



GUIDE FOR PARENTS

Uniform Examination

English Language Arts
Secondary V

Reading 612-520

Production 612-530

Coordination and development
Direction de l'évaluation des apprentissages
Direction générale des services à l'enseignement
Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire

Title of original document
Guide à l'intention des parents
Épreuve unique
Anglais, langue d'enseignement
5^e année du secondaire

English version
Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone
Ministère de l'Éducation

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This document is available on the Ministère's website at:
education.gouv.qc.ca.

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Ministère de l'Éducation

ISBN 978-2-550-86970-2 (PDF)
(French version: ISBN 978-2-550-86969-6)

Legal deposit – Bibliothèque et Archives nationales du Québec, 2020

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INTRODUCTION

This guide is designed to inform parents about the Secondary V uniform examination in English Language Arts. It presents the structure of the exam and the administration procedures, as well as sample documents from a past exam.

The [Information Document](#) published on the website of the Ministère de l'Éducation is also a recommended resource. The Information Document echoes some of the information provided here, and it provides complementary information as well as the most recent version of the rubrics.

SECTION 1 UNIFORM EXAMINATIONS

NATURE AND OBJECTIVES OF THE EXAMINATIONS

Uniform examinations are set by the Minister of Education for the certification of studies and for awarding the Secondary School Diploma.

Every year, the Ministère organizes three exam sessions for the uniform exams: one in May/June, one in July/August, and one in December/January. The [official examination schedule](#) for this year can be found on the Ministère's website. As everyone enrolled in any given exam session must write the same examination, the dates and times must be respected. Only the Minister may authorize changes to the set schedule.

The Ministère is responsible for developing uniform examinations in certain subjects for each of the three exam sessions. Each exam is designed to evaluate the learning set out in the [Québec Education Program](#) and is based on the [Framework for the Evaluation of Learning](#) and the [Progression of Learning](#).

CONDITIONS FOR ADMINISTERING THE EXAMINATIONS

Educational institutions are the main entities responsible for making the necessary arrangements for the exams to take place (e.g. providing examination rooms), regardless of the education model (teaching provided at school or homeschooling).

To ensure equity and justice, the exam conditions must be the same for all candidates in Québec who write the exams. For this reason, the individuals designated to administer the examinations are given precise instructions to follow.

During an examination, it is forbidden for anyone to help the candidates in any way whatsoever by, for example, clarifying the task, providing additional information, explaining or translating words or expressions, or reformulating instructions. Examinations where a staff member has overstepped the boundaries of their role may be declared invalid by the Ministère.

Measures that adapt the conditions for administering ministerial examinations may be taken to enable candidates with specific needs to demonstrate their learning. In order to request special measures, please communicate with the educational institution responsible for administering the examination at the beginning of the school year or, in the context of homeschooling, when setting up the learning project. The educational institution will analyze the candidate's needs and determine which adaptive measures will be permitted, if any.

SECTION 2**OVERVIEW OF THE UNIFORM EXAMINATION
FOR ENGLISH LANGUAGE ARTS****EVALUATION OF COMPETENCIES**

The Secondary V English Language Arts uniform examination is designed to evaluate the following competencies:

- Competency 2, *Reads and listens to written, spoken and media texts*
- Competency 3, *Produces texts for personal and social purposes*

Competency 1, *Uses language/talk to communicate and learn*, is not evaluated as part of the examination, but is called on throughout the examination.

SUMMARY OF THE EXAMINATION

The examination takes place in an exam room at three specific times, as set out in the [official examination schedule](#).

The examination takes place in the following order:

Part	Steps
Part I – Response to a Literary Text (3-hour block)	• Reading a literary text of approximately 1 500-2 000 words and making notes (1 h) • Discussing the text and making notes (20 min) • Writing a response of approximately 500-700 words (1 h 40 min)
Part II – Reading for Stance (3-hour block)	• Viewing a video, discussing it and making notes (1 h) • Reading a magazine, discussing it and making notes (1 h 40 min) • Organizing ideas from the video and texts as preparation for the written production, a text of approximately 600-800 words (20 min)
Part III – Written Production (3-hour block)	• Writing the draft of the text • Writing the final version of the text

AUTHORIZED AND UNAUTHORIZED MATERIALS**Authorized materials**

Only print versions of the materials listed below may be brought to the examination and used.

- Standard English dictionary
- Bilingual dictionary (English and another language)
- Thesaurus

Candidates may bring their own reference materials or use those provided by the educational institution. Those who bring their own reference materials will not be permitted to share them with others.

Unauthorized materials

The following materials are not authorized.

- All homemade documents (class notes, grammar book prepared by the school or at home, etc.)
- All digital tools (electronic dictionaries, word processing software, etc.), unless their use has been planned in conjunction with the educational institution responsible for administering the examination¹

Candidates are also strictly forbidden to have **in their possession** any digital device (smartphone, wireless headphones or earbuds, smartwatch, etc.) that can be used to communicate, access the Internet, translate text, or create, save or consult data.

SECTION 3

STEPS IN THE UNIFORM EXAMINATION FOR ENGLISH LANGUAGE ARTS

RESPONSE TO A LITERARY TEXT

Writing the examination

Upon arrival in the examination room, each candidate receives a copy of Student Booklet I – Response to a Literary Text. Candidates have 3 consecutive hours to read the literary text in the booklet, reflect on it and respond to it, in a critical manner. Candidates are expected to move beyond their initial understanding of the text to a more personal understanding of it.

- Candidates are given 1 hour to independently read the information about the task, the instructions and the literary text, and to make notes in the space provided in the booklet.
- Next, candidates are given 20 minutes to discuss the text. During the discussion, they are not permitted to make notes, but they can do so afterwards. They can then add ideas, impressions and questions to the notes in their booklet.
- Finally, working alone, candidates have 1 hour and 40 minutes to respond to the literary text by writing a response of approximately 500 to 700 words in their booklet, in pencil or in pen.

Excerpts from a Response to a Literary Text task are presented on pages 6 and 7.

If after 3 hours a candidate has not finished writing the exam, 15 more minutes may be allotted, as specified in the [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations](#). This rule applies to all three parts of the exam.

At the end of the task, candidates must return their booklet to the examiner before leaving the examination room.

¹ The use of certain digital tools (electronic dictionaries, word processing software, etc.) could be authorized under certain conditions but must be planned in conjunction with the educational institution responsible for administering the examination at the start of the school year or, in the case of homeschooling, when the learning project is implemented.

No candidates may leave the examination room before at least half the time allotted for the exam has elapsed. Any candidate who has a good reason to leave the examination room must be accompanied by an authorized person designated by the educational institution. This rule applies to all three parts of the exam.

Marking

The corrector will mark the response using the rubric included in the [Information Document](#). An example of the rubric is provided in Appendix I.

READING FOR STANCE

The second part of the examination, which lasts 3 consecutive hours, is compulsory but is not evaluated. It is used to prepare for the written production the next day.

Upon arrival in the examination room, each candidate is given a copy of Student Booklet II – Reading for Stance.

- Candidates first read the information about the task and the instructions provided in the booklet.
- They watch a 10-to-15-minute video on a specific topic and make notes in the space provided in Student Booklet II – Reading for Stance, after which they are invited to share ideas on the topic. They watch the video a second time, take notes in their booklet and share ideas.
- Next, candidates receive a copy of *REACT* magazine, which includes various articles and other types of texts (poems, quotes, profiles, etc.) presenting different points of view and opinions and providing information on the topic introduced in the video. Candidates read the magazine and develop a stance on the topic, after which they are invited to share ideas in order to broaden their understanding of the topic.
- Finally, candidates think about the ideas they have drawn from the readings and the video and organize them on paper in the designated space in their Student Booklet II – Reading for Stance, in preparation for the written production.

Excerpts from a Student Booklet II – Reading for Stance and from an issue of *REACT* magazine are presented on pages 8 to 10.

At the end of the task, candidates must return their booklet and magazine to the examiner before leaving the examination room.

WRITTEN PRODUCTION

Writing the examination

In the third and final part of the examination, which lasts 3 consecutive hours, candidates work independently to write a magazine article for publication in a magazine for young adults. This article can be a feature, an analysis, a commentary or an opinion piece, and it must be approximately 600 to 800 words in length.

The article must reflect a clear position or opinion that responds to the guiding question or statement (writing task), be written for the target audience and respect the codes and conventions of the selected genre.

Upon arrival in the classroom, candidates are given three exam booklets:

- their copy of Student Booklet II – Reading for Stance
- their copy of *REACT* magazine
- a copy of Student Booklet III – Written Production

First, candidates read the information about the writing task provided in Student Booklet III – Written Production. Next, they reread the magazine articles, review the notes they made in Student Booklet II – Reading for Stance, and write the first draft of their article in this booklet.

Candidates can use the *Suggestions for Revision of the Written Production* sheet in Student Booklet II – Reading for Stance to improve their drafts. Next, they write, in pencil or in pen, the final version of their article in the Student Booklet III – Written Production. **Only the final version of the article written in this booklet will be marked.** Candidates must therefore plan their time carefully to finish writing their text in this booklet within the allotted time.

Excerpts from a Written Production task are provided on pages 11 and 12.

At the end of the task, candidates must return their copy of *REACT* magazine and all their booklets to the examiner before leaving the examination room.

Marking

The corrector will mark the text using the two rubrics included in the [Information Document](#). An example of each rubric is provided in Appendices II and III.

SECTION 4

EXCERPTS FROM THE UNIFORM EXAMINATION FOR ENGLISH LANGUAGE ARTS

EXCERPTS FROM A RESPONSE TO A LITERARY TEXT TASK

Task and Instructions

Task:

A response is a single-draft piece of writing which reflects your, the reader's, critical thinking about a text. In your response, you move beyond your initial understanding of a text toward a more thoughtful and perceptive interpretation of it.

Read the short story "Scars" by Don Aker. As you read, consider the ideas and possible meanings suggested in the text and make notes. Discuss the story in groups of four. Following the small-group discussions, you may add further ideas and impressions to your notes.

Respond to the text "Scars." In your response, interpret the text to demonstrate your understanding. Do not summarize or retell the story.

Time Allotted:

- **Reading:** 1 h
As you read, think about the story and the possible meanings suggested in the text and make notes.
- **Discussion:** 20 min
Consider the ideas presented in the text. You will make notes following your discussion, but not during the discussion.
- **Written Response:** 1 h 40 min
Please write your response on every second line (double space).

Length: Approximately 500 to 700 words

Rubric: The rubric on page 16 indicates how your work will be scored. Refer to the rubric as you work.

Excerpt from a literary text

Scars

Short Story by Don Aker

On this particular day, he was dismantling an ancient VW Kombi van in the field behind our house. The August air lay on us like a quilt, and I watched my father's green work shirt grow black with sweat as the axe pistoned up and down. I longed to slip away to the river for a swim, but I knew my father. We would stop when the job was finished.

I looked at the growing pile of scrap metal and felt resentment work its way up my neck in hot waves. I hated being there. Not just because it was a Saturday and it was August, but because the work was a constant reminder of my brother's absence. My brother, who could make kites out of bread bags, who could build a raft out of poplar saplings and twine, who could fix the radio my father had given him, and who could die in four months from a disease I still couldn't spell.

I hated being there.

"Daniel!"

I turned to see my father staring at me.

"What?"

"I need the pinch bar."

I reached toward the tools spread on the grass.

"Not the cat's paw. The pinch bar!" . . .

Source: Aker, Don. "Scars." *Nelson English 10*. Toronto: Nelson Education Ltd. 2013. 23-29. Print.

EXCERPTS FROM A READING FOR STANCE TASK

Task and instructions

Task:

In Part II, you will view the video “Home Sweet Home” and read the print texts in *REACT* magazine. These texts contain a variety of perspectives and information on the topic of relationships. After you view the video and read the magazine, you will discuss your understanding of these texts in groups of four. Organize your ideas from your reading and small-group discussions in preparation for writing an article to be published in a future issue of the magazine *REACT*. Your focus is on the topic of relationships.

Suggested Time Allotted:

- **View video and make notes:** 15 min
- **Discuss video in small groups:** 15 min
You may make notes during the discussion.
- **View video a second time and add to your notes:** 15 min
- **Discuss video in small groups:** 15 min
You may make notes during the discussion.
- **Read magazine and make notes:** 1 hour 25 min
- **Discuss magazine in small groups:** 15 min
You may make notes during the discussion.
- **Organize ideas from the readings and small-group discussions:** 20 min

Excerpt from an article from an issue of *REACT* magazine

Growing Up AND Growing Apart

Why do we sometimes grow apart from friends as we grow older? How does our personal development affect our relationships? Why do friendships occasionally transform for the worse? Perhaps most importantly, what can we do about it?

Forming friendships is an utterly vital part of being human. Without friends and the deep personal bonds we create with them, life would be stripped of its warmth. With friends we are comforted, challenged and given to laughter. Sometimes we are hurt and disappointed. Good or bad, these experiences are necessary if we're to live full lives as thinking, feeling people.

It would be ideal if every friendship were cloudless, but reality says otherwise. Some companionships don't evolve in ways we'd like. People we might have felt close to can become increasingly remote. Interests change, and the ties that bind friendships weaken. Animosity sometimes takes root as we become competitive with people we once supported. Sheer familiarity can make us scornful of those we previously couldn't imagine our lives without.

Example of a profile from an issue of *REACT* magazine



Sibling Rivalry?

Pernell Karl, Malcolm-Jamaal Justin and Jordan-Carmichael Subban are three famous brothers in the hockey world. Three elite athletes: how competitive can life in the Subban household have been? Oddly enough, now that they are fierce opponents, none of the three seems to have suffered at all from sibling rivalry.



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All three brothers played for the same junior team, the Belleville Bulls. Each of them was drafted to the NHL. Malcolm is a goaltender in the Boston Bruins organization, Jordan is a defenseman for the Vancouver Canucks and P.K. is a star defenseman for the Montreal Canadiens.

Even though they shared the same interests as they grew up, they have quite different personalities, and this is partly what explains their lack of antagonism toward one another. Jordan is described as very serious with the "better moves," Malcolm as quiet and high-achieving, and P.K. as flamboyant, brash and very intense.

Three hockey players, three personalities, three brothers: learning from one another while focusing on their own progress, each one happy for the others' successes.

Example of a poem from an issue of *REACT* magazine

Neighbors

BY DAVID ALLAN EVANS

They live alone
together,

she with her wide hind
and bird face,
he with his hung belly
and crewcut.

They never talk
but keep busy.

Today they are
washing windows
(each window together)
she on the inside
he on the outside.
He squirts Windex
at her face:
she squirts Windex
at his face.

Now they are waving
to each other
with rags.

not smiling.

Allan Evans, David. "Neighbors." *Inside Poetry*.
Don Mills, Ontario: Harcourt Brace Jovanovich
Canada. 1987. 79-80. Print.

EXCERPTS FROM OF A WRITTEN PRODUCTION TASK

Task and instructions

Task:

In Part III, you will write a draft of an article (feature or analysis or commentary or opinion piece) to be published in a future issue of the magazine *REACT*. The article must reflect a clear position or stance that addresses the writing task below and respects the codes and conventions of an article.

Refer to the “Suggestions for Revision of the Written Production” and the “Rubric for Scoring an Article for the Magazine” in Student Booklet II – Reading for Stance. Consider possible revisions to your draft that you may make before writing the final version of your article. Write your final version in Student Booklet III – Written Production. Please write on every second line (double space).

Time Allotted:

- **Draft:** 1 h 20 min
- **Revision Process:** 20 min

Use the “Suggestions for Revision of the Written Production” on page 6 of Student Booklet II – Reading for Stance to prepare the final version.

- **Final Version:** 1 h 20 min

Length: approximately 600 to 800 words

Rubric: the rubric on page 7 of Student Booklet II – Reading for Stance indicates how your work will be scored. Refer to the rubric as you work.

Writing Task:

Write an article that explores relationships.

Revision sheet

SUGGESTIONS FOR REVISION OF THE WRITTEN PRODUCTION

The revision process is a crucial step in the development of your writing. It allows you, the writer, an opportunity to improve your writing by making changes to your work that will clarify your purpose and satisfy your intended audience. Refer to the questions below as you consider possible revisions to your article. Please note that revision means more than correcting spelling and improving handwriting.

Questions to assist in the revision of the content (ideas, information, point of view, organization):

- What is the purpose of my article? Is it clear?
- How have I considered my intended audience and have I met their needs?
- How does my headline grab the attention of my audience and stir their interest?
- How is my lead engaging and does it suggest the direction of my article?
- How do the ideas in my article relate back to my purpose?
- How is my language considerate of my form and intended audience?
- How have I presented a well-developed stance in the written task?
- How does my closing fulfill the expectations of my audience (memorable, challenging, satisfying)?

APPENDIX I RUBRIC FOR SCORING A RESPONSE TO A LITERARY TEXT

	LEVEL 5 - ADVANCED			LEVEL 4 - THOROUGH (Competency)			LEVEL 3 - ACCEPTABLE		
Profile	The reader demonstrates an extensive understanding of the text through insightful interpretations, discerning inferences and compelling explanations of ideas, with well-defined references to the text.			The reader demonstrates a solid understanding of the text through thorough interpretations, relevant inferences and comprehensive explanations of ideas, with pertinent references to the text.			The reader demonstrates an adequate understanding of the text through straightforward interpretations, commonplace inferences and acceptable explanations of ideas, with general references to the text.		
(The student response does not need to satisfy all the criteria.)									
Indicators that support the profile	The reader draws in-depth meaning from the text through perceptive interpretations that go beyond the text and illuminate other familiar life circumstances or contexts. He/she links his/her own personal reactions to specific aspects of the text by elaborating on how those aspects shape his/her own understanding of the text. He/she forms a well-reasoned opinion about the overall impact of the text. He/she evaluates/critiques the impact of codes and conventions on the meaning of the text. He/she makes significant associations between the text and other issues, events and/or texts.			The reader draws detailed meaning through thoughtful interpretations based on ideas developed from the text. He/she links his/her own personal reactions to specific aspects of the text by describing their effect on his/her own understanding of the text. He/she forms a sound opinion about the overall impact of the text. He/she discusses the impact of codes and conventions on the meaning of the text. He/she makes convincing associations between the text and other issues, events and/or texts.			The reader draws general meaning through basic interpretations linked to ideas within the text. He/she links his/her own personal reactions to specific aspects of the text by referring to their effect on his/her own understanding of the text. He/she forms a sensible opinion about the overall impact of the text. He/she identifies codes and conventions and hints at their impact on the meaning of the text. He/she makes obvious associations between the text and other issues, events and/or texts.		
Score	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%

RUBRIC FOR SCORING A RESPONSE TO A LITERARY TEXT (CONT.)

	LEVEL 2 - PARTIAL	LEVEL 1 - MINIMAL
Profile	The reader demonstrates a limited understanding of the text through unsubstantiated interpretations and little explanation of ideas, with vague references to the text.	The reader demonstrates an inadequate understanding of the text based on irrelevant interpretations that are not supported with references to the text.
	(The student response does not need to satisfy all the criteria.)	
Indicators that support the profile	The reader's understanding of the meaning of the text is undeveloped and his/her interpretations consist mainly of retelling or summarizing the text. His/her personal reactions are unexplored. His/her opinion is unclear and unsupported. He/she mentions the codes and conventions of the text and shows little awareness of their impact on meaning. He/she makes vague associations between the text and other issues, events and/or texts.	The reader's interpretation of the text is inaccurate and unfocused. His/her opinion is confusing or missing. He/she makes little or no reference to the codes and conventions of the text. He/she makes unrelated associations, if any, between the text and other issues, events and/or texts.
Score	2+ 55%	2 50%
		1 35%

APPENDIX II RUBRIC FOR SCORING AN ARTICLE FOR THE MAGAZINE

	LEVEL 5 - ADVANCED			LEVEL 4 - THOROUGH (Competency)			LEVEL 3 - ACCEPTABLE		
Profile	The writer demonstrates an extensive understanding of the task, its purpose and intended audience and exhibits significant control of the codes and conventions of an article.			The writer demonstrates a solid understanding of the task, its purpose and intended audience and exhibits strong control of the codes and conventions of an article.			The writer demonstrates an adequate understanding of the task, its purpose and intended audience and exhibits satisfactory control of the codes and conventions of an article.		
Organization of Ideas	The writer produces a perceptive article that is highly engaging and flows smoothly; the writing has insightful content with critical examination of themes, events, actions, people and/or aspects of life.			The writer produces an article that is focused and well structured; the writing has clear content with well-developed ideas about events, actions, people and/or experiences.			The writer produces an article that is suitable but formulaic; the writing has some relevant and/or general ideas about events, actions, people and/or experiences.		
Purpose, Audience and Voice	The writer's voice is compelling; discerning views and interpretations contribute to a memorable article; the purpose and audience are skilfully addressed; the article sustains the reader's interest throughout.			The writer's voice is convincing; distinctive views and interpretations support the development of a credible article; the purpose and audience are clearly addressed; the article engages the reader's interest.			The writer's voice is identifiable; views and interpretations support the development of an article; the purpose and audience are evident; the article holds the reader's interest inconsistently.		
Codes and Conventions	The writer critically selects elements to craft an authentic and credible article that sustains the reader's interest; the writer uses the techniques and devices of an article in a deliberate and sophisticated manner to enhance the writing.			The writer thoughtfully uses elements to structure an article that engages the reader; the writer uses the techniques and devices of an article in a thorough manner to develop the writing.			The writer's use of elements to present an article that interests the reader is evident but rudimentary; the writer uses the techniques and devices inconsistently.		
Score	5+ 100%	5 95%	5- 90%	4+ 85%	4 80%	4- 75%	3+ 70%	3 65%	3- 60%
The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows: - Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3-. - This weighting should be applied after the article has been scored.									

RUBRIC FOR SCORING AN ARTICLE FOR THE MAGAZINE (CONT.)

	LEVEL 2 - PARTIAL	LEVEL 1 - MINIMAL	
Profile	The writer demonstrates a limited understanding of the task, its purpose and intended audience and exhibits a tenuous control of the codes and conventions of an article.	The writer demonstrates an inadequate understanding of the task, its purpose and intended audience and exhibits little or no control of the codes and conventions of an article.	
Organization of Ideas	The writer retells events and/or restates ideas with little context to orient the reader; the content is vague and unfocused.	The writer produces an incomplete article with few or no ideas about the topic.	
Purpose, Audience and Voice	The writer's voice is uncertain; the purpose and audience are suggested; the writing task is partially addressed; the article holds the reader's attention sporadically.	The writer's voice is indistinct or vague; the purpose, audience and writing task 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 an article; the writer inserts undeveloped and/or ineffective techniques or devices.	The writer demonstrates little or no awareness of the codes and conventions of an article.	
Score	2+ 55%	2 50%	1 35%
The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows: - Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3-. - This weighting should be applied after the article has been scored.			

APPENDIX III RUBRIC FOR SCORING 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 agreement; uses run-on sentences and/or fragments appropriately 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 agreement; 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 agreement, run-on sentences or with 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 agreement, run-on sentences or fragments.	
	Indicates paragraphs consistently and accurately; internal structure is effective; transitional words or phrases enhance meaning; skilfully 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 structures are varied to enhance the overall effect of the text.			Provides some indication of paragraphs with basic internal structure; occasional transitions assist in the progression of the text; sentence structures use 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.	
	Produces few and insignificant punctuation, spelling and/or capitalization errors, if any.			Produces noticeable but infrequent punctuation, spelling and/or capitalization errors.			Repeats similar punctuation, spelling and/or capitalization errors.			Makes frequent punctuation, spelling and/or capitalization errors of high-frequency words and words with basic spelling patterns.		Makes multiple and repeated punctuation, spelling and/or capitalization errors.	
	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 occasional errors occur; vocabulary is adequate and contributes to 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 meaning is lost.	
Score	5+	5	5-	4+	4	4-	3+	3	3-	2+	2	1	
	100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	35%	

The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows:

- Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3-**.
- This weighting should be applied after the article has been scored.

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