for use in school and/or jurisdiction professional development contexts. Any other use requires prior approval from the copyright holder. Please contact AAC at [www.aac.ab.ca](http://www.aac.ab.ca).

### 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 |
| extensive       | substantial | partial    | sketchy     |

Excerpt from *Building Better Rubrics* © Alberta Assessment Consortium 2009.

Permission is granted to AAC member jurisdictions to reproduce The AAC Rubric Wordsmith for use in school and/or jurisdiction professional development contexts. Any other use requires prior approval from the copyright holder. Please contact AAC at [www.aac.ab.ca](http://www.aac.ab.ca).

### 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  |

Excerpt from *Building Better Rubrics* © Alberta Assessment Consortium 2009.

Permission is granted to AAC member jurisdictions to reproduce The AAC Rubric Wordsmith for use in school and/or jurisdiction professional development contexts. Any other use requires prior approval from the copyright holder. Please contact AAC at [www.aac.ab.ca](http://www.aac.ab.ca).

### 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    |

Excerpt from *Building Better Rubrics* © Alberta Assessment Consortium 2009.

Permission is granted to AAC member jurisdictions to reproduce The AAC Rubric Wordsmith for use in school and/or jurisdiction professional development contexts. Any other use requires prior approval from the copyright holder. Please contact AAC at [www.aac.ab.ca](http://www.aac.ab.ca).

**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                     |

Excerpt from *Building Better Rubrics* © Alberta Assessment Consortium 2009.

Permission is granted to AAC member jurisdictions to reproduce The AAC Rubric Wordsmith for use in school and/or jurisdiction professional development contexts. Any other use requires prior approval from the copyright holder. Please contact AAC at [www.aac.ab.ca](http://www.aac.ab.ca).