

EXPLORING ONLINE RUBRICS FOR VIRTUAL ASSESSMENT AND E-PORTFOLIOS – HANDOUTS

2024 TESL Ontario Webinar Series

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Formats of Online Assessment Tools

- ❖ SCORM
- ❖ H5P
- ❖ Google Forms
- ❖ PDF (Adobe Acrobat Fill & Sign)

SCORM (Shareable Content Object Reference Model)

What it is:

- Collection of standards and specifications for web-based electronic educational technology (also called e-learning)
- Defines communications between client-side content and a host system (called "the run-time environment"), which is commonly supported by a learning management system (LMS)

How it works:

- Screen-by-screen display with embedded text and various interactive activities and multi-media, including sound and video files
- Activities include quiz, cloze, sentence scramble and crossword
- Once the user has interacted* with the SCORM package, the data tracking and monitoring is sent back to the LMS. *has completed the activities
- A SCORM package is designed to be hosted by an LMS. It reports the individual user's interactions and results back to the LMS for storage. If a teacher shares

the SCORM with a student in a way that is “separate” from the LMS, he/she would not be able to access the student’s activity results and scores.

How to make a SCORM package:

[Hot Potatoes](https://hotpot.uvic.ca/index.php#downloads) free download (version 7): <https://hotpot.uvic.ca/index.php#downloads>

Creating a SCORM package in Hot Potatoes (live SCORM example):

<https://hotpot.uvic.ca/howto/scorm.htm>

Examples and Sources:

- SCORM “home page” on Tutela (need to be logged into Tutela to view): https://tutela.ca/Resources?resource_type=72&tree=y
- Example shown in webinar: Canadian Citizenship Ceremony – CLB 5/6: https://www.tutela.ca/Resource_44368
- In Avenue.ca (need teacher account to access)

H5P (HTML5 Package)

What it is:

- Free and open-source content collaboration framework based on JavaScript, which aims to make it easy for everyone to create, share and reuse interactive HTML5 content.

How it works:

- Horizontal “slide show” containing interactive content:
 - ✓ interactive videos, presentations and quizzes, interactive timelines and more (have been developed and shared using H5P)
- Moodle platform integration

To make your own H5P, set up an account on:

- [H5P.org](https://h5p.org) (free – 54 different content activities available, to develop and then import into your own LMS) or
- [H5P.com](https://h5p.com) (free 30-day trial, then paid monthly subscription) or
- <https://app.lumi.education/flow/6428590a9c31bbe403fc7fc0> (free – 73 different content types available, to develop and then import into your own LMS)

Examples and Sources:

- On Tutela: https://tutela.ca/Resources?resource_type=3298&tree=y
- Example Collection on Tutela introduced in webinar: <https://tutela.ca/Collection?itemId=41243>

- Example on Tutela shown in webinar: Domestic Violence and the Cycle of Violence (CLB 5 & 6): https://www.tutela.ca/Resource_41227
- In Avenue.ca (need teacher account to access)

Google Forms

What they are:

- A survey administration software included as part of the free, web-based Google Docs Editors suite offered by Google
- Available only as a web application
- Allows users to create and edit surveys online while collaborating with other users in real-time. The collected information can be automatically entered into a spreadsheet (which can then be downloaded)

How they work: user opens the form using the provided link and fills in each part of the form; creator receives the data at his/her end

How to make one: need to set up a Gmail account (to access other Google apps.)

Where to learn:

- Set up a Gmail account > Google Forms > Template Gallery
- Elena Maggio's webinars and f2f training session:
 - Google Forms – Uses for the LINC Classroom (February 2018): <https://tutela.ca/GroupEvent?organicgroup=8630&itemId=27141>
 - Google Forms – Uses for the LINC Classroom, Part II (July 2018): <https://tutela.ca/GroupEvent?organicgroup=8630&itemId=28426>
 - Google Forms – Basics for the Classroom (part of Technology Fair event (February and March 2019): <https://tutela.ca/GroupEvent?organicgroup=8630&itemId=31660> (Google Forms section starts at 00:33)

Google Forms – Question Types

- Short Answer
- Paragraph
- Multiple choice
- Checkboxes
- Dropdown
- File Upload

- Linear Scale
- Multiple Choice grid
- Checkbox grid
- Date
- Time

Details about all the question types at:

<https://support.google.com/docs/answer/7322334?hl=en#zippy=>

Complete (live, fillable) form sample at:

https://docs.google.com/forms/d/e/1FAIpQLSciCcNILfeSdgUavm_GYuCFE_G8InD1YVkJWAiTU_B3-I9AkA/viewform

Google Forms – Example (Based on OCDSB’s Real World Task Bank)

Link to live Google Form: <https://forms.gle/n7ZheXdHnbMaWneN9> **N.B.: This form is for demonstration purposes only; please do not fill it in and submit, as responses are not monitored**

View from teacher’s end (excerpts – setting up the form):

The left screenshot shows the Google Form editor interface. At the top, there are tabs for 'Questions', 'Responses', and 'Settings'. The main title is 'CLB 3 Assessment Task: Understanding Information on a Resume'. Below the title, there is a 'Student Assessment' section. The first question is a short answer question: 'Please type your first name and last name.' Below this, there is a text block titled 'Please read this resume. Then, answer the questions below.' followed by 'Description (optional)'. The resume text is titled 'Jessica's Resume' and contains the following information:

Jessica's Resume
 Jessica Wong
 297 King Street, Ottawa, Ontario, K1Z 8KP
jessica.wong@email.com (613) 796-5289

- 2 years of experience in the restaurant business
- Food Handler and WHMIS certificates
- Fluent speaker of Mandarin Chinese

Two blue boxes with the numbers '1' and '2' are overlaid on the resume text, pointing to the contact information and the list of skills, respectively.

The right screenshot shows the 'Multiple choice grid' question editor. The question text is: 'Part A: Which section of the resume (1, 2, 3, 4, or 5) shows...? For each the five items on the left below, please click the correct button.' Below the question, there is a table with 'Rows' and 'Columns'. The rows are: 1. Work Experience, 2. Personal Information, 3. References, 4. Education, 5. Summary, 6. Add row. The columns are: Section 1, Section 2, Section 3, Section 4, Section 5, Add column. Each cell in the table contains a radio button. Below the table, there is a 'Require a response in each row' toggle which is turned on.

Below the grid, there is another question: 'Part B: In which section of the resume (1, 2, 3, 4, or 5) can I find this information? For each the * two items on the left below, please click the correct button.' Below this question, there is another table with 'Rows' and 'Columns'. The rows are: Job Descriptions, Previous Empl... The columns are: Section 1, Section 2, Section 3, Section 4, Section 5. Each cell in the table contains a radio button.

View from teacher's end (excerpts – viewing the results):

CLB 3 Assessment Task: Understanding Information on a Resume (Responses)

File Edit View Insert Format Data Tools Extensions Help

100% | \$ % .0 .00 123 | Defaul... | - 10 + | B I

B10 | fx

	A	B	C
1	Timestamp	Please type your first name	Part A: Which section of the resume (1, 2, 3, 4, or 5) shows...
2	7/20/2023 13:48:25	Sandor Szabados	Section 3
3	7/20/2023 13:57:12	Kamran Hosseini	Section 2
4	7/20/2023 14:04:04	Corazon Ramos	Section 2
5	7/20/2023 14:14:26	Krishna Patel	Section 2

CLB 3 Assessment Task: Understanding Information on a Resume (Responses) ☆ 📁 ☁

File Edit View Insert Format Data Tools Extensions Help

100% | \$ % .0 .00 123 | Defaul... | - 10 + | B I A ↶ ↷ 📄 ↻ ☰

B15 | fx

	A	B	H	J	K	L
1	Timestamp	Please type your first name	Part B: In w	1. What is Jessica's addr	2. What languages does	3. How long has she worked?
2	7/20/2023 13:48:25	Sandor Szabados	Section 3	297 King Street, Ottawa,	English and Mandarin Ch	Since 2015
3	7/20/2023 13:57:12	Kamran Hosseini	Section 3	Her address is 297 King	She speaks English and	She has worked since 2015.
4	7/20/2023 14:04:04	Corazon Ramos	Section 3	297 King Street, Ottawa,	Fluent speaker of Manda	Since 2015
5	7/20/2023 14:14:26	Krishna Patel	Section 3	297 King Street, Ottawa,	English and Chinese (Ma	She working since 2015.

Online Assessment Tools: Compatibilities with Learning Platforms

	SCORM	H5P	Google Forms
Moodle LMS	Yes	Yes	Yes (you can build a quiz on Google Forms and give a link from within Moodle)
Google Classroom	No	No	Yes
Desire2Learn	Yes	Yes	Yes

How to Access Modules (formerly PBLA Sample Modules) if You Have a Teacher Account in Avenue.ca

Log into Avenue.ca > Click on the “Classroom” tab on the top menu > Locate the “Course Builder” link on the navigational panel on the left of the screen > Click the “Course Builder” link to open the catalogue of eUnits/Modules

Overview and Contents of eUnits/Modules

Orientation to PBLA CLB 1-4 in three Modules (containing one to three H5P activities; good H5P experiential warmup for learners):

1. The Language Companion
2. The Canadian Language Benchmarks (CLB)
3. Assessment and My Portfolio (shown during webinar)

*See also: Orientation to PBLA CLB 5-8, in three Modules, containing three to four H5Ps

Assessment and My Portfolio CLB 1-4 – Details

H5P activity contains:

- Two short videos
- T/F questions
- Listen to/practice saying the words from the video (includes embedded Translator)
- Final score

(N.B.: the Translator and Final Score can be accessed by click or tap)

**Modules (formerly PBLA Sample Modules) in Avenue.ca
(N.B.: Need Teacher Account to Access)**

A large number of eUnits and Modules are now available on Avenue, due to the Avenue-Onyx merger in 2023. Many are PBLA-compatible and include online assessment tasks. *N.B.: the “PBLA Sample Modules” course is no longer available.* Teachers can now create courseware with the units formerly known as PBLA Sample Modules (and the many modules that were migrated from Onyx to Avenue) by using Avenue's new Course Builder. Teachers can search by Themes/Categories, or by CLB Level, to filter to their desired results. See previous page for how to access the modules.

Please note that the stated CLB level for each Module is a **target**. The range of CLB levels with which it can be used is listed under the stated CLB level in each Module thumbnail.

Here is a sampling of the eUnits and Modules currently available in Avenue.ca:

ESL LITERACY

- A Calendar
- Greetings and Introductions
- A Child’s Education (CLB 1L)

CLB 1

- Celebrating Canadian Holidays
- Get Help from a Pharmacist
- Saving Money When Shopping

CLB 2

- Communication on the Job
- Dealing with Emergencies
- Digital Literacy

CLB 3

- Apply for a Job
- At the Walk-In Clinic
- Communicating with your Landlord

CLB 4

- Accessing a Local Food Bank
- Automotive Trades: Path to Employment
- Communicating Online

CLB 5

- Canadian Symbols
- Networking: Making an Elevator Speech
- **Dealing with Common Health Issues**

CLB 6

- Recreation, Adventure and Ecotourism
- Travel Industry: Overview
- Food Manufacturing: Write an Accident Report

CLB 7-8

- Arranging a Workplace Event
- Participating in Workplace Meetings
- Understand Work Documents

Details of Modules

- Based on the ones of the same names in PLBA Practice Guidelines* but with adjustments for blended learning (so more up to date in Avenue.ca)
- *In PBLAPG, by contrast, many of the modules (classroom version of module) are aimed at CLB levels 1L-2L, up to CLB 5-6*
- Learning objects (H5Ps) organized around specific tasks, rather than by skill area
 - Skill-building activities online not differentiated by level. They can be used by learners at both CLB 5 and CLB 6
 - The online activities build the vocabulary, grammar, language functions and content knowledge learners will need for the in-class tasks and assessments
 - Learning objects for Listening, Reading and Speaking focus on instructions, main ideas/details, active reading strategies and presentations
 - Writing component of the module (*Giving Advice About a Health Issue*) can be completed, printed out and then brought to class
 - Any of the skill-using activities that learners complete independently (i.e. not with a partner or group) may be included in the portfolios as evidence of learner growth and progress

Dealing With Common Health Issues

What you get in the way of downloadable “online” materials:

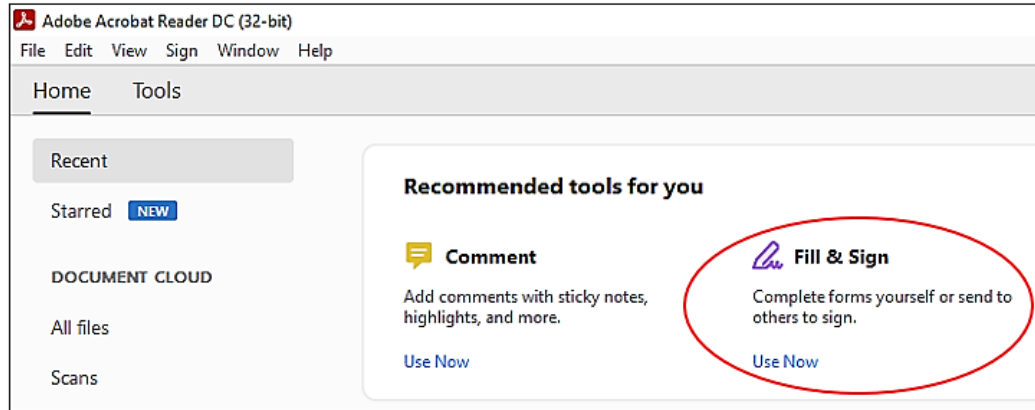
- ✓ Dialogues (MP3)
- ✓ H5Ps (learning objects – mainly skill-building activities)
- ✓ Text-based (Word) documents

Download an H5P to your courseware by clicking the “Reuse” button (located at the bottom left corner of the H5P)

How to Use Adobe Acrobat Reader “Fill & Sign” Feature to Mark Up a PDF-Format Assessment Tool

Overview

N.B.: You can use the programs Adobe Acrobat Reader DC (free) or Adobe Acrobat DC (paid).

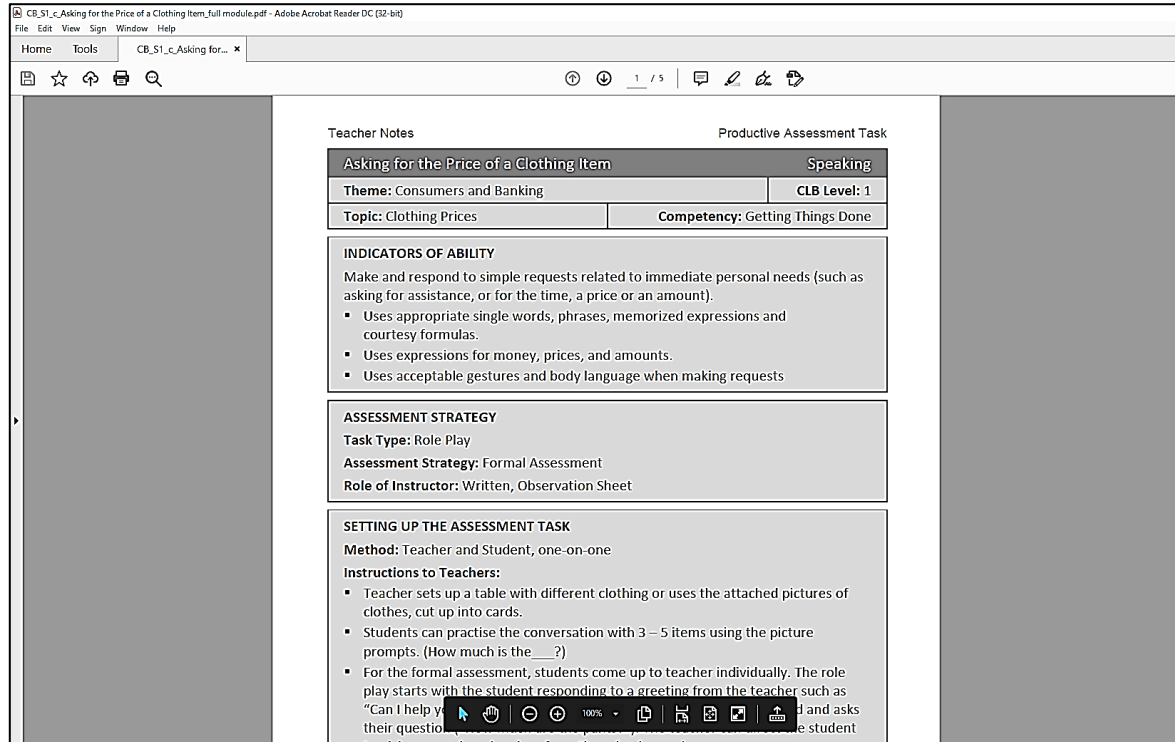


Fill in forms, add your signature, or send to others for e-signing.

Select a file

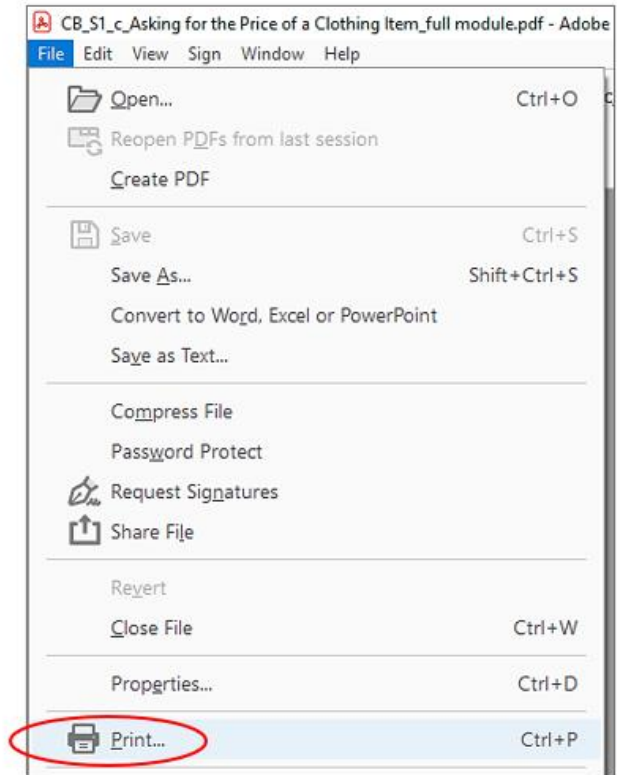
Help

1. Download and then open a PDF document (e.g. multi-page Real World Tasks module package) in Acrobat:



2. To extract a single page from a multi-page document, under the File menu, select “Print”:

Teacher Notes		Productive Assessment Task	
Asking for the Price of a Clothing Item		Speaking	
Theme: Consumers and Banking		CLB Level: 1	
Topic: Clothing Prices		Competency: Getting Things Done	
INDICATORS OF ABILITY			
Make and respond to simple requests related to immediate personal needs (such as asking for assistance, or for the time, a price or an amount).			
<ul style="list-style-type: none">▪ Uses appropriate single words, phrases, memorized expressions and courtesy formulas.▪ Uses expressions for money, prices, and amounts.▪ Uses acceptable gestures and body language when making requests			
ASSESSMENT STRATEGY			
Task Type: Role Play			
Assessment Strategy: Formal Assessment			
Role of Instructor: Written, Observation Sheet			
SETTING UP THE ASSESSMENT TASK			
Method: Teacher and Student, one-on-one			
Instructions to Teachers:			
<ul style="list-style-type: none">▪ Teacher sets up a table with different clothing or uses the attached pictures of clothes, cut up into cards.▪ Students can practise the conversation with 3 – 5 items using the picture prompts. (How much is the ___?)			

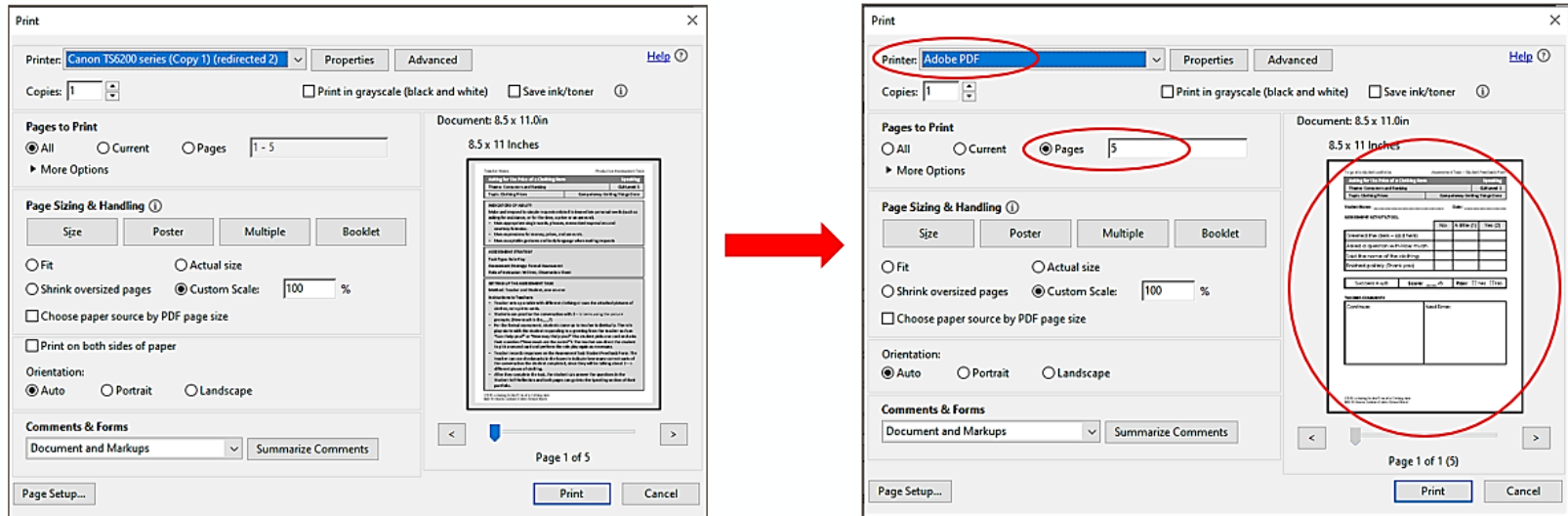


CB_S1_c_Asking for the Price of a Clothing Item_full module.pdf - Adobe

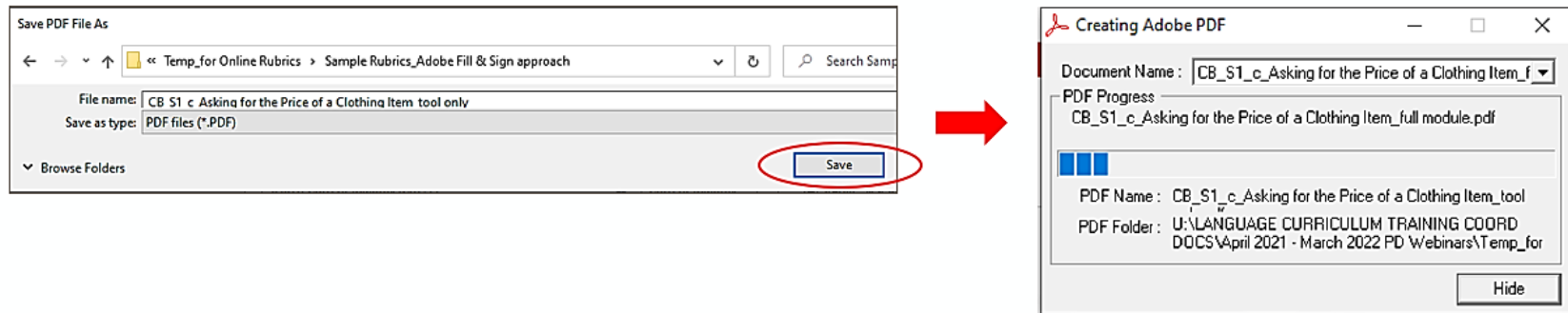
File Edit View Sign Window Help

- Open... Ctrl+O
- Reopen PDFs from last session
- Create PDF
- Save Ctrl+S
- Save As... Shift+Ctrl+S
- Convert to Word, Excel or PowerPoint
- Save as Text...
- Compress File
- Password Protect
- Request Signatures
- Share File
- Revert
- Close File Ctrl+W
- Properties... Ctrl+D
- Print... Ctrl+P**

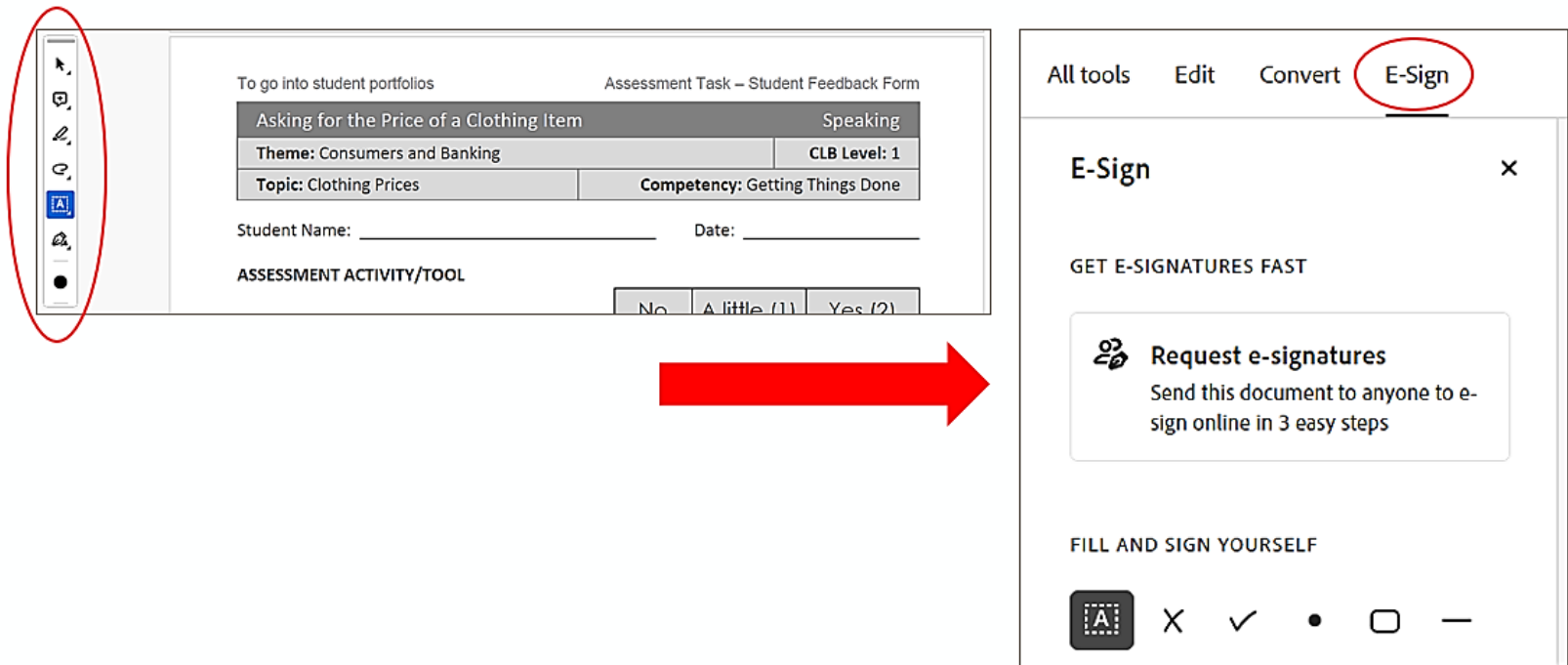
3. In the Print menu, the printer will be defaulted to your connected printer, the “Pages to Print” will be defaulted to “All”, and the first page of the package will appear in the preview. To extract the page you need (in this case, the assessment tool), first select “Adobe PDF” from the drop-down menu of printer choices. Then type in the desired page number (in this case, the assessment tool is on page 5 of the Real World Tasks package). Page 5 will now appear in the preview (on the right, circled in red):



4. Click the Print button. Choose a file location and save it as a single file (use “tool only” in the file name, to distinguish it). This page (the assessment tool on page 5) will generate as a stand-alone document. You are ready to use Fill & Sign! 😊



5. The basic toolbar will already be open at the left of the Adobe interface. (To access the expanded toolbar, select E-Sign under Sign in the main menu.)



The screenshot illustrates the Adobe interface for an assessment task. On the left, a vertical toolbar is circled in red, containing icons for selection, erasing, drawing, and signing. The main content area displays an "Assessment Task – Student Feedback Form" for the topic "Asking for the Price of a Clothing Item" (Speaking). The form includes fields for "Theme: Consumers and Banking", "CLB Level: 1", "Topic: Clothing Prices", and "Competency: Getting Things Done". Below these are fields for "Student Name" and "Date". A red arrow points from the toolbar to the right, where the "E-Sign" menu is expanded. The "E-Sign" menu is also circled in red and shows options: "Request e-signatures" (with a sub-description: "Send this document to anyone to e-sign online in 3 easy steps") and "FILL AND SIGN YOURSELF" (with a sub-description: "Fill out the form and sign it yourself").

6. Multi-Talented Toolbar:

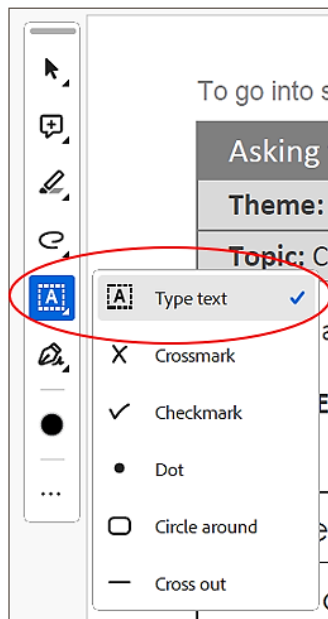
The image shows a screenshot of a 'Multi-Talented Toolbar' used in an assessment task. The toolbar is located at the bottom of the page and contains several icons. A red oval highlights a vertical toolbar on the left side of the page, which contains icons for selection, erasing, highlighting, and drawing. The main toolbar at the bottom has the following callout boxes:

- Select text
- Add a comment
- Highlight selected text
- Draw freehand
- Fill in form fields
- Choose a color for type text
- Add your signature or initials

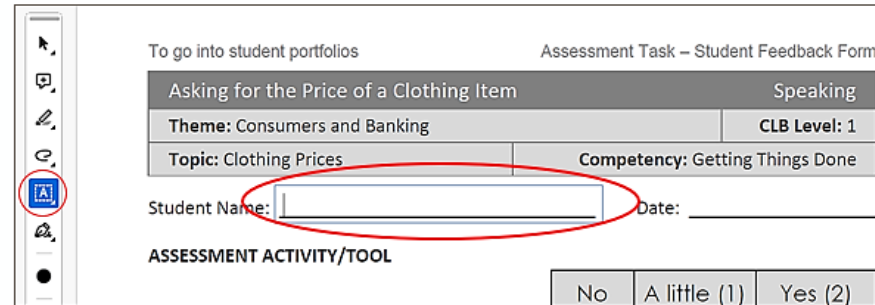
The background of the screenshot shows a form titled 'Assessment Task – Student Feedback Form' with the following details:

- To go into student portfolios
- Assessment Task – Student Feedback Form
- Asking for the Price of a Clothing Item
- Speaking
- Theme: Consumers and Banking
- CLB Level: 1
- Topic: Clothing Prices
- Competency: Getting Things Done
- Student Name: _____ Date: _____
- ASSESSMENT ACTIVITY/TOOL
- No A little (1) Yes (2)

7. Choose your tool:



8. To fill in the name – set up a textbox, type in the name (and date) and click away:



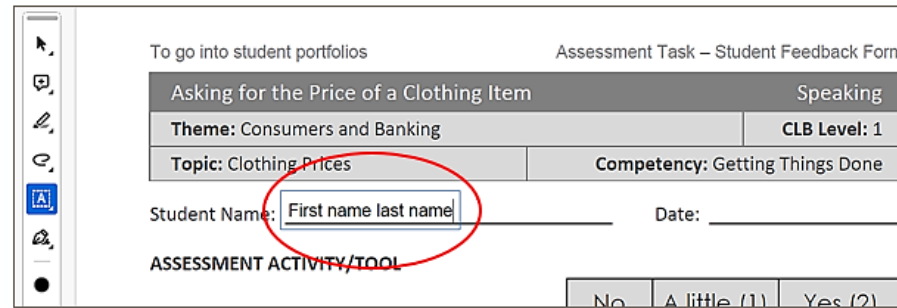
To go into student portfolios Assessment Task – Student Feedback Form

Asking for the Price of a Clothing Item		Speaking
Theme: Consumers and Banking		CLB Level: 1
Topic: Clothing Prices	Competency: Getting Things Done	

Student Name: Date: _____

ASSESSMENT ACTIVITY/TOOL

No	A little (1)	Yes (2)
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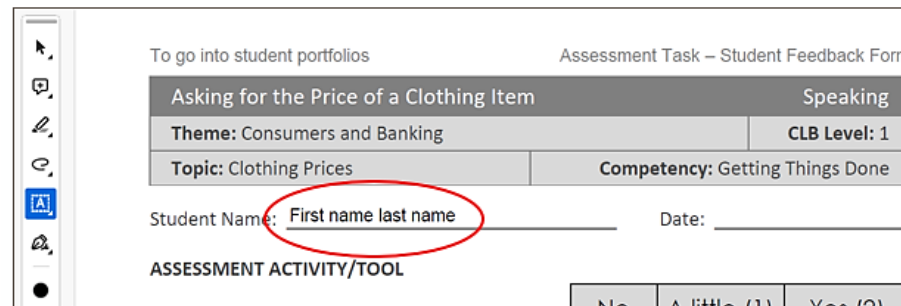
To go into student portfolios Assessment Task – Student Feedback Form

Asking for the Price of a Clothing Item		Speaking
Theme: Consumers and Banking		CLB Level: 1
Topic: Clothing Prices	Competency: Getting Things Done	

Student Name: Date: _____

ASSESSMENT ACTIVITY/TOOL

No	A little (1)	Yes (2)
----	--------------	---------



To go into student portfolios Assessment Task – Student Feedback Form

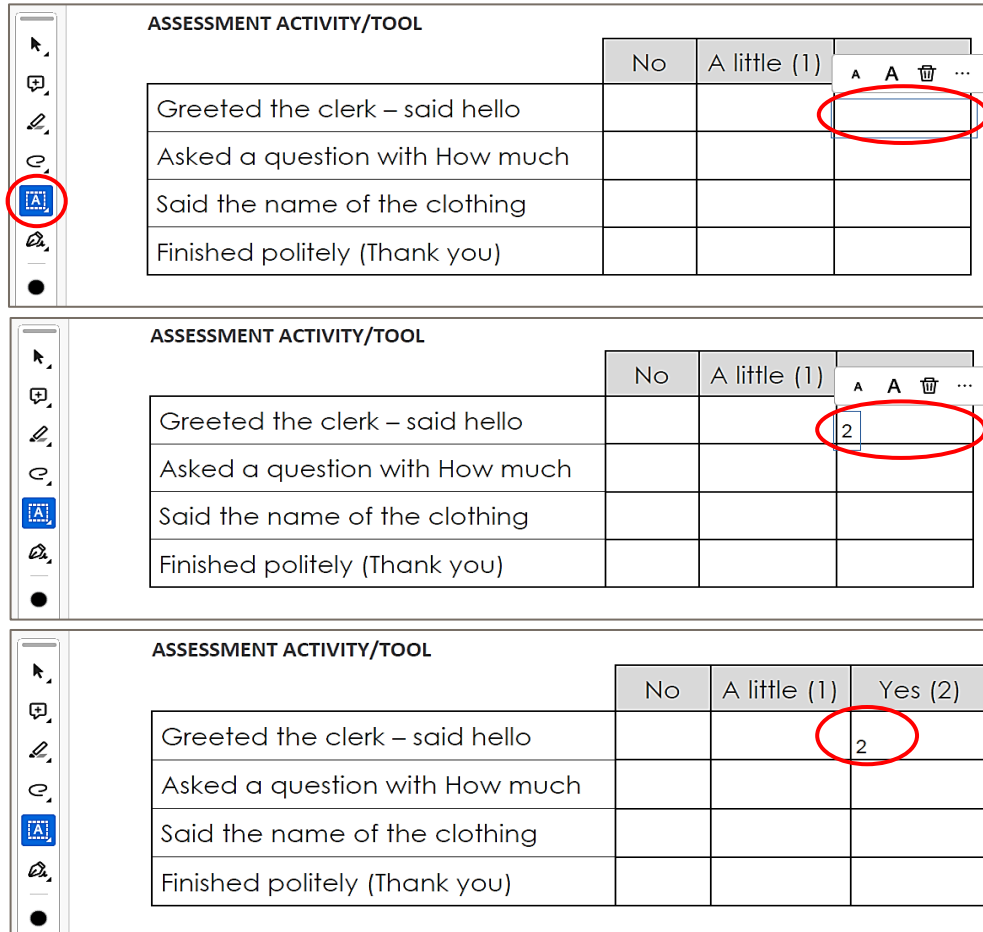
Asking for the Price of a Clothing Item		Speaking
Theme: Consumers and Banking		CLB Level: 1
Topic: Clothing Prices	Competency: Getting Things Done	

Student Name: Date: _____

ASSESSMENT ACTIVITY/TOOL

No	A little (1)	Yes (2)
----	--------------	---------

9. To fill in criteria – set up another textbox, type in the number and click away:



ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	A A 🗑️ ...
Greeted the clerk – said hello			
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	A A 🗑️ ...
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			

10. To fill in more criteria – set up another textbox, type in another number, and click away:

ASSESSMENT ACTIVITY/TOOL	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			

ASSESSMENT ACTIVITY/TOOL	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			

ASSESSMENT ACTIVITY/TOOL	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			0

Success = 6/8 **Score:** ____ /8 **Pass:** Yes No

11. To fill in the score – set up another textbox, type in the score and click away:

To go into student portfolios Assessment Task – Student Feedback Form

Asking for the Price of a Clothing Item		Speaking
Theme: Consumers and Banking		CLB Level: 1
Topic: Clothing Prices	Competency: Getting Things Done	

Student Name: First name last name Date:

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)			

Success = 6/8 **Score:** /8 Pass: Yes No

To go into student portfolios Assessment Task – Student Feedback Form

Asking for the Price of a Clothing Item		Speaking
Theme: Consumers and Banking		CLB Level: 1
Topic: Clothing Prices	Competency: Getting Things Done	

Student Name: First name last name Date:

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)	0		

Success = 6/8 **Score:** /8 Pass: Yes No

12. To fill in “Pass” – set up another textbox, add the checkmark and click away:

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)	0		

Success = 6/8 **Score:** 2 / 8 **Pass:** Yes No

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)	0		

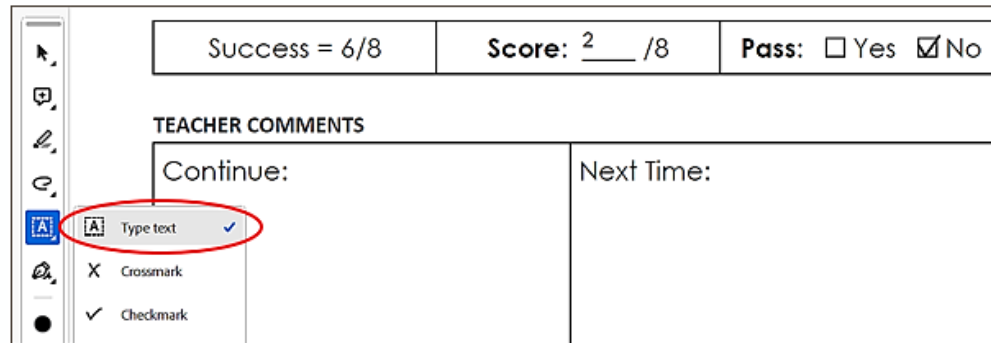
Success = 6/8 **Score:** 2 / 8 **Pass:** Yes No

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)	0		

Success = 6/8 **Score:** 2 / 8 **Pass:** Yes No

13. To set up for Comments – set up another textbox, place the cursor inside, and shift the textbox down under the heading:

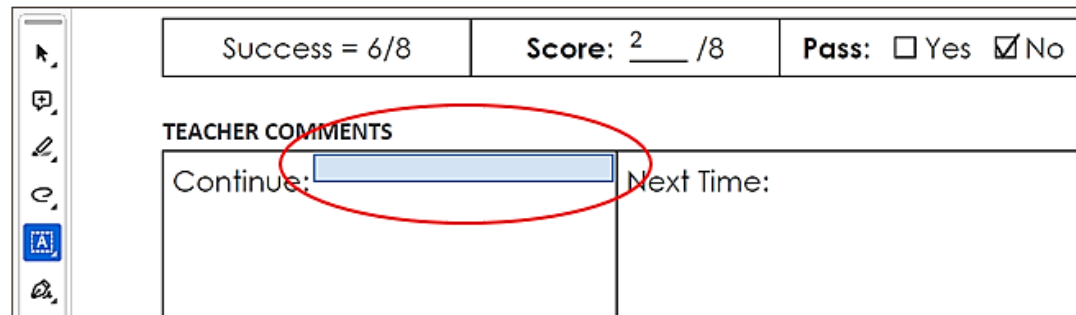


Success = 6/8 Score: 2 /8 Pass: Yes No

TEACHER COMMENTS

Continue: Next Time:

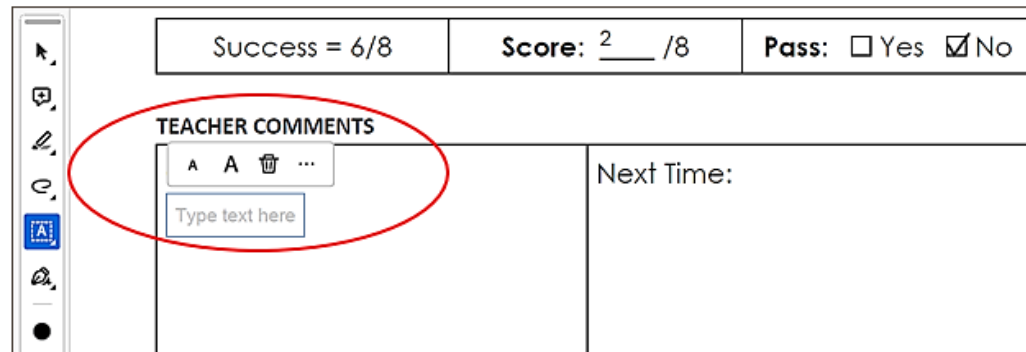
Type text ✓
X Crossmark
✓ Checkmark



Success = 6/8 Score: 2 /8 Pass: Yes No

TEACHER COMMENTS

Continue: [Text Box] Next Time:




Success = 6/8 Score: 2 /8 Pass: Yes No

TEACHER COMMENTS

[Toolbar: A A trash ...]
Type text here

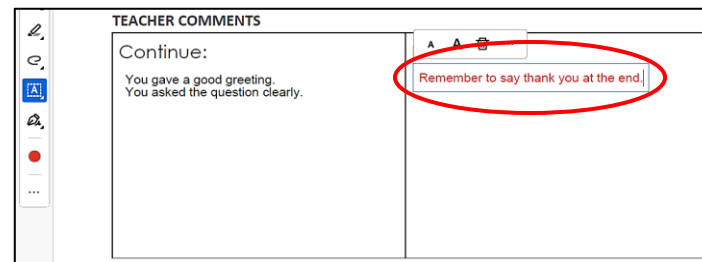
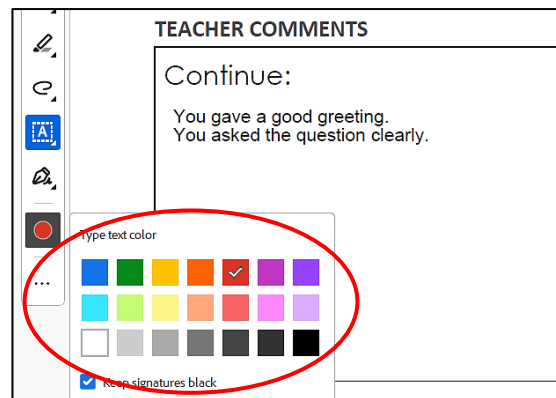
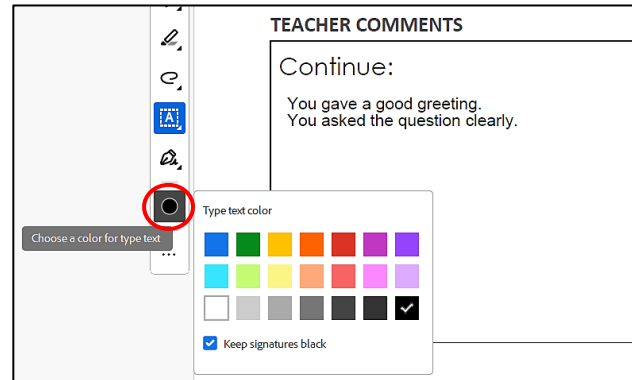
Next Time:

14. To fill in Comments – type in your comments and click away:


Success = 6/8	Score: <u>2</u> /8	Pass: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TEACHER COMMENTS		
<div style="border: 1px solid black; padding: 2px;">A A  ...</div> <div style="border: 1px solid black; padding: 2px;">You gave a good greeting. You asked the question clearly</div>	Next Time:	

Success = 6/8	Score: <u>2</u> /8	Pass: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TEACHER COMMENTS		
Continue: <div style="border: 1px solid black; padding: 2px;">You gave a good greeting. You asked the question clearly.</div>	Next Time:	

15. To play with Colors – open the color menu, select something bright and type your text:



16. Click away, and your Colors are now complete:

	<table border="1"><tr><td>Success = 6/8</td><td>Score: <u>2</u> /8</td><td>Pass: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</td></tr></table>	Success = 6/8	Score: <u>2</u> /8	Pass: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Success = 6/8	Score: <u>2</u> /8	Pass: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
TEACHER COMMENTS				
<p>Continue: You gave a good greeting. You asked the question clearly.</p>	<p>Next Time: Remember to say thank you at the end.</p>			

Your tool is now completed and ready for the portfolio! 😊

To go into student portfolios Assessment Task – Student Feedback Form

Asking for the Price of a Clothing Item		Speaking
Theme: Consumers and Banking		CLB Level: 1
Topic: Clothing Prices	Competency: Getting Things Done	

Student Name: First name last name _____ Date: _____

ASSESSMENT ACTIVITY/TOOL

	No	A little (1)	Yes (2)
Greeted the clerk – said hello			2
Asked a question with How much			
Said the name of the clothing			
Finished politely (Thank you)	0		

Success = 6/8	Score: <u>2</u> /8	Pass: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---------------	--------------------	---

TEACHER COMMENTS

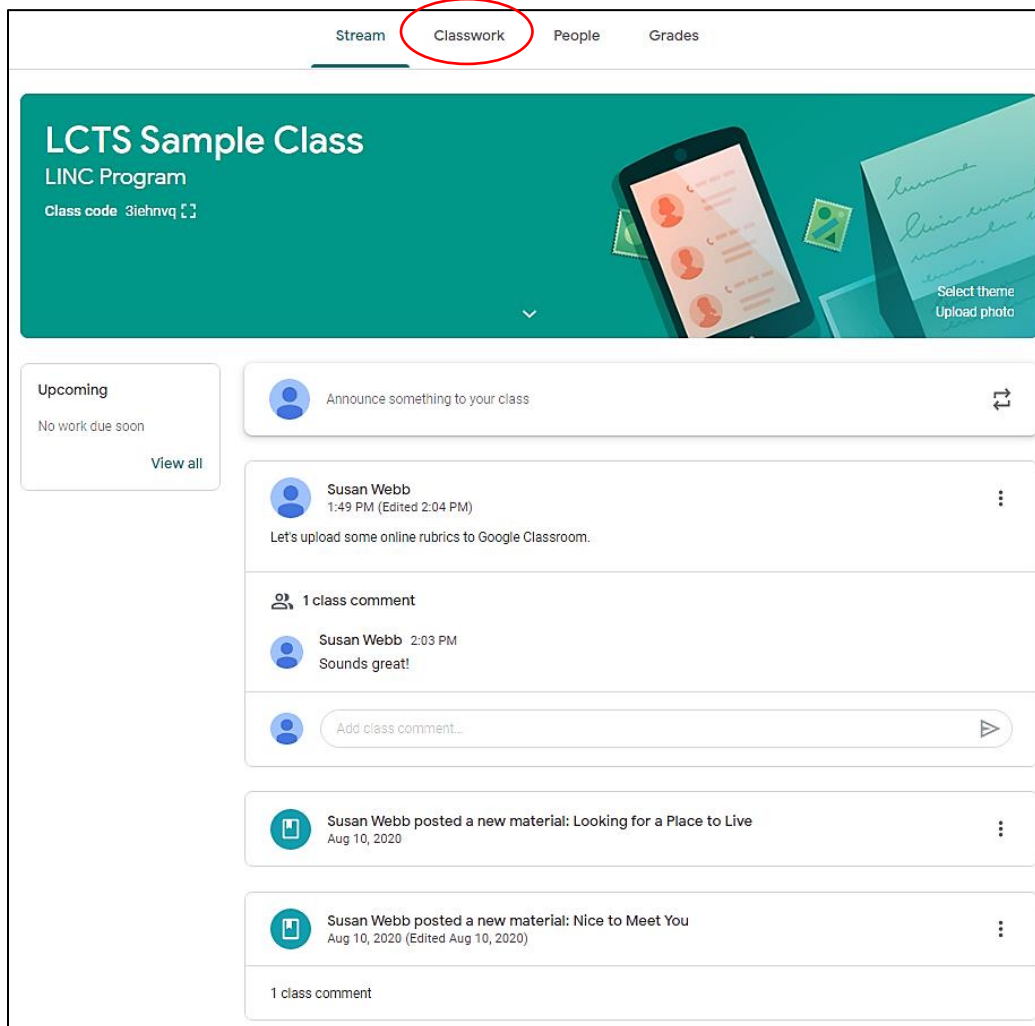
<p>Continue:</p> <p>You gave a good greeting. You asked the question clearly.</p>	<p>Next Time:</p> <p style="color: red;">Remember to say thank you at the end.</p>
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CB-S1-c-Asking for the Price of a Clothing Item
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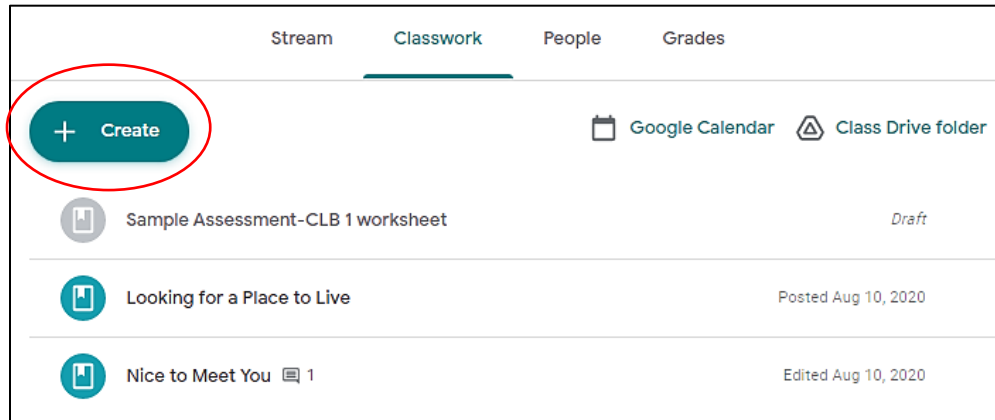
BONUS SECTION – FOR THOSE OF YOU USING GOOGLE CLASSROOM! 😊

How to Create a Rubric in Google Classroom

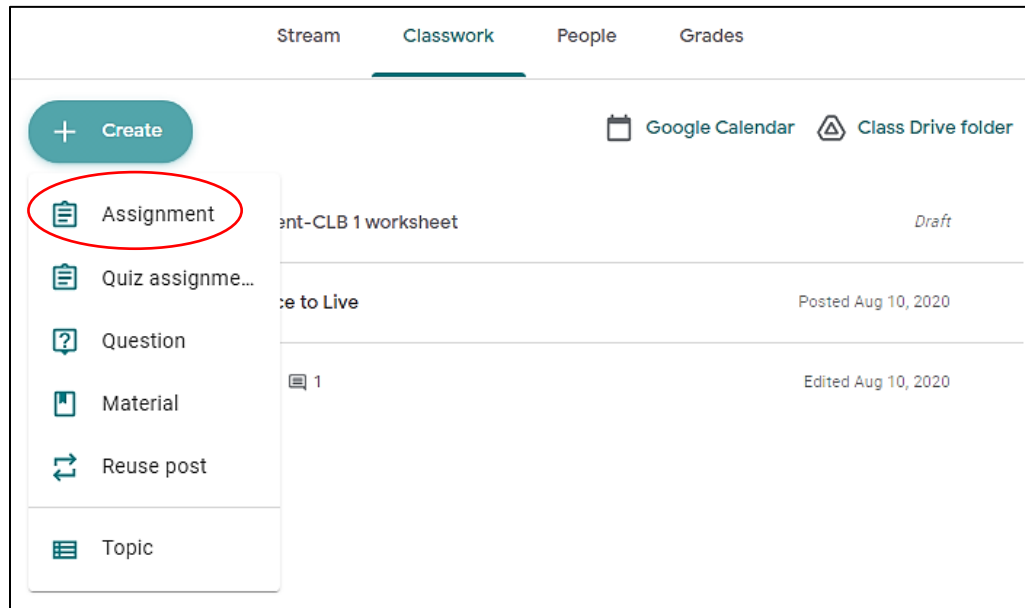
1. Start by clicking the Classwork tab in your course:



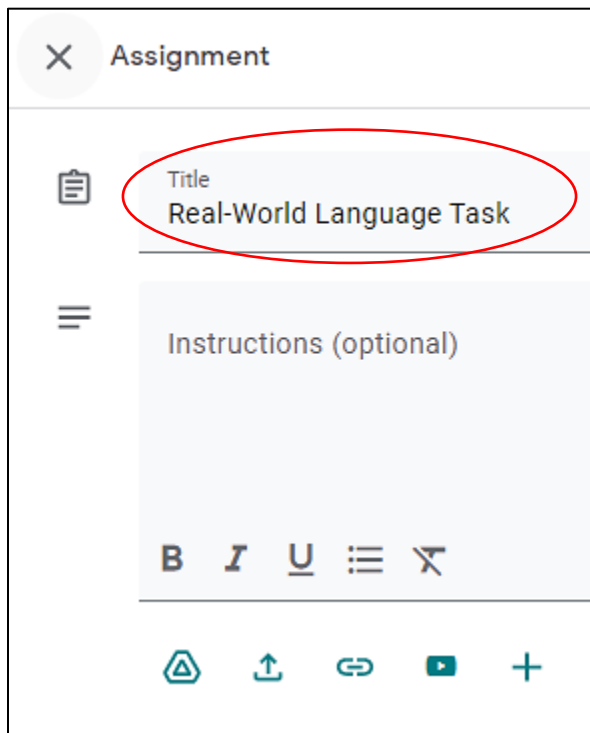
2. With the Classwork tab open, click Create:



3. To set up an assignment, click Assignment in the drop-down list that opens:

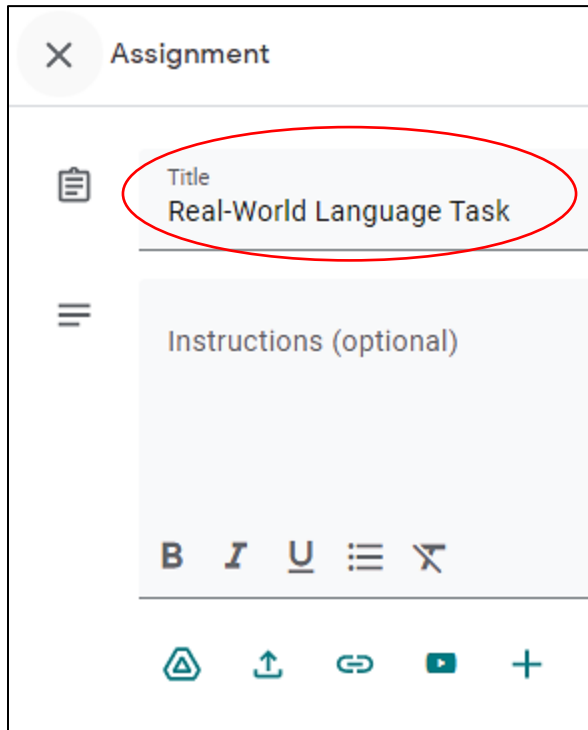


4. Next, give your assignment a title by typing in the Title field:

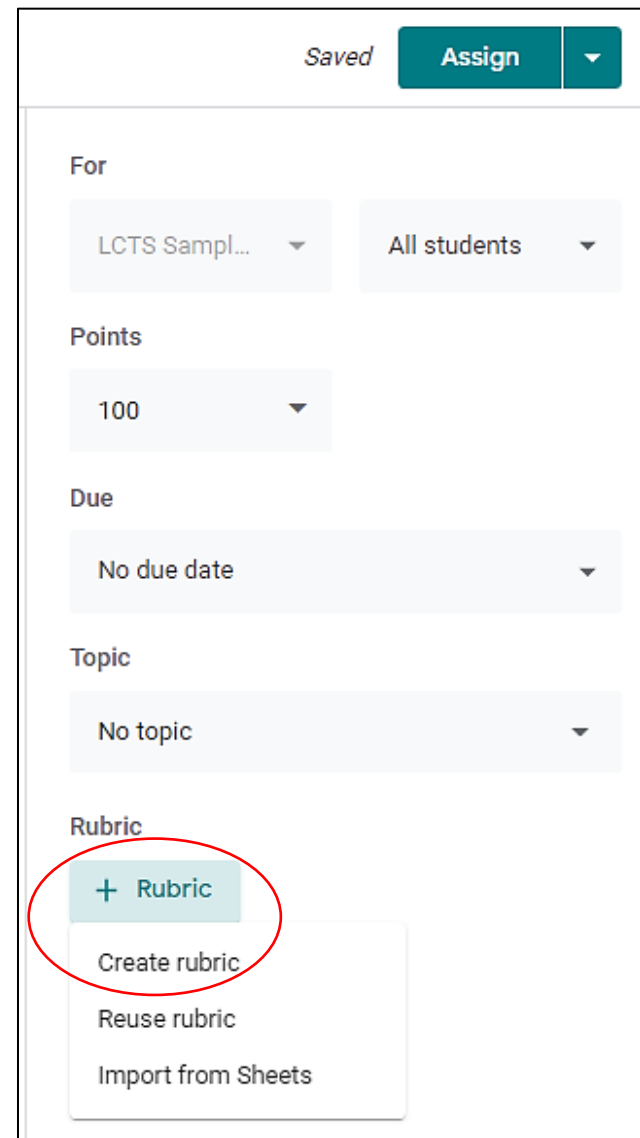


The screenshot shows a mobile interface for creating an assignment. At the top, there is a close button (X) and the word "Assignment". Below this is a list of fields. The first field is labeled "Title" and contains the text "Real-World Language Task". This field is circled in red. Below the title field is a section for "Instructions (optional)", which is currently empty. At the bottom of the form, there are several icons: a triangle, an upward arrow, a link, a video player, and a plus sign. A text formatting toolbar is also visible, containing icons for bold (B), italic (I), underline (U), list (≡), and strikethrough (X).

5. To add a rubric to your assignment, open the Rubric drop-down menu and click “+ Rubric”:

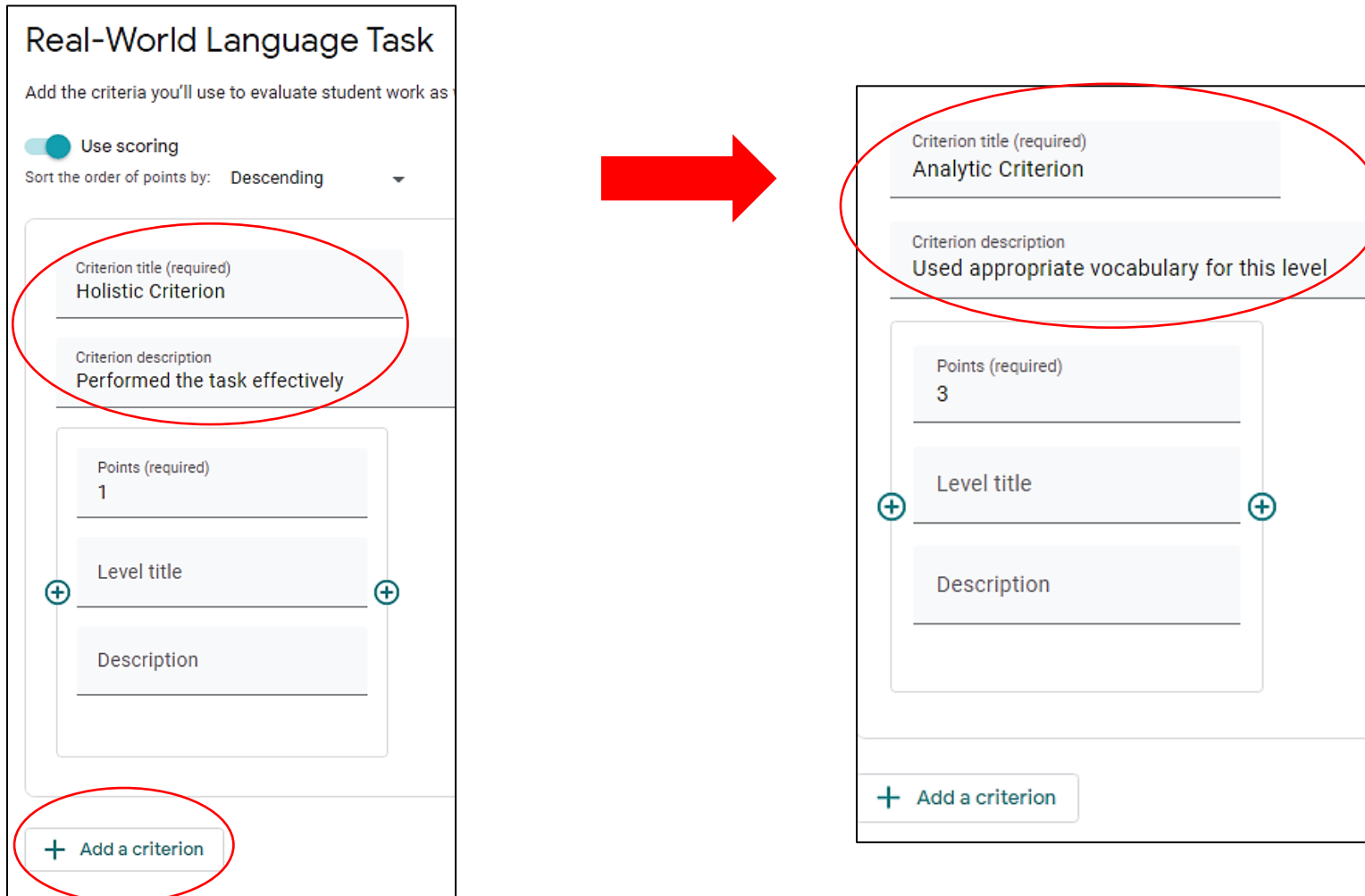


The screenshot shows the 'Assignment' creation interface. At the top, there is a close button (X) and the title 'Assignment'. Below this, there is a clipboard icon and a text input field for the title, which contains 'Real-World Language Task' and is circled in red. Underneath the title is a section for 'Instructions (optional)' with a text editor toolbar containing icons for bold (B), italic (I), underline (U), list (≡), and strikethrough (X). At the bottom of the form, there are icons for adding attachments, uploading files, linking, video, and a plus sign for more options.



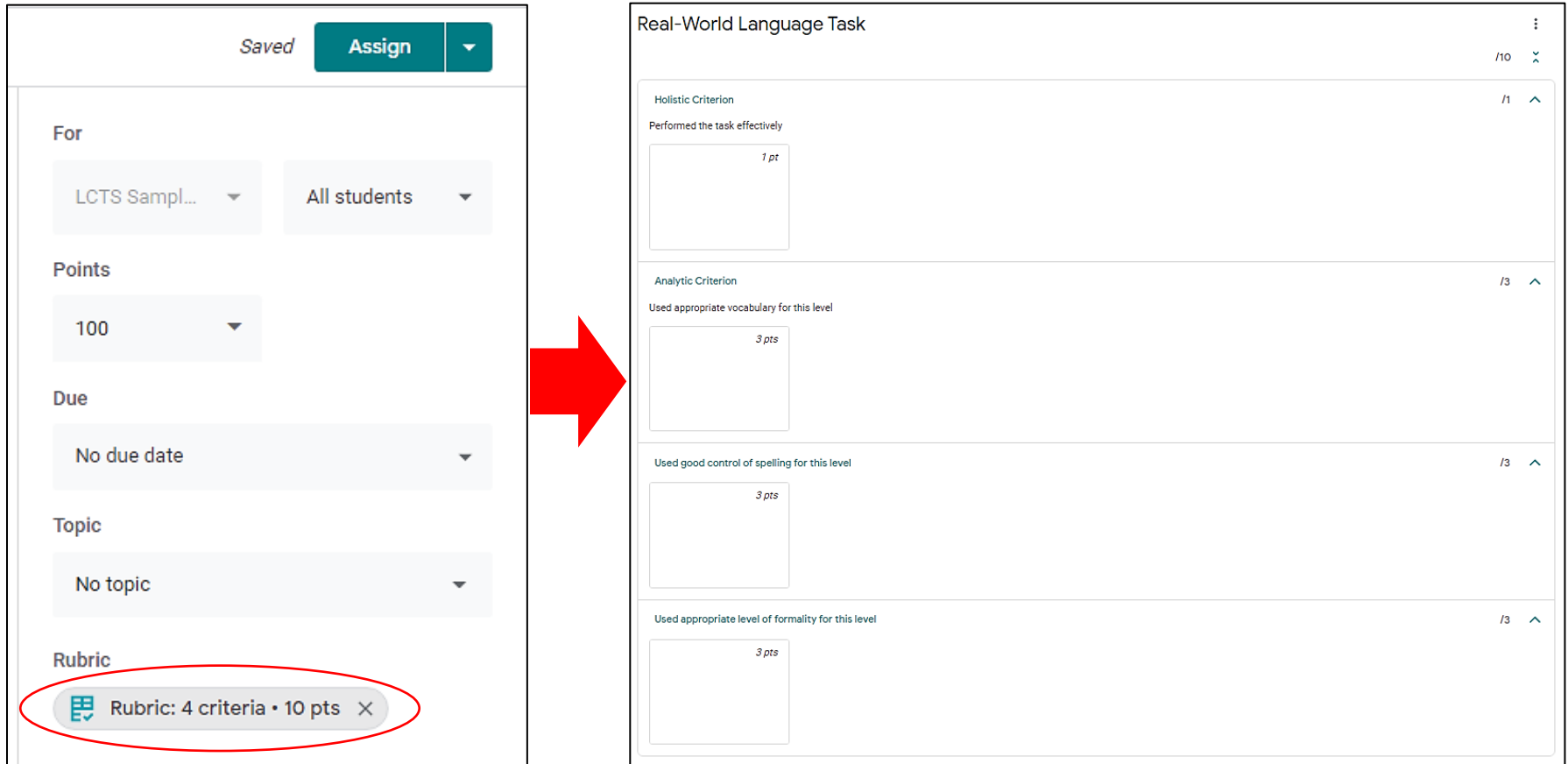
The screenshot shows the 'Rubric' selection menu. At the top, there is a 'Saved' status and an 'Assign' button with a dropdown arrow. Below this, there are several configuration options: 'For' (LCTS Sampl... and All students), 'Points' (100), 'Due' (No due date), and 'Topic' (No topic). The 'Rubric' section is highlighted with a red circle and contains a '+ Rubric' button, which is also circled in red. Below the '+ Rubric' button are three options: 'Create rubric', 'Reuse rubric', and 'Import from Sheets'.

6. To add criteria to your rubric, type your desired criterion title and description. Add more criteria by clicking “+ Add a criterion”:



The image shows a two-step process for adding a criterion to a rubric. The left screenshot, titled "Real-World Language Task", shows a form with a "Use scoring" toggle and a "Sort the order of points by" dropdown set to "Descending". A red circle highlights the "Criterion title (required)" field containing "Holistic Criterion" and the "Criterion description" field containing "Performed the task effectively". Another red circle highlights the "+ Add a criterion" button at the bottom. A large red arrow points to the right screenshot, which shows the same form with a new criterion added. A red circle highlights the "Criterion title (required)" field containing "Analytic Criterion" and the "Criterion description" field containing "Used appropriate vocabulary for this level". The "Points (required)" field contains "3". Below this, there are fields for "Level title" and "Description", each with a plus sign on either side. At the bottom, the "+ Add a criterion" button is visible.

7. To save and then view your completed rubric, click the “Rubric:” button:



The image shows two screenshots of a software interface. The left screenshot is the 'Assign' screen, and the right screenshot is the 'Real-World Language Task' view. A red arrow points from the 'Rubric' button in the left screenshot to the task view on the right.

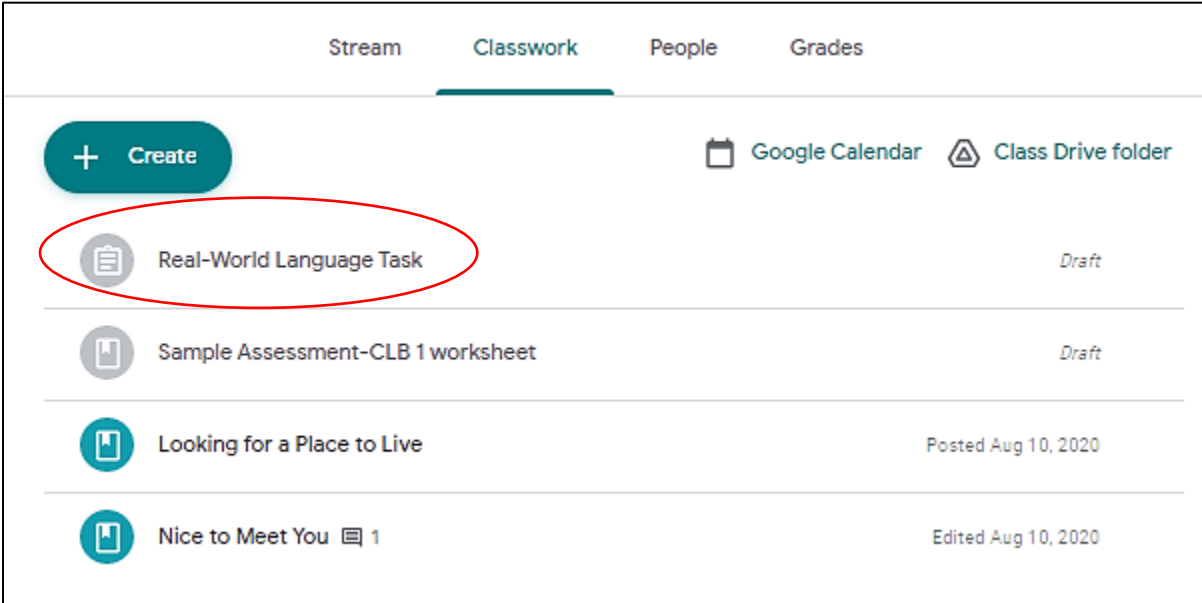
Assign Screen (Left):

- Buttons: *Saved*, **Assign** (with dropdown arrow)
- For:** LCTS Sampl... (dropdown), All students (dropdown)
- Points:** 100 (dropdown)
- Due:** No due date (dropdown)
- Topic:** No topic (dropdown)
- Rubric:** Rubric: 4 criteria • 10 pts (button with dropdown arrow, circled in red)

Real-World Language Task View (Right):






- Task Title: Real-World Language Task
- Total Score: /10 (with close icon)
- Holistic Criterion:** Performed the task effectively (1 pt)
- Analytic Criterion:** Used appropriate vocabulary for this level (3 pts)
- Used good control of spelling for this level (3 pts)
- Used appropriate level of formality for this level (3 pts)

8. You can now view your Assignment in the Classwork tab:

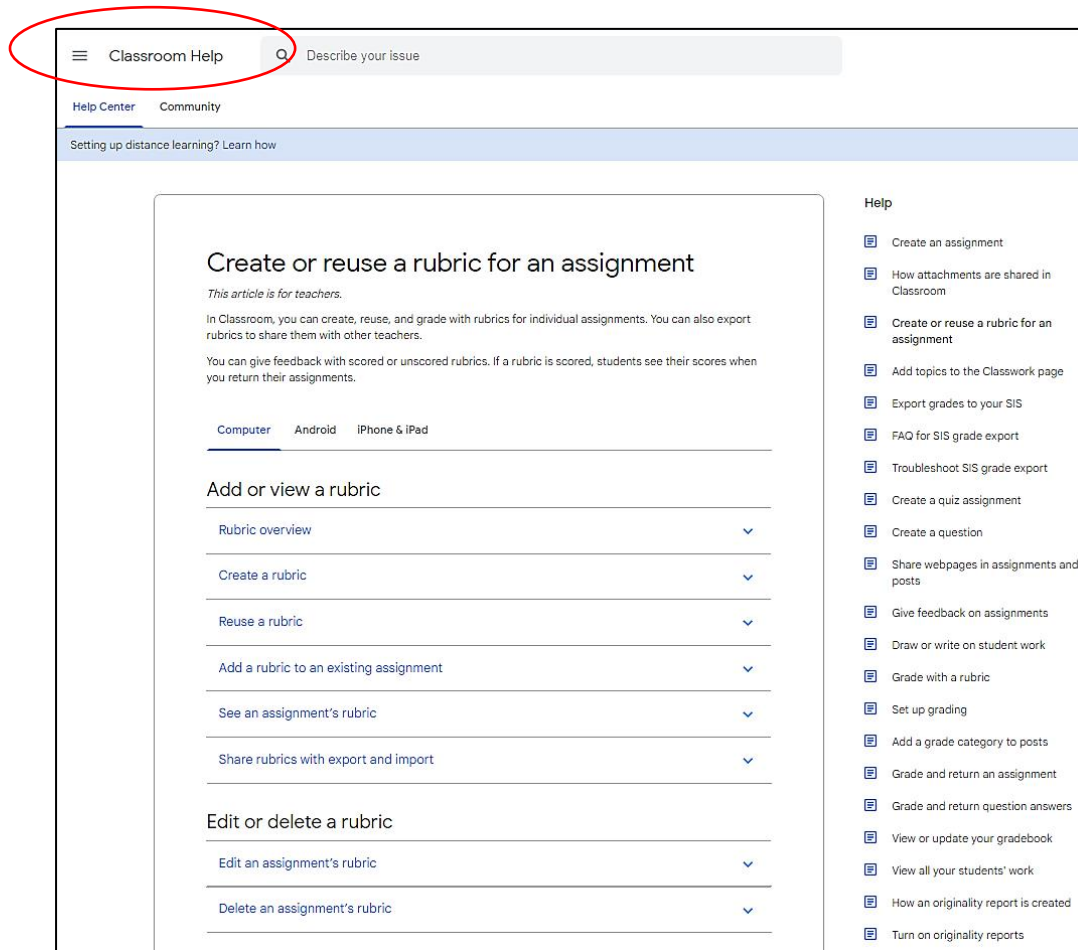


Stream **Classwork** People Grades

+ Create Google Calendar Class Drive folder

 Real-World Language Task	Draft
 Sample Assessment-CLB 1 worksheet	Draft
 Looking for a Place to Live	Posted Aug 10, 2020
 Nice to Meet You  1	Edited Aug 10, 2020

More help is available from Google Classroom Help:



References

- Shareable Content Object Reference Model:
https://en.wikipedia.org/wiki/Sharable_Content_Object_Reference_Model
- H5P: <https://en.wikipedia.org/wiki/H5P>
- Google Forms: https://en.wikipedia.org/wiki/Google_Forms
- Tutela: <https://tutela.ca/>
- Avenue.ca: <https://avenue.ca/>
- Lumi Education (H5P section):
<https://app.lumi.education/flow/6428590a9c31bbe403fc7fc0>

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