

UNIFORM EXAMINATION

Secondary Cycle Two

Information Document – May 2013 – August 2013 – January 2014

Secondary English Language Arts
Secondary V

612-520

612-530



© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2012
ISSN : 1927-8551 (en ligne)
Dépôt légal - Bibliothèque et Archives nationales du Québec, 2012

This document is available on the Web site of the Ministère de l'Éducation, du Loisir et du Sport at
<http://www.mels.gouv.qc.ca/dgfy/de/docinfosec.htm>.

TABLE OF CONTENTS

INTRODUCTION

1 STRUCTURE OF THE UNIFORM EXAMINATION

1.1 General Characteristics	1
-----------------------------------	---

2 MATERIALS

2.1 Materials Provided for the Examination	2
--	---

3 CONDITIONS FOR ADMINISTRATION

3.1 Dates and Times for the Examinations	3
3.2 Description of the Tasks	4

4 PROCEDURES FOR ADMINISTRATION

4.1 Invigilation	5
4.2 Students with Special Needs	6

5 PROCEDURES FOR SCORING

5.1 The Marking Centre	6
5.2 Criterion-Referenced Rubrics	6

6 SCORING THE EXAMINATION

6.1 Procedures for Scoring Students' Work	6
6.2 Calculation of the Subject Result and Pass Mark	7

APPENDICES

Instructions for Distribution of Materials	11
Codes and Conventions of an Article	12
Using Rubrics to Assess Performance	14
Revision Sheet for Writing an Article	15
Rubric for Scoring Response/Synthesis	17
Rubric for Writing an Article	19
Rubric for Language Conventions	21

INTRODUCTION

This document conveys information concerning the Secondary V English Language Arts examinations scheduled for May 2013, August 2013 and January 2014. The primary aim of this document is to provide, in advance, sufficient information about the examinations for the purpose of uniform administration. It should be photocopied and distributed without delay to all Secondary V English Language Arts teachers and consultants, as well as all personnel concerned with examination scheduling and the distribution of the examination documents.

It is useful to recall at this time that features incorporated into this examination have been determined through direct and ongoing consultation with Secondary English Language Arts teachers and consultants throughout the province. A committee consisting of teachers and consultants drawn from the English school sector, both public and private, meets regularly to make recommendations about the examination to the production committee. In addition, through such means as this document and provincial information sessions, all school personnel are kept abreast of the nature of the examination.

This examination assesses performance of two of the three competencies of the program:

Competency 2: Reads and listens to written, spoken and media texts

Competency 3: Produces texts for personal and social purposes

Rubrics for evaluating student performance for both competencies listed above are provided in the Appendices of this document. These rubrics may be adjusted following the validation process. In this case, revised versions will be posted on the site. Also provided are related documents such as “Instructions for Distribution of Materials” and “Using Rubrics to Assess Performance” to ensure confidentiality and equity during the formal administration of the components of the examination.

1 STRUCTURE OF THE UNIFORM EXAMINATION

1.1 General Characteristics

The Secondary V English Language Arts examination has certain distinctive features.

- It retains the integrated aspects of language arts instruction and evaluation.
- It was developed following an inquiry approach to provide purpose and context for the tasks: the tasks are directed by a guiding question or statement and/or by sub-questions.
- It is a context-based examination that incorporates the processes and strategies commonly associated with reading, viewing, discussing, responding and writing production.
- It is made up of two distinctive tasks that stem from both context and guiding questions or statements. The tasks are linked through talk and discussions; they include a reading response/synthesis and a written production. The final written task reflects the purpose for the inquiry; students address this task in light of the guiding question or statement to present a personal stance for a specific audience.

- It requires criterion-referenced scoring, an approach that can ensure consistent and uniform grading among individual scorers. Consistency and uniformity are achieved through the use of anchor papers and agreed upon interpretations of the criteria.
- Two tasks will be formally assessed: reading response/synthesis and writing production.
- Students will be placed in a context that establishes the situation and a focus for the tasks.

2 MATERIALS

2.1 Materials Provided for the Examination

Materials for the Invigilator/Teacher	Materials for the Students
<i>Instructions for Distribution of Materials Invigilator and Teacher's Guide</i>	<i>Student Booklet I The Reading Task (for the response/synthesis task)</i>
<i>Correction Guide</i>	<i>Reading Resources Booklet</i>
Media Component (DVD video)	<i>Student Booklet II Reading For Stance (for note-making, first draft and Revision Sheet for Writing an Article)*</i>
Envelopes for storing materials, one per student	<i>Student Booklet III Written Production (for final version of the writing task)*</i>
N.B.: Schools must ensure accessibility to equipment for viewing the video. It is recommended that schools provide envelopes for organizing and storing student booklets. (1 envelope per student)	
* Students will write the tasks in the student booklets that are designed for each part of the examination and that are provided with the materials. Schools that are registered for the examination by the deadline will be provided with 5 labels per student.	

3 CONDITIONS FOR ADMINISTRATION

3.1 Dates and Times for the Examinations

The schedule must be respected in order to maintain confidentiality and integrity of the tasks.

May 2013

RESPONSE/SYNTHESIS	READING FOR STANCE	PRODUCTION
May 28, 2013 a.m. 9:00–12:00 (3 hour block)	May 29, 2013 a.m. 9:00–12:00 (3 hour block)	May 30, 2013 a.m. 9:00–12:00 (3 hour block)
Reading of two texts (1 hr.) Discussion (20 min.) Written Task (1 hr. 40 min.) Approximately 500-700 words	Video (20 min.) Reading the resources and making notes (1 hr. 40 min.) Discussion (20 min.) Organizing ideas from the readings (40 min.)	Written Production draft (1 hr.) Use of “Revision Sheet for Writing an Article” to prepare final version (20 min.) Final Version of Written Production (1 hr. 40 min.) Approximately 600-800 words

August 2013

RESPONSE/SYNTHESIS	READING FOR STANCE	PRODUCTION
August, 2013 a.m. 9:00–12:00 (3 hour block)	August, 2013 p.m. 13:00–15:00 (2 hour block)	August, 2013 a.m. 9:00–12:00 (3 hour block)
Reading of two texts (1 hr.) Discussion (20 min.) Written Task (1 hr. 40 min.) Approximately 500-700 words	Video (20 min.) Reading the resources and making notes (1 hr. 20 min.) Discussion (10 min.) Organizing ideas from the readings (10 min.)	Written Production draft (1 hr.) Use of “Revision Sheet for Writing an Article” to prepare final version (20 min.) Final Version of Written Production (1 hr. 40 min.) Approximately 600-800 words

For the August dates, please refer to the examination schedule at the Direction de la sanction des études at <http://www.mels.gouv.qc.ca/sanction/horaires.htm>.

RESPONSE/SYNTHESIS	READING FOR STANCE	PRODUCTION
January, 2014 a.m. 9:00–12:00 (3 hour block)	January, 2014 p.m. 13:00–15:00 (2 hour block)	January, 2014 a.m. 9:00–12:00 (3 hour block)
Reading of two texts (1 hr.) Discussion (20 min.) Written Task (1 hr. 40 min.) Approximately 500-700 words	Video (20 min.) Reading the resources and making notes (1 hr. 20 min.) Discussion (10 min.) Organizing ideas from the readings (10 min.)	Written Production draft (1 hr.) Use of “Revision Sheet for Writing an Article” to prepare final version (20 min.) Final Version of Written Production (1 hr. 40 min.) Approximately 600-800 words

For the January dates, please refer to the examination schedule at the Direction de la sanction des études at <http://www.mels.gouv.qc.ca/sanction/horaires.htm>.

3.2 Description of the Tasks

- **Reading and Note-Making:** The reading task includes two related texts to read/view, interpret and discuss: an excerpt from a short story and a photo essay found in the *Student Booklet I The Reading Task*. This work is done autonomously. Students may make notes while reading/viewing the texts. They will then discuss both texts and may add to their notes following the discussions. Note that students will not write or make notes while discussions are taking place. The discussion time should be brief—approximately 20 minutes.

Following the discussions, students will independently write a response/synthesis of approximately 500 to 700 words. The numbers indicated serve as guidelines only; a specific numeric count will not be taken, but texts should not be too long, or too short.

- **Reading for Stance:** The written task requires students to read and discuss texts found in the *Reading Resources Booklet* and the DVD. These texts offer different viewpoints, opinions and information on a specific topic, problem or issue. Students will read the content to develop a stance or position in light of a guiding question or statement. They may make notes while reading the texts and then, again, following the discussions.
- **Draft of Written Production:** In *Student Booklet II Reading For Stance*, they will then autonomously draft an article (feature, **or** analysis **or** commentary **or** opinion piece) of 600 to 800 words in length for publication in a magazine. The article must reflect a clear position or stance that addresses the guiding question/statement (the task) and respects the codes and conventions of the selected genre. See “Codes and Conventions of an Article” on p. 12 in the Appendices of this document.

- **Revision Sheet for Writing an Article:** In *Student Booklet II Reading For Stance*, students will autonomously complete a revision sheet in order to determine the **extent** of the **revision** and editing procedures selected to improve his/her written production. This is an expectation for good writing and the application of revision strategies will be noted when scoring students' work. Students will then proceed to revise and edit their work according to *their* indications on the revision sheet in order to write a final version of the article. See p. 15 of the Appendices in this document.
- **Final Version of Written Production:** The final version of the students' writing will be produced on the third day of the examination and it must be done in *Student Booklet III Written Production*.

4 PROCEDURES FOR ADMINISTRATION

4.1 Invigilation

- Invigilators or teachers **unfamiliar** with Language Arts examinations should be thoroughly coached in the format for English Language Arts assessment, as described above. They should receive a copy of the *Invigilator and Teacher's Guide* at least one day before the official starting date.
- Throughout the preparatory activities for both tasks, students read the texts independently and silently. Teachers or invigilators do not read texts aloud, nor do they permit students to do so. Students may make notes while they read the texts.
- Following the reading of the texts, students are permitted to discuss ideas as is the custom, as discussion is an essential part of the process. Students may make notes following the discussions, but not during the discussions.
- The final tasks written during the three-hour blocks are to be done autonomously and silently and in accordance with the official dates set by the Direction de la sanction des études as indicated in the official calendar.
- Teachers or invigilators may **answer students' questions on procedures only**. They must not enter directly into any of the activities or direct students in any specific manner relating to performing the tasks. At the same time, teachers and invigilators are responsible for monitoring against cheating.
- Invigilators must ensure that students work exclusively with the materials provided specifically for the examination. With the exception of a dictionary, a bilingual dictionary and/or a thesaurus, students may not bring outside materials into the classroom / examination room throughout this examination, nor are any papers allowed to leave the classroom / examination room.
- Students are strictly prohibited from using any correction tools or electronic spelling verification programs on computers and/or electronic devices during this examination.
- Students are strictly prohibited from using any electronic or communication devices (cellular telephone, MP3 player, camera, etc.) during the examination. Any student who violates this rule shall be expelled from the examination room and will be deemed to have cheated on the examination.
- Students are permitted an extra 15 minutes, if needed, to complete each written task.
- For regular students who write the **August** and **January** versions of the examination, conditions resembling those established for the May examination as well as those described in this section must be put in place.
- Schools/school boards that register students for the examination prior to the deadline will be supplied with labels that are already printed with student codes. Schools/school boards that register

students after the deadline are urged to provide identification labels with the students' permanent codes as a way of controlling inadmissible papers. Identification labels should be affixed to all of the documents and envelopes. It is important to ensure the security of examination papers and envelopes throughout the course of the examination.

4.2 Students with Special Needs

Students with special needs may be entitled to measures that adapt the conditions for administering ministerial examinations to enable them to demonstrate their learning. For further information on the implementation of these measures, please refer to the documents produced by the Direction de la sanction des études.

5 PROCEDURES FOR SCORING

5.1 The Marking Centre

School boards and private schools are responsible for the correction of the reading task (Reading and Response/Synthesis) and the written production task (Writing an Article). It is recommended that a collaborative approach be used for scoring papers.

A *Correction Guide with Annotated Exemplars* is available at <https://www.educationevaluation.qc.ca>. This site is password protected and accessible by either the school board consultant or the individual in the school / school board who is responsible for evaluation.

5.2 Criterion-Referenced Rubrics

Rubrics for scoring both tasks are provided in the Appendices. These were developed from significant indicators that have been reorganized into a marking grid to facilitate their application to and the interpretation of students' performances.

A specific numeric value is indicated for each level of performance and must be recorded as the student's score. Please note that the numeric values **do not indicate a range of scores**; rather, **only this numeric value can be applied as a score for each particular level of performance**.

6 SCORING THE EXAMINATION

6.1 Procedures for Scoring Students' Work

- To prepare for scoring papers, teachers should assemble to discuss and practise with exemplars or benchmark papers. Use the rubrics on pp. 17-21 for scoring the tasks. This same procedure may be followed when working with students.
- Determine the level of performance: read the descriptive paragraph that heads each level of performance. Then, using an exemplar or benchmark paper and working with the rubric, evaluate the writing to identify an overall level of performance while considering the assets and shortcomings of the paper.
- Working horizontally across the levels, read the descriptive indicators carefully. This is to verify whether the initial placement coincides with the level indicators and calibrated descriptors for the proposed level.

- Adjust the placement, if necessary, by moving to a higher or lower level to determine the “best fit.” The level that best describes the student’s work is one in which the majority of the indicators are met.
- Interim levels may be indicated when the indicators are scattered over two or more levels by indicating + or – for the level that best describes the work.
- Students must demonstrate sufficient control of written language conventions. In order to make evident the knowledge acquired about written language conventions, a detailed rubric is provided. It will be applied after the “Rubric for Writing an Article” is scored. The guideline for the combined scores is as follows: if the writing conventions are scored at Level 2 or Level 1, the final score for the writing task may not exceed Level 3- (60%). Detailed instructions for scoring students’ performance are provided in the *Correction Guide*.

6.2 Calculation of the Subject Result and Pass Mark

The following table indicates how students’ end-of-year marks and the marks from the uniform examination will be weighted, reported and transcribed for the students’ transcripts.

Competencies	Value	School Mark	Uniform Examination
<i>Talks to communicate and learn</i>	33%	33%	—not evaluated—
<i>Reads & listens to written, spoken and media texts</i>	33%	16.5%	16.5%
<i>Produces texts for personal and social purposes</i>	34%	17%	17%

Students earn graduation credits for the course if they obtain a subject mark of at least 60%. For further information, please contact:

Donna Sinclair
 Interim Provincial Coordinator for Evaluation
 Ministère de l’Éducation, du Loisir et du Sport
 600, rue Fullum, 8^e étage
 Montréal (Québec) H2K 4L1
 Telephone: 514-864-1896 ext. 5220
 Fax: 514-873-2571
 E-mail: donna.sinclair@mels.gouv.qc.ca

Appendices

INSTRUCTIONS FOR DISTRIBUTION OF MATERIALS

ATTENTION: School administrators, invigilators and teachers responsible for the administration and invigilation of the Secondary English Language Arts High School Leaving Examination:

Students are strictly prohibited from using any electronic or communication devices (cellular telephone, MP3 player, camera, etc.) during the examination. Any student who violates this rule shall be expelled from the examination room and will be deemed to have cheated on the examination.

Please respect the schedule for the distribution of the examination materials in order to maintain the confidentiality of the content of this examination. *Student Booklets I, II, III* and the *Reading Resources Booklet* are not to be distributed until the students begin the reading task and, later, the written task. Nor should the guiding questions/statements be revealed to students prior to the official calendar date for the tasks.

N.B.: Schools must ensure accessibility to equipment for viewing the DVD and provide five identification labels to affix to the students' materials.

Schedule

The examination materials, specified below, should be distributed to the teacher/invigilator at the indicated times only.

On the day preceding the examination, distribute the following materials to the teachers and/or invigilators: the *Invigilator and Teacher's Guide*, the envelopes in which students will store their materials between sessions and five identification labels per student.

May 28, 2013	Day 1	Provide <i>Student Booklet I The Reading Task</i>
May 29, 2013	Day 2	Provide the DVD, <i>Reading Resources Booklet</i> and <i>Student Booklet II Reading For Stance</i>
May 30, 2013	Day 3	Provide <i>Student Booklet III Written Production</i> and the <i>Correction Guide</i>

Codes and Conventions of an Article

-- Feature, Commentary, Analysis, Opinion --

Headlines

- are striking and attention-catching
- use precise verbs, most often in present tense, but may also be future or past tense
- accurately reflect an (if not the most) important aspect of the article
- may demonstrate humour and wit
- may use devices such as alliteration, metaphor, personification etc.

Byline:

- attributes the work to a person, e.g. by Elizabeth Wilson, usually at the beginning, between the headline and the lead

Lead

- engages the readers and focuses them on the topic or a specific aspect of the topic
- may be humorous, anecdotal, dramatic, emotional, abrupt, punchy and/or creative

Structure

- varies and can be **linear, circular or a “beaded necklace”** (Each paragraph is a bead and the author can experiment with patterns in ideas and language while linking the paragraphs.)
- involves a clear beginning, development and closing (*N.B.: For clarity, the word “conclusion” is avoided here because articles do not end with “In conclusion,...” a phrase often found in essays.*)
- closes with references to ideas in the lead or the headline

N.B.: The structure differs greatly from a news article which focuses on who, where, when, what, why and how and uses the form of an inverted pyramid to present information in descending order of importance.

Development

- may have short paragraphs for effect and/or clarity
- is clear and logical; e.g. cause-effect, problem-solution, comparison, chronological (related to time), spatial (related to location or place), or simply a logical, easily-followed train of thought
- may lead with reference to a specific person; the development will put that person into a broader context, then expand with information from other sources and a discussion of implications
- closes with a return to the original person mentioned in the lead
- leads the reader toward an enlightened understanding, a new perspective and/or taking action

Language

- is clear and crisp
- demonstrates precision in vocabulary, particularly with verbs and nouns
- has a strong voice
- often takes third-person perspective if the writer is not personally implicated in the subject
- may take first person perspective when the writer is personally implicated in the subject and *if it adds value and interest*, e.g. particularly in an opinion column
- uses a consistent tone whether serious, humorous, authoritative, light, dark, dry, satirical, conversational, formal, philosophical or whimsical

- may quote people’s spoken words as sources of information or to add “colour” and human interest, especially in a feature article
- demonstrates ***judicious and appropriate*** use of engaging devices such as puns, personification, alliteration, metaphor, onomatopoeia, etc.
- integrates a variety of sentence beginnings and sentence lengths
- may demonstrate judicious and appropriate use of questions and exclamations for effect
- uses active tense rather than passive
- may be descriptive, sophisticated and/or artistic

Layout (optional)

- uses columns
- often includes graphics, photographs, graphs, maps, illustrations, etc., to increase impact
- may use a “drop cap” to start and, also, to signify shifts in topic during the article (A “drop cap” is the first letter of the paragraph, a capital, enlarged two or three times.)
- is right-justified (meaning the text is smooth down both sides of the columns, not ragged on the right-hand side or centered)
- may use the occasional “pull quote,” a pertinent and dramatic sentence from the article duplicated in larger, bold font (This is a technique to draw readers in as well as a way to break up a page of text.)

USING RUBRICS TO ASSESS PERFORMANCE

DEFINITIONS

Rubric

- A **rubric** is a qualitative tool designed to assess complex tasks. It is a set of criteria and performance indicators based on the most significant attributes of specific tasks, arranged according to expected levels of performance. **Criteria** are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or product. These critical aspects or **indicators** describe how well the student is meeting the prescribed learning goals.
- The rubrics provided for the assessment of the Secondary V uniform examination are designed for both the students who perform the tasks and the evaluators who assess their performance to explain exactly which elements are most valued and should be evident in the performance. The **criteria** describe the essential components of the task being evaluated and the **indicators** describe the relative quality of the performance for each criterion.

Calibration

- Indicators are **calibrated**, that is, the descriptors are expressed in relative terms to show the essential differences between the levels. The calibrated terms help to determine the level that best describes or establishes the student's work. This is often referred to as the "best fit" between the indicator and the work being evaluated.
- The rubrics are task-specific and describe five levels of performance for each criterion. Students either meet or do not meet the criteria on a range from fully attained to not fully attained.
- Rubrics guide both instruction and student performance. They provide details about the task and describe the possible range of achievement levels for the task while conveying information about expectations and goals. By using rubrics with students, teachers help students become knowledgeable about what to do to demonstrate competency and to achieve success.

Use

- Wherever possible, students should become familiar with the scoring procedures. Teachers can invite their students to examine the assessment criteria by applying the scoring procedures to samples of students' work. Working with exemplars presents students with concrete examples of what good work looks like and provides assistance with the vocabulary used to describe it. Students can then develop an understanding of the characteristics of high-quality work or performance. The evaluation tools are therefore provided in advance of the examination to allow students to fully experience how their work will be assessed.

Scoring

- When scoring with criterion-referenced rubrics, it becomes necessary at times to convert the overall scores into percentages. For the examination components, the reading/synthesis task and the production task, the scores are therefore reported by the levels attained and converted to numeric values. The numeric values are indicated at the bottom of the rubrics. **They do not indicate a range of scores; the specific numeric value** must be applied to the indicated level of performance.

REVISION SHEET FOR WRITING AN ARTICLE

(To be used during Part III)

Please place a check mark (✓) beside the items on the list below that apply to your writing. You are not expected to use every suggestion for revision on this list, but only the ones that are relevant to your piece. Use the “Satisfactory” column to show what aspects you feel you have already achieved in your draft. Use the “Needs Work” column to indicate the areas you will alter and improve in your final version.

The purpose of the Revision Sheet is twofold: to improve your writing and to indicate the decisions you made during your writing process. Please note that revision involves more than correcting spelling and improving handwriting.

Your writing will be examined to assess your use of the listed revision strategies.

Element	Function	Satisfactory (✓)	Needs Work (✓)
1. Headline/Title	attracts attention, stirs curiosity and interest, engages reader		
2. Lead	suggests direction, where article is going, what reader will discover		
	nudges curiosity: uses paradox, novelty, surprise, humour, statement of fact, intriguing quote; asks a question, etc.		
3. Purpose	is clear		
	has an effect on the reader		
4. Audience	is addressed for the magazine through vocabulary, turn of phrase, register, tone, voice, approach to the topic		
5. Ideas	follow a logical sequence		
	meet purpose and convey central message		
	are insightful, challenging, thoughtful, interesting		

Element	Function	Satisfactory (√)	Needs Work (√)
6. Language	is consistent (e.g. first, second, or third person)		
	is consistently in the active voice, in the present OR past tense throughout		
	uses strong precise nouns and verbs rather than adjectives and adverbs; avoids qualifiers (i.e. seems to, very, quite, kind of, etc.)		
	has varied sentence structures, both long and short sentences		
	contains figures of speech, anecdotes, dialogue, specific examples, quotes, metaphors, and/or imagery		
7. Stance	takes a definite position on the guiding question		
	is developed through structures: comparisons, definitions, explanations, analysis, etc.		
8. Voice / Point of View	includes personal thoughts where warranted		
	is consistent whether sincere, honest, serious, light, animated, satirical, etc.		
	reveals personality		
9. Closing	surprises the reader, uses a twist or the unexpected, returns to ideas in the lead, and/or refers to main ideas		
10. Resources	are used to explore, evaluate and synthesize ideas and information		
List titles of resources used:			

RUBRIC FOR SCORING RESPONSE/SYNTHESIS

	LEVEL 5 ADVANCED	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE
	The reader demonstrates a superior understanding of the task; a preference is supported with perceptive references to the texts, presenting a discerning world-view when interpreting, synthesizing and justifying critical ideas about the preferred text.	The reader demonstrates a thorough understanding of the task; a preference is supported with relevant references to the texts, defining a firm position when interpreting, synthesizing and justifying critical ideas about the preferred text.	The reader demonstrates an acceptable understanding of the task; a preference is indicated with general references to the texts, offering opinions when interpreting, synthesizing and justifying critical ideas about the preferred text.
Meaning	The reader interprets the texts; provides perceptive and concise content; draws extensive meaning from the texts with attention to the guiding question; analyzes the purpose and audience of the texts.	The reader interprets the texts; provides thoughtful and clear content; draws thorough meaning from the texts with attention to the guiding question; identifies the purpose and audience of the texts.	The reader interprets the texts; provides commonplace and insubstantial content; draws straightforward meaning from the texts with attention to the guiding question; refers to the purpose and audience of the texts.
Codes and Conventions	The reader critiques the codes and conventions of the texts and indicates preferred text; evaluates the codes and conventions of the texts; justifies own preferences with perceptive references to the texts (synthesis).	The reader critiques the codes and conventions of the texts and indicates preferred text; identifies the codes and conventions of the texts; supports own preference with thoughtful references to the texts (synthesis).	The reader critiques the codes and conventions of the texts and indicates preferred text; refers to the codes and conventions of the texts; explains own preference with vague or general references to the texts (synthesis).
Connections	The reader makes connections, putting the preferred text in context; makes perceptive connections to the preferred text and other texts, world issues and/or events (synthesis).	The reader makes connections, putting the preferred text in context; makes interpretive connections to the preferred text and other texts, significant issues and/or events (synthesis).	The reader makes connections, putting the preferred text in context; makes general connections to the preferred text and other texts, general issues and/or events (synthesis).
Judgment	The reader judges the preferred text within the context of the guiding question; offers a discerning judgment about the effectiveness of the preferred text with reference to the guiding question.	The reader judges the preferred text within the context of the guiding question; offers a thoughtful judgment about the effectiveness of the preferred text with reference to the guiding question.	The reader judges the preferred text within the context of the guiding question; offers a sensible judgment about the effectiveness of the preferred text with reference to the guiding question.
Score	5+ 100%	4+ 88%	3+ 72%
	5 95%	4 83%	3 67%
			3- 60%

RUBRIC FOR SCORING RESPONSE/SYNTHESIS (cont.)

	LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
	The reader demonstrates a tenuous understanding of the task; a preference is indicated with occasional references to the texts when mentioning ideas from the preferred text.	The reader demonstrates a vague understanding of the task; a preference is suggested with unspecified references to the texts, offering undeveloped ideas about the preferred text.
Meaning	The reader interprets the texts; provides undeveloped content; draws limited meaning from the texts with little attention to the guiding question; suggests intended purpose and audience of the texts.	The reader interprets the texts; provides imprecise or unsubstantiated content; draws literal meaning (no references) from the texts with little attention to the guiding question; disregards intended purpose and audience of the texts.
Codes and Conventions	The reader comments on basic codes and conventions of the texts; expresses a tentative preference with occasional reference to the texts (synthesis).	The reader disregards the codes and conventions of the texts; states a vague or unsubstantiated preference with no reference to the guiding question (synthesis).
Connections	The reader makes occasional personal and superficial connections to the preferred text and other texts, general issues and/or events (synthesis).	The reader makes unrelated or illogical connections to the preferred text and other texts, general issues and/or events (synthesis).
Judgment	The reader judges the preferred text within the context of the guiding question; offers a judgment with comments and/or opinions about the preferred text.	The reader judges the preferred text within the context of the guiding question; offers a judgment using restated ideas from the preferred text.
Score	2+	1+
	55%	40%
	2	1
	50%	35%
	2-	
	45%	

RUBRIC FOR WRITING AN ARTICLE

	LEVEL 5 ADVANCED	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE
	The writer demonstrates a superior understanding of the task, its purpose and intended audience, and demonstrates a highly developed level of control of the codes and conventions of the article.	The writer demonstrates a thorough understanding of the task, its purpose and intended audience, and demonstrates an assured level of control of the codes and conventions of the article.	The writer demonstrates an acceptable understanding of the task, its purpose and intended audience, and demonstrates an acceptable level of control of the codes and conventions of the article.
Organization and Ideas	The writer produces a sophisticated article that is highly engaging and flows smoothly; the writing has elaborate information and complex analysis of significant themes, events, actions, people and/or aspects of life; resources are used effectively to provide distinct, complex ideas.	The writer produces an article that is focused and well-structured; the writing has clear content and well developed ideas about noteworthy events, actions, people and/or experiences; resources are well integrated.	The writer produces an article that is adequate but formulaic; the writing has some relevant and/or general information about events, actions, people and/or experiences; resources provide adequate information.
Purpose, Audience and Voice	The writer's voice is compelling; persuasive views and well-chosen material and interpretations contribute to a memorable article; the purpose and audience are addressed with assurance; the guiding question is masterfully addressed; the article sustains the reader's interest throughout.	The writer's voice is convincing; distinctive views and interesting material and interpretations support the development of a credible article; the purpose and audience are clearly addressed; the guiding question is skillfully addressed; the article engages the reader's interest.	The writer's voice is discernible when presenting believable events and character(s); acceptable views, material and interpretations support the development of an article; the purpose and audience are evident; the guiding question is addressed adequately; the article holds the reader's interest from time to time.
Codes and Conventions	The writer deliberately selects elements to craft the article so as to lend authenticity and credibility to the text, i.e. relevant situations and/or circumstances, views of individuals, momentum; the writer uses the techniques and devices of the article in a deliberate and sophisticated manner to enhance the meaning and style of the writing; the writing has an engaging headline and lead and a distinctive closing.	The writer thoughtfully uses elements to structure the article so as to engage the reader, i.e. relevant situations and/or circumstances, views of individuals, momentum; the writer uses the techniques and devices of the article in a thorough manner to develop the meaning and style of the writing; the writing has a strong headline and lead and a suitable closing.	The writer's use of elements to present an article that interests the reader, i.e. relevant situations and/or circumstances, views of individuals, momentum, is evident but rudimentary; the writer uses the techniques and devices of the article inconsistently; the writing has an interesting headline and lead and a logical closing.
Score	5+ 100%	4+ 88%	3+ 72%
	5 95%	4 83%	3 67%
		4- 77%	3- 60%

RUBRIC FOR WRITING AN ARTICLE (cont.)

	LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
	The writer demonstrates a partial understanding of the task, its purpose and intended audience, and demonstrates a limited control of the codes and conventions of the article.	The writer demonstrates a minimal understanding of the task, its purpose and intended audience, and demonstrates little or no control of codes and conventions of the article.
Organization and Ideas	The writer simply retells events and/or restates information with little context to orient the reader; the writing provides some ordinary ideas from the resources about events, actions, people and/or experiences that are not always relevant to the topic or theme of the article; the content is vague and unfocused.	The writer produces an undeveloped article with little or no information about the topic; the writing contains ideas selected ineffectively and indiscriminately from the resources.
Purpose, Audience and Voice	The writer's voice is uncertain; the purpose and audience are suggested; the guiding question is partially addressed; the article holds the reader's attention sporadically.	The writer's voice is indistinct or vague; the purpose, audience and guiding question are not addressed; the needs of the reader are not addressed.
Codes and Conventions	The writer demonstrates ineffective control of the codes and conventions of the article; the writer inserts undeveloped and/or ineffective techniques or devices; the writing has a weak headline, predictable opening and closing.	The writer demonstrates little or no awareness of the codes and conventions of the article; the writing may lack a headline, opening, closing and/or other important codes and conventions of the article.
Score	2+ 55%	1+ 40%
	2	1
	50%	35%
	45%	

RUBRIC FOR LANGUAGE CONVENTIONS

	LEVEL 5 ADVANCED	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE	LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
Grammar and Syntax	Demonstrates superior control of grammar and syntax throughout the text; uses correct verb tenses and subject/verb agreements; appropriately uses run-on sentences and/or fragments for effect or emphasis; makes consistent, accurate use of plurals, verb forms, possessives, contractions and pronouns.	Demonstrates consistent control of grammar and syntax; minor errors may occur in verb tenses and/or subject/verb agreements; avoids inappropriate use of run-on sentences and fragments; makes infrequent errors in use of plurals, verb forms, possessives, contractions and pronouns.	Demonstrates adequate control of grammar and syntax: occasional errors may occur with verb tenses, subject/verb agreements, run-on sentences or fragments; some repetitive errors with plurals, verb forms, possessives, contractions and pronouns may occur.	Demonstrates tenuous control of grammar and syntax: errors with verb tenses, subject/verb agreement and sentence structure are frequent and affect meaning; errors with plurals, verb forms, possessives, contractions and pronouns are frequent and varied.	Demonstrates erratic control of grammar and syntax; errors are extensive, including verb tenses, subject/verb agreements, run-on sentences or with fragments.
Paragraphs	Indicates paragraphs consistently and accurately; internal structure is effective; transitional words or phrases enhance meaning; skillfully crafts varied sentences showing stylistic control.	Indicates paragraphs regularly throughout, providing a well-developed text; internal structure includes transitional words or phrases that support meaning; sentence structure is varied to enhance the overall effect on the text.	Provides some indication of paragraphs with basic internal structure; occasional transitions assist in the progression of the text; sentence structure uses repetitive patterns for the most part.	Uses paragraphs erratically and may include more than one main idea; internal structure is inconsistent and obscures the intended meaning; basic sentence structures are used throughout.	Indicates paragraphs rarely; progression of ideas is tentative and disorganized and obscures the meaning; uses simple sentence structures.
Spelling and Punctuation	Produces few and insignificant punctuation, spelling and/or capitalization errors, if any; meaning is enhanced throughout.	Produces noticeable but infrequent punctuation, spelling and/or capitalization errors; meaning is supported throughout.	Repeats similar punctuation, spelling and/or capitalization errors; meaning may be affected at times.	Produces frequent punctuation, spelling and/or capitalization errors of high frequency words and words with basic spelling patterns; meaning is affected and the reader is distracted.	Produces multiple and repetitive punctuation, spelling and/or capitalization errors; meaning is unclear.
Usage*	Demonstrates accurate and consistent word choice, including homonyms; vocabulary contributes to the coherence of the text; the reader is guided smoothly through the text.	Demonstrates obvious control of word choice, including homonyms; vocabulary is effective and meaning is clearly expressed; the text is unified.	Demonstrates acceptable control of word choice, including homonyms, although errors occur occasionally; vocabulary is adequate and contributes to the meaning; the meaning of the text is clear.	Demonstrates consistent problems with word choice; vocabulary is often inappropriate and obscures meaning.	Demonstrates serious and extensive problems with word choice; vocabulary problems are extensive and the meaning is lost.
Score	5+	4+	3+	2+	1+
	100%	88%	72%	55%	40%
	5	4-	3	2-	1
	95%	83%	67%	50%	35%
			60%	45%	

*** Rule for Scoring Language Conventions**

If the written language conventions are scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3-**.

