

DOCUMENT D'INFORMATION

ÉPREUVES UNIQUES

ANGLAIS, LANGUE SECONDE,

de quatrième année du secondaire

156-444

NOUVEAUTÉS

Juin 2005

Août 2005

Janvier 2006

Québec 

Ce document se retrouve dans Internet
[\[http://www.meq.gouv.qc.ca/dgfi\]](http://www.meq.gouv.qc.ca/dgfi).

TABLE DES MATIÈRES

1	But.....	2
2	Nouveautés	2
3	Pondération et nouveaux codes	2
4	Date et durée.....	3
5	Principes d'élaboration des épreuves.....	4
6	Matériel fourni par le Ministère	5
7	Matériel autorisé.....	5
8	Correction des épreuves	6
9	Reprise	6
Annexe I	Oral Production Rating Scale..... New version (version française dans Internet à l'adresse suivante : http://www.meq.gouv.qc.ca/dgjf)	7
Annexe II	Written Production Rating Scale	10
	New version (version française dans Internet à l'adresse suivante : http://www.meq.gouv.qc.ca/dgjf)	
Annexe III	Student checklist for Written Production	13
	New version	
Annexe IV	Exemples-types de l'épreuve de quatrième secondaire de juin 2004	14
	New	

1 BUT

L'examen d'anglais, langue seconde de quatrième année du secondaire a pour but de vérifier l'atteinte de l'objectif global du programme qui est le suivant : « À la fin de ses études secondaires, l'élève devra être capable de communiquer en anglais afin de se tirer d'affaire dans des situations de la vie courante. »

2 NOUVEAUTÉS

- L'examen est composé dorénavant de quatre épreuves identifiées par quatre codes différents et valant 100 points chacune. Le tableau de la rubrique 3, PONDÉRATION ET NOUVEAUX CODES, illustre ces modifications.
- Pour l'examen de juin, l'épreuve de production d'un discours écrit a lieu au début de juin, à la date et à l'heure prescrites par le Ministère.
- Les grilles d'évaluation de la production orale et écrite (*rating scales*) sont modifiées.
- La grille de révision de la production écrite (*checklist*) a été mise à jour.
- L'élève qui obtient une note globale inférieure à 60 p. 100 pour le code 156-444 n'est pas tenu de reprendre l'ensemble de l'examen, mais a le droit de reprendre l'épreuve ou les épreuves pour lesquelles sa note est inférieure à 60 p. 100.

3 PONDÉRATION ET NOUVEAUX CODES

La pondération et le code utilisés pour la production d'un discours oral, la production d'un discours écrit, la compréhension d'un discours oral et la compréhension d'un discours écrit sont les suivants :

Partie	Points par épreuve	Pondération des épreuves	Anglais, langue seconde 156-444
156-410 Production d'un discours oral	100	25 %	100 %
156-420 Production d'un discours écrit	100	25 %	
156-430 Compréhension d'un discours oral	100	25 %	
156-440 Compréhension d'un discours écrit	100	25 %	

Les organismes scolaires devront transmettre les notes au Ministère comme suit :

une note sur 100 points, inscrite par l'école pour chacun des volets, soit la production d'un discours oral (156-410), la production d'un discours écrit (156-420), la compréhension d'un discours oral (156-430) et la compréhension d'un discours écrit (156-440);

les quatre notes (production et compréhension) obtenues à l'examen ministériel de 4^e secondaire;

le résultat global de l'examen sera associé au code 156-444.

4 DATE ET DURÉE

L'examen d'anglais, langue seconde du ministère de l'Éducation est composé de quatre épreuves :

- production d'un discours oral,
- production d'un discours écrit,
- compréhension d'un discours oral,
- compréhension d'un discours écrit.

L'horaire et les modalités de passation varient selon la session d'examen. Veuillez consulter l'horaire de chacune des sessions.

L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ORAL

Pour l'examen de juin, l'épreuve doit être administrée au mois de mai, **avant l'épreuve de production d'un discours écrit.**

Pour l'examen d'août, la date et l'heure de passation de l'épreuve seront inscrites à l'horaire de la session d'examen de reprise.

Pour l'examen de janvier, l'épreuve doit être administrée au mois de décembre ou de janvier, avant la date de passation des autres épreuves de l'examen.

L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ÉCRIT

NOUVEAUTÉS

Pour l'examen de juin, l'épreuve a **dorénavant lieu au début de juin**, à la date et à l'heure prescrites par le Ministère. Cette épreuve est d'une durée totale de 90 minutes. Les grilles d'évaluation de la production orale et écrite (*rating scales*) sont modifiées.

Pour les examens d'août et de janvier, l'épreuve doit être administrée selon la date, l'heure et la durée inscrites à l'horaire de la session d'examen.

LES ÉPREUVES DE COMPRÉHENSION D'UN DISCOURS ORAL ET DE COMPRÉHENSION D'UN DISCOURS ÉCRIT

Les deux épreuves doivent être administrées selon la date, l'heure et la durée inscrites à l'horaire de la session d'examen.

PRÉSENCE DES ÉLÈVES DANS LA SALLE D'EXAMEN

Pour l'épreuve de compréhension d'un discours oral, aucun élève ne doit être admis dans la salle d'examen lorsque l'épreuve est commencée. Pour les trois autres épreuves (production d'un discours oral, production d'un discours écrit et compréhension d'un discours écrit), aucun élève ne doit être admis dans la salle d'examen 30 minutes après le début de l'épreuve.

Cinq minutes supplémentaires pour chaque heure prévue à l'horaire officiel doivent être accordées.

(Tiré du Guide de la gestion de la sanction des études.)

5 PRINCIPES D'ÉLABORATION DES ÉPREUVES

L'élaboration des épreuves implique le respect des principes suivants :

POUR L'ENSEMBLE DES ÉPREUVES :

- présenter des questions reliées à un thème principal;
- mesurer l'atteinte d'au moins 4 des 6 objectifs terminaux en compréhension et d'au moins 2 des 4 objectifs terminaux en production;
- faire porter l'évaluation sur chacune des 9 opérations prévues au programme;
- mesurer l'atteinte des objectifs terminaux en évaluant les objectifs intermédiaires;
- accorder 25 p. 100 à chacune des épreuves;
- permettre l'utilisation du dictionnaire.

POUR LA PRODUCTION D'UN DISCOURS ORAL :

- présenter des activités **obligatoires**, l'une d'elles portant sur le thème traité. Les élèves ont ainsi la chance d'explorer ce thème en vue de l'épreuve de production d'un discours écrit;
- présenter des activités sous forme de discussion entre élèves;
- permettre l'utilisation du dictionnaire.

POUR LA PRODUCTION D'UN DISCOURS ÉCRIT :

- permettre l'utilisation d'un dictionnaire anglais, d'un dictionnaire bilingue (anglais et autre langue), d'un dictionnaire de synonymes et d'un précis de grammaire anglaise;
- présenter des éléments déclencheurs;
- offrir un choix :
 - écrire un récit vrai ou imaginaire (objectif intermédiaire 43);
 - ou**
 - écrire un texte non narratif (objectifs intermédiaires 37, 40, 42);
- exiger **un nombre minimal de mots, entre 150 et 175**, favorisant ainsi un texte mieux développé, tant sur le plan des idées que sur celui de la structure. Le texte **peut** dépasser 175 mots.

POUR LA COMPRÉHENSION D'UN DISCOURS ORAL ET POUR LA COMPRÉHENSION D'UN DISCOURS ÉCRIT :

- présenter une bande sonore dont le débit est naturel pour la compréhension d'un discours oral;
- présenter des textes créés ou adaptés;
- présenter à la fois des questions à réponse choisie et des questions à réponse construite;
- utiliser au moins deux textes pour évaluer plusieurs objectifs intermédiaires;
- permettre l'utilisation du dictionnaire.

6 MATÉRIEL FOURNI PAR LE MINISTÈRE

Un seul guide d'administration est fourni pour les quatre épreuves.

POUR L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ORAL :

- *GUIDE D'ADMINISTRATION*;
- *CONSIGNES À LA PERSONNE RESPONSABLE DE L'ÉVALUATION*.

POUR L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ÉCRIT :

- *STUDENT BOOKLET* (cahier de l'élève) au centre duquel est inséré un *ANSWER BOOKLET* (cahier de réponses), pour chaque élève;
- *ANSWER KEY* (clé de correction);
- *CONSIGNES À LA PERSONNE RESPONSABLE DE L'ÉVALUATION*;
- *CONSIGNES À LA PERSONNE RESPONSABLE DE LA SURVEILLANCE*.

POUR LES ÉPREUVES DE COMPRÉHENSION D'UN DISCOURS ORAL ET DE COMPRÉHENSION D'UN DISCOURS ÉCRIT - EXAMEN DE JUIN :

- une bande sonore pour la compréhension de l'oral;
- *STUDENT BOOKLET* (cahier de l'élève) au centre duquel est inséré un *ANSWER BOOKLET* (cahier de réponses), pour chaque élève;
- *ANSWER KEY AND TRANSCRIPT* (clé de correction et texte de l'enregistrement);
- *CONSIGNES À LA PERSONNE RESPONSABLE DE L'ÉVALUATION*;
- *CONSIGNES À LA PERSONNE RESPONSABLE DE LA SURVEILLANCE*.

POUR L'ÉPREUVE DE COMPRÉHENSION D'UN DISCOURS ORAL - EXAMENS D'AOÛT ET DE JANVIER :

- une bande sonore pour la compréhension d'un discours oral;
- *STUDENT BOOKLET* (cahier de l'élève) au centre duquel est inséré un *ANSWER BOOKLET* (cahier de réponses), pour chaque élève;
- *ANSWER KEY AND TRANSCRIPT* (clé de correction et texte de l'enregistrement);
- *CONSIGNES À LA PERSONNE RESPONSABLE DE L'ÉVALUATION*;
- *CONSIGNES À LA PERSONNE RESPONSABLE DE LA SURVEILLANCE*.

POUR L'ÉPREUVE DE COMPRÉHENSION D'UN DISCOURS ÉCRIT - EXAMENS D'AOÛT ET DE JANVIER :

- *STUDENT BOOKLET* (cahier de l'élève) au centre duquel est inséré un *ANSWER BOOKLET* (cahier de réponses), pour chaque élève;
- *ANSWER KEY* (clé de correction);
- *CONSIGNES À LA PERSONNE RESPONSABLE DE L'ÉVALUATION*;
- *CONSIGNES À LA PERSONNE RESPONSABLE DE LA SURVEILLANCE*.

7 MATÉRIEL AUTORISÉ

Il est permis d'utiliser un dictionnaire anglais et un dictionnaire bilingue (anglais et autre langue) pour chacune des quatre épreuves de l'examen. Toutefois, les modalités d'utilisation varient selon l'épreuve.

Il est souhaitable que les élèves disposent personnellement d'un dictionnaire.

POUR L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ORAL :

- les élèves peuvent utiliser un dictionnaire anglais et un dictionnaire bilingue (anglais et autre langue);
- le dictionnaire électronique ainsi que tout autre matériel est interdit.

Note :

Pour cette épreuve, **le dictionnaire est autorisé** essentiellement si :
un élève désire connaître quelques mots-clés durant la période de réflexion individuelle qui précède la discussion en groupe;
le groupe d'élèves doit connaître quelques mots-clés pour continuer la discussion.

POUR L'ÉPREUVE DE PRODUCTION D'UN DISCOURS ÉCRIT :

- en plus d'un dictionnaire anglais et d'un dictionnaire bilingue (anglais et autre langue), les élèves peuvent utiliser un dictionnaire de synonymes et un précis de grammaire anglaise;
- le matériel non autorisé regroupe tout matériel photocopié ou manuscrit, les cahiers d'activités, ainsi que les dictionnaires électroniques;
- la seule grille de révision (*checklist*) autorisée est celle fournie dans le cahier de l'élève (annexe 3). **Il est important que les élèves se familiarisent avec cette grille dès le début de l'année.**

POUR LES ÉPREUVES DE COMPRÉHENSION D'UN DISCOURS ORAL ET DE COMPRÉHENSION D'UN DISCOURS ÉCRIT :

- les élèves peuvent utiliser un dictionnaire anglais et un dictionnaire bilingue (anglais et autre langue). Toutefois, les élèves **ne peuvent échanger** leurs dictionnaires;
- le matériel non autorisé regroupe tout matériel photocopié ou manuscrit, les cahiers d'activités ainsi que les dictionnaires électroniques.

8 CORRECTION DES ÉPREUVES

Les épreuves sont corrigées par les enseignantes et enseignants des commissions scolaires et des établissements d'enseignement privés.

La personne qui corrige respecte la clé de correction et la répartition des points. Elle évalue la production d'un discours oral et la production d'un discours écrit de l'élève à l'aide des grilles d'évaluation fournies par le ministère de l'Éducation. Les précisions sur ces grilles et l'attribution des points pour la correction des épreuves sont présentées aux annexes 1 et 2. (Ces grilles sont disponibles en français dans Internet à l'adresse suivante : <http://www.meq.gouv.qc.ca/dgjf>.) **Il est important que les élèves se familiarisent avec ces grilles dès le début de l'année pour connaître les critères à partir desquels ils seront évalués.**

9 REPRISE

NOUVEAUTÉ

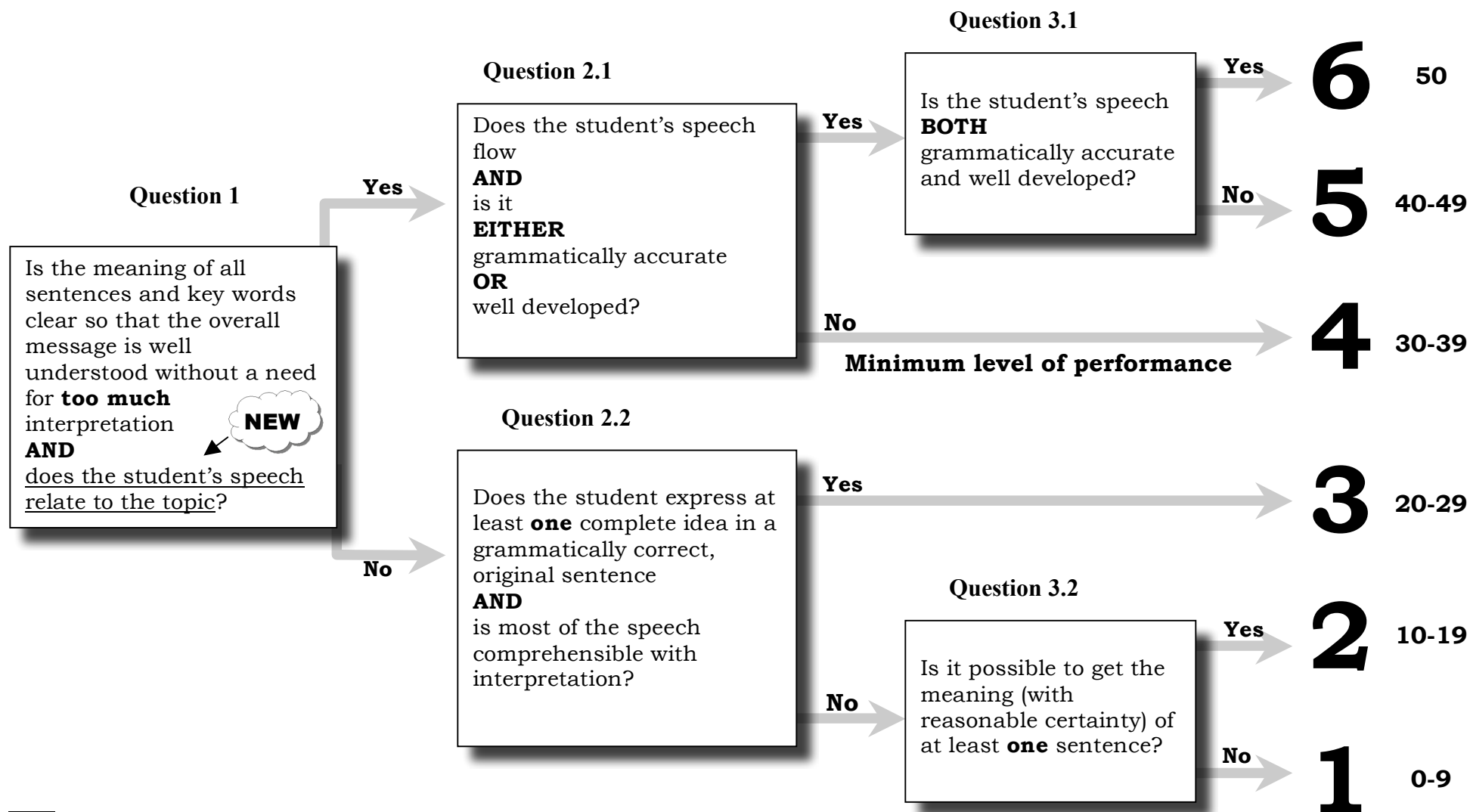
L'élève qui obtient une note globale inférieure à 60 p. 100 pour le code 156-444 n'est pas tenu de reprendre l'ensemble de l'examen, mais devrait reprendre les épreuves moins bien réussies.

(Fall 2004 – NEW VERSION)

**ORAL PRODUCTION
RATING SCALE
English, Second Language
Secondary IV and V**

Annexe I

**Marks
allotted**



NOTES ON THE RATING SCALE

The number of marks that can be allotted for each level of performance in oral production is indicated on the far right of the grid. The maximum score that can be allotted for oral production is 50 marks.

In order to rate a student's performance, a student must have the opportunity to attempt to express several ideas related to the topic.^{*} If this condition is not met, another sample of the student's speech should be obtained.

QUESTION 1

Is the meaning of all sentences and key words clear so that the overall message is well understood without a need for **too much** interpretation **AND** does the student's speech relate to the topic?

If YES go to question 2.1, if NO go to question 2.2.

Notes:

- Almost all of the student's speech will require some degree of interpretation. Interpretation refers to "guessing" at a student's intended meaning. For example, the evaluator may have to guess about the time of reported events when the student uses only the present tense. Interpretation is accomplished by means of the evaluator's knowledge of French, the evaluator's own knowledge of the topic, or the verbal context. Sometimes **a lot of** interpretation is needed to understand what the student is saying.
- Understanding depends on **too much** interpretation when the student's speech has some of the following characteristics:
 - French is used for a key word (note: this may be acceptable when a student's intonation shows that he or she is asking other students for the English word).
 - Pronunciation of a key word is unintelligible.
 - Student depends too much on help from others (i.e. student does not independently express complete ideas) or needs to write down prepared sentences.
 - There is a large number of unfinished sentences.
 - Speech is largely comprised of content words that are not clearly connected to form sentences (i.e. pizza good me; show funny music).
 - Most of the ideas expressed are unrelated to one another except for their relation to the topic.
- Student's conversation should be related to the topic presented.

***All underlined text items are new to this document.**

QUESTION 2.1

Does the student's speech flow **AND** is it **EITHER** grammatically accurate **OR** well developed?

If YES go to question 3.1, if NO score 4.

Notes:

- Flow refers primarily to timing. The speech is delivered without long pauses or hesitation. It is not choppy.
- A student's speech can still be considered grammatically accurate if the errors are superficial, in other words, they would not likely lead to lack of understanding or misunderstanding. The errors are typical of those that good second-language speakers continue to make in English (i.e. not pronouncing the 's' in the third person singular).
- * **The teacher can consider the student's speech as grammatically accurate even though it is not error-free.**
- A student's speech is well developed if it includes a variety of ideas and each is clearly related to the other ideas presented (rhetorical), or to ideas expressed by other students (conversational).

QUESTION 3.1

Is the student's speech **BOTH** grammatically accurate and well developed?

If YES score 6, if NO score 5.

QUESTION 2.2

Does the student express at least **one** complete idea in a grammatically correct, original sentence **AND** is most of the speech comprehensible with interpretation?

If YES score 3, if NO go to question 3.2.

Notes:

- A complete idea is expressed by a subject and a predicate. It is more than an appropriate one-word or single-phrase reply to a question.
- A sentence is considered grammatically correct if errors are superficial and do not hinder comprehension.

QUESTION 3.2

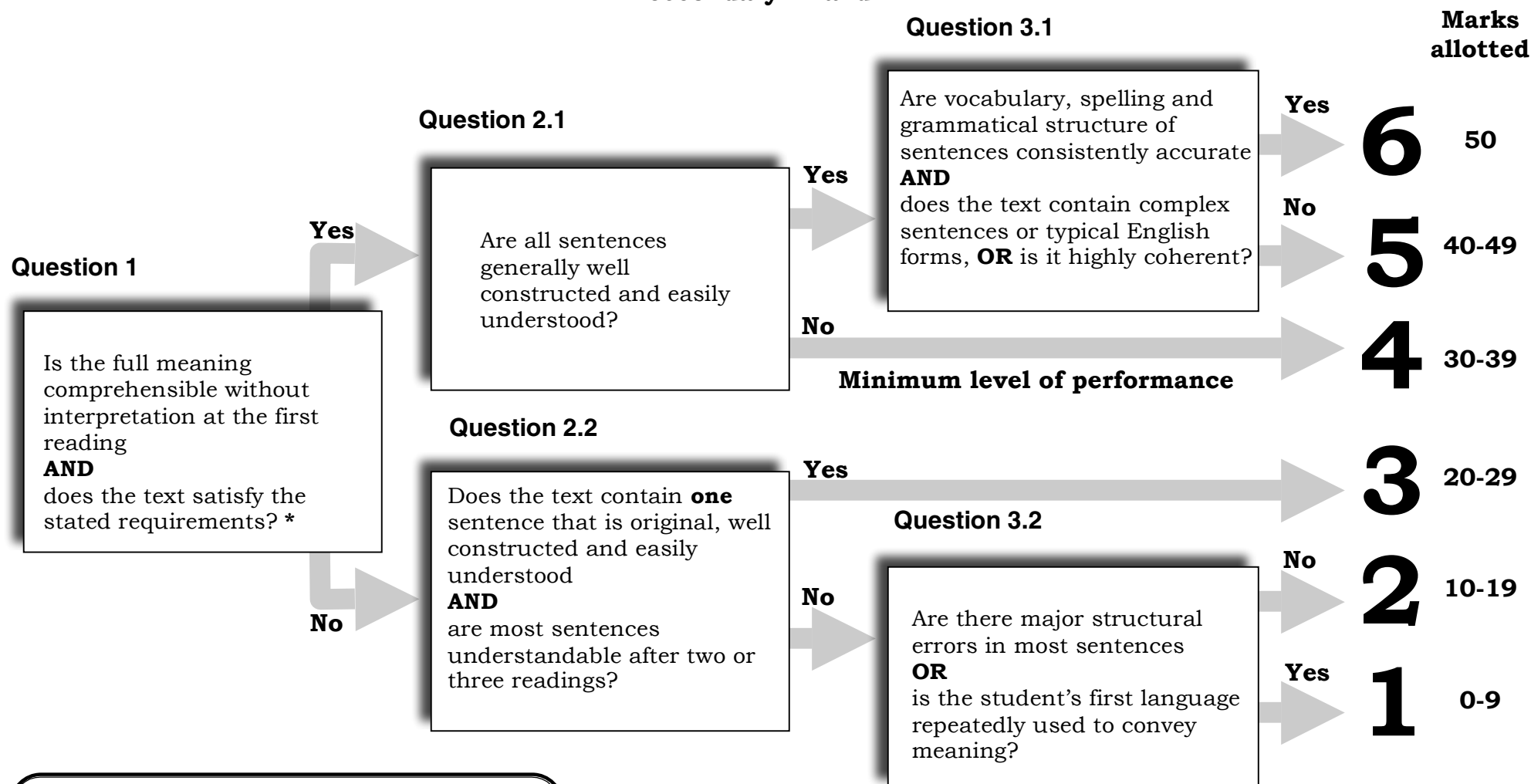
Is it possible to get the meaning (with reasonable certainty) of at least **one** sentence?

If YES score 2, if NO score 1.

(Fall 2004 – NEW VERSION)

WRITTEN PRODUCTION RATING SCALE English, Second Language Secondary IV and V

Annexe II



*** Requirements**

- On topic
- In student's own words
- **Minimal** range: Sec IV: 150-175 words
Sec V: 200-225 words

Note : Final grade for written production is out of 100 marks (50 x 2).

NOTES ON THE RATING SCALE

The number of marks that can be allotted for each level of performance in written production is indicated on the far right of the grid. The maximum score that can be allotted for written production is 50 marks.

Students must meet the stated requirements in order to obtain a passing grade. These requirements are found on the evaluation grid (rating scale), as well as in the Student Booklet and Answer Key.*



Please note that the **maximum** level that can be assigned for an off-topic text is 3.

Question 1

Is the full meaning comprehensible without interpretation at the first reading **AND** does the text satisfy the stated requirements?

The answer is **YES** if:

- The full meaning of the text is comprehensible, without interpretation, from the very first reading (i.e. from a single reading). However, a sentence that is not understandable at the first reading could be acceptable, provided it is **not** a key sentence.

“Without interpretation” means that the scorer:

- **does not have to interrupt her or his reading** to figure out, using the context, a meaning which differs from that conveyed literally by the text
- **does not have to guess the meaning** of a sentence on the basis of vocabulary alone (i.e. from a set of words which provide the content, but are not arranged grammatically)

Note: Some minor errors do not make rereading necessary (e.g. spelling or minor grammatical errors).

AND

- The text satisfies **all** the requirements as stated in the instructions. For example, the text provides reasons to support an opinion when such reasons are asked for.

Note: Requirements: On topic; in student’s own words; minimal range:
Sec IV: 150-175 words; Sec V: 200-225 words. The text may exceed the minimal range.

Question 2.1

Are all sentences generally well constructed and easily understood?

This question concerns ease of comprehension.

The answer is **YES** if:

All sentences are generally well constructed and easy to understand. However, a few isolated errors could be acceptable insofar as they do not hinder comprehension in any way (e.g. “I have began to work last week.”).

***All underlined text items are new to this document.**

Question 2.2

Does the text contain **one** sentence that is original, well constructed and easily understood **AND** are most sentences understandable after two or three readings?

The answer is **YES** if:

- The text contains at least **one** sentence that is original, not copied from the prompts, well constructed and easily understood, without necessarily being perfect (e.g. a missing “s” in the third person singular of the verb).

Note: **To be able to recognize an original sentence, the evaluator must be familiar with the material the student has seen or heard during the exam.**

AND

- Most, if not all, sentences should be understandable after two or three readings.

Question 3.1

Are vocabulary, spelling and grammatical structure of sentences consistently accurate **AND** does the text contain complex sentences or typical English forms, **OR** is it highly coherent?

A text is rated **6** if:

- It is characterized by consistent accuracy in vocabulary, spelling and sentence structure, although a few isolated minor errors that do not affect meaning are tolerated (e.g. a missing “s” in the third person singular, *hieght* for *height*).

Note: **The text is not expected to be error-free.**

AND

- It contains complex sentences (i.e. is not limited to simple sentences) or typical English forms (i.e. expressions).

OR

It attains a high level of coherence. This last characteristic implies that the relationships among all sentences are very clear (e.g. reasons, illustrations, contrasts) and contribute to the comprehension of the overall meaning of the text.

Question 3.2

Are there major structural errors in most sentences **OR** is the student’s first language repeatedly used to convey meaning?

The text is rated **1** if it exhibits any of the following characteristics:

- Most sentences contain major errors that require a lot of interpretation in order to guess the meaning.

OR

- An English reader would have to know some French, or have some knowledge of the student's first language, to have a reasonable idea of the meaning of the text.

OR

- It is impossible for the evaluator to form a reasonable idea of the message the student is trying to convey.

Student Checklist for Written Production Secondary IV

My text satisfies the stated requirements:

- ☐ I wrote about ONE of the topics given.
- ☐ I wrote at least 150 to 175 words.
- ☐ I wrote the text in my own words.

Writing Process:

For Topic 1: Write About an Issue

- ☐ I answered the question.
- ☐ I supported my answer with facts and/or details, reasons, examples, personal experience and my reaction to the issue.

For Topic 2: Write a Story

- ☐ I chose one of the three story starters.
- ☐ I wrote a story which *continued* from the story starter.

Before handing in the final copy, I checked that my text contains the following:

- ☐ English words **only**
- ☐ Vocabulary related to the topic
- ☐ Synonyms to vary the vocabulary
- ☐ Correct spelling

- ☐ Transition words to connect my ideas
- ☐ Coherent sentences

- ☐ Complete sentences
- ☐ Correct verb tenses
- ☐ Correct subject-verb agreement
- ☐ Correct word order

- ☐ Correct punctuation and capitalization
- ☐ Points I personally need to correct,
for example: "s" for the 3rd person singular, present tense
 - _____
 - _____
 - _____
 - _____

Important Note: This checklist is a tool for the student to revise his or her text. The teacher must use only the Written Production Rating Scale to evaluate the student's text.

Exemples-types de l'épreuve de quatrième secondaire de juin 2004

Production d'un discours écrit Exemples-types de textes d'élèves

Vous trouverez dans les pages suivantes, à titre d'exemples, des textes authentiques (appelés exemples-types) rédigés par des élèves et illustrant les niveaux 1 à 6. Ces textes ont été produits lors de l'épreuve de quatrième secondaire de juin 2004. Les deux sujets ainsi que les éléments déclencheurs qui ont servi à la rédaction de ces textes y ont également été intégrés. Enfin, vous trouverez des notes explicatives pour chacun des niveaux de performance.

Veuillez noter que l'évaluation de chacun des textes a été faite selon **la nouvelle grille d'évaluation, automne 2004**.

Topics and Prompts

TOPIC 1 : Write about an issue

Advertising is often directed at teenagers.

What message(s) do companies send teenagers to persuade them to buy their products?

To help you answer the question, you may:

- Describe message(s) found in ads aimed at teenagers.
- Explain why advertisers send such messages.
- Provide examples from ads you are familiar with.
- Talk about your personal reaction to these messages.

Teenagers spend over 100 billion dollars annually in North America. You have become a very important consumer group for companies wanting to sell their products.

Everywhere you look, you are exposed to ads in one form or another. The average teen is exposed to hundreds of ads every day.

Companies must compete to grab the attention of the very profitable teen market.

TOPIC 2 : Write a story

To make your story more interesting, you may want to include:

- Descriptions of places mentioned in your story.
- Descriptions of your character's personality, thoughts and feelings.
- Surprising events.

Yesterday, I received a message that changed my life . . .

I arrived home from school, and I saw a message on the fridge that said, "Do not go into your room!" . . .

I was walking along the beach, and I found a message in a bottle . . .

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 1

TOPIC 1

Message do companies send teenagers was : "Buy, buy we go to give happy." Do companies to say is: "Buy, buy for I money." Teenagers buy, because they was "cool". Examples: tow friends meeting salesman. Salesman talk that for "hot" it bicycle. Teenager buy a bicycle. To think that, teenager not think enough. Teenager not buy and think, they not have. Me too is teenager, me too I like buy, I very very to tan that a companies yours to exploit. Companie is very very happy. Soon they to see that teenager to stop buy and a companie close. Teenager not need the mark popular, quality.

(106 words)

Explanation of a level 1:

The text does not meet all of the stated requirements.

The text is **not** comprehensible without interpretation after two or three readings.

There is not one original, well-constructed sentence.

Although the first language is not used, there are major structural errors in most sentences:

- *Buy, buy we go to give happy.*
- *Salesman talk that for "hot" it bicycle.*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 1

TOPIC 1

It's very good the teenagers product the objet. The ad give something for the teenager because they c'ant made very dollars. The people consomer very more. Her to incite the people to buy the more and more. Example, when it's had the annonce try candy for twenty five hundred then to side it's there had five candy for fourty hundred. The very more the consumer but the very expense increase. I know i had real the experience because when to was small children i made the flea market then was similar. Product more the very intelligent because his give very more the dollars after. The people consomer very to extreme. Increase the consumption the credit cart. Then, they buy more. Than you for my have listen my way to think.

(130 words)

Explanation of a level 1:

The text does not meet all of the stated requirements.

The full meaning is **not** comprehensible without interpretation after two or three readings.

There is not one original, well-constructed sentence.

There are major structural errors in most sentences:

- *The people consomer very more.*
- *Product more the very intelligent because his give very more the dollars after.*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 2

TOPIC 2

***Yesterday, I received a message that changed my life.** I was at my house when. I have receipt a call. Because a concour whose have to part for to go see Celine Dion at Las Vegas and have five thousand dollar for the restaurant and shop. That for to changed my life. Because I like very sing and I have always ideal of sing with Celine Dion or to go see your spectacle. This dreaming to become reality. I have all your cd since that I am born. Also I go to at the house the Celine Dion, because this is a special. This changed a life when you see a idol for true. Also I have taken the private jet for me to go Las Vegas. Celine is very nine and your husband also. Those the they me to keep at home. Because Celine want sing at me. This is a experience unforgettable I have like he ask the questions. This meeting for Celine is engrave at my head and my heart for always. This is this moment that to changed my life. Because I am become singer.

(180 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 2:

The text satisfies all of the stated requirements.

The text is **not** comprehensible, even after two readings.

The text does not contain one original, well-constructed sentence.

The first language is not repeatedly used to convey meaning, but there are many structural errors:

- *Because a concour whose have to part for to go see Celine Dion at Las Vegas and have five thousand dollar for the restaurant and shop.*
- *This meeting for Celine is engrave at my head and my heart for always.*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 2

TOPIC 2

***Yesterday, I received a message that changed my life.** My mom give me a letter and she contain that message which changed my life. The doctor trouved lung for me. After one year's to wait for this moment, yesterday I have good luck for my lung, my doctor trouved a new lung for my. I am verry happy for this message because after my recovery, well to be my friend's and all the person. This operation it's verry dangerous, I have with complete confience in my doctor and in the hospital system. I want to take this operation, maybe being a success or a failure. In the life you'll have to make choice for arrived at something. This message, he have really changed my life. I have understand one thing, always for listen your heart!

(126 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 2:

The text does not meet all of the stated requirements.
Although most sentences are understandable after two or three readings, the text does not contain one sentence that is original, well constructed and easily understood.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 3

TOPIC 2

***Yesterday, I received a message that changed my life.** I come to the school, my mother cry and everybody be sad. I her wonded more questions. After five minutes the phone ring. my oncle wanted to speek my mother. but my mother her busy. Then, I speek my oncle. He said my father is in hospital, because he have very big car accident. After this conversation I cried. my father is very hurt. your wounds is very dangerous. he come maybe dead. my life is turn upside down. I go to see my father in the hospital. he has in a coma. After my father to wake. everybody is happy. The doctor said my father dont walk always is this consequence. my father has very sad. but he said: I'm not dead is the principal. this accident change my life for every time but, I'm happy same time because I have only my father it's the more beautiful present.

(150 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 3:

The text meets all of the stated requirements.

The full meaning is **not** comprehensible at the first reading.

The text contains at least two sentences that are original, well constructed and easily understood:

- *After this conversation I cried.*

- *My father is very hurt.*

Most of the sentences are understandable after two readings.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 3 (OFF-TOPIC)

TOPIC 2

***Yesterday, I received a message that changed my life.** My name is Arnaud and I'm 16 years old. Today, it's June 22nd. I don't know how to feel. What happened yesterday was very strange and I never thought that it could happen to me someday... Yesterday morning, June 21st, I wake up and fell under my bed. That day starts very badly. After all, I went downstairs where I ate my breakfast like every day. 7:30 A.M. I wasn't late. Just enough time to wash me up. So, I didn't realize that something was different. I put my clothes on, and I waited for my bus outside. 8:30 A.M. My bus was late as usual. 9 o'clock first class of the day with my english teacher. Everything is normal. Second class, history. I met the girl I love: Stacey. She's so beautiful with her blue eyes and her curly hair. Since a long time, she didn't told me a word. That class, she never stop talking to me. I was very surprised and happy about that. This is what happened yesterday.

(185 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 3 (off-topic):

The text does not meet all of the stated requirements (off-topic). It cannot exceed a level 3. There is no mention of a message that changed his life. Otherwise, this text would obtain a passing grade; the full meaning is comprehensible without interpretation at the first reading.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 3

TOPIC 2

***I was walking along the beach, and I found a message in a**

bottle. I read the message: The message contain one advice. When read finish I afraid! Because in the beach live one big monster! I say "it's a joke!" But I don't very sure. . . I go in my friend. I explain the message for my friend. My friend is exited because I love adventure. . . I return with my friend in the beach. I don't like it. It's the night. Me and my friend walking in the appropriate space in the beach. My friend search the monster. My friend is very brave. I see something! I afraid! I say: "It's the monster, I don't like this!" The thing walked to me. I say: "Go in my home." My friend is furious because he courageous. . . But don't me! I return I the my home. My friend rest in the beach. After tommorow my friend call me. He say: "it is only supervisor." The beach don't have a monster! Ouff! The message is not true!

(159 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 3:

The text satisfies all of the stated requirements.

The full meaning is **not** comprehensible without interpretation at the first reading.

The text contains two sentences that are original, well constructed and easily understood, although not perfect:

- *It's the monster, I don't like this!*

- *The beach don't have a monster!*

Most of the sentences are understandable after two readings.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 3

TOPIC 2

***I was walking along the beach, and I found a message in a bottle.**

I leaved a message in a bottle. I was very excited of read a message when I unwinded a message in a bottle. I discovered that she belong to a person who demanded of help. I was writing: "I was married with him since one week. I adored him. But, this was a dream. When he me bring on his Isle, all that changed. He don't want to go. He me affirmed: "If you start, I you kill." I tempt several time of echapped. He begining me beat. I am prisoner. I have need of help. After have riding this message. I have for show the letter of my parents. They don't believe in this message. Me I believe in the message. I was ready all make for helping this person on the isle. I taken a boat for me give. Stephanie is to wake-up. Prepare you for the school. But this was just a dream.

(157 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 3:

(This would be rated a low level 3.)

The text meets all of the stated requirements.

The full meaning is **not** comprehensible without interpretation at the first reading.

The text contains at least one original, well-constructed sentence:

- *I was married with him since one week.*

- *But this was just a dream.*

Most of the sentences are understandable after two or three readings.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 4

TOPIC 2

***Yesterday, I received a message that changed my life.** I was waching my e-mail and I received a message. It was my officer of cadet. They told my if I was in accord to going do a staff in St-Jean sur richelieu. I was so surprise to going over there. This city it so nice and rich. I really like this place. So I jump down stairs to go see my mom and my dad. They say it would be a good experience for me and I will learn a lot of thing. I have the feeling that would be great for me because I like kids, I have caracter, Im very dynamic and I would have good responsability. So I return in my room and I return my confirmation. I was so happy to going over there this summer. I thing it would be very great and I will know more people. I know this experience will change my life. . .

(152 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 4:

The text satisfies all of the stated requirements.

The full meaning is comprehensible without interpretation at the first reading.

Not all of the sentences are well constructed and easily understood:

- *They told my if I was in accord to going do a staff in St-Jean sur richelieu.*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 4

TOPIC 2

***I arrived home from school, and I saw a message on the fridge that said, “Do not go into your room!”** So I had try to call my mother on her cellphone to know why, but my telephone told me “your call can not be reach”. I was in stupefaction. I called again and it was the same message. So I decided to go watch the t.v. but I heard a little noise from my room! I was afraid. one part of my mind was told me to go see and the other part was told me to go away! I took my staff of baseball, start to climb the stairs one by one. One the top of the stairs, myself was told me to go and don’t be afraid, but I was terrify. I was alone at home and I couldn’t call my mom. I was scare to know what I’m going to find. So I decided to go. I had turn left the stairs, count three doors and open the third one. My mom was there and she was painting the walls of my room!

(166 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 4:

The text satisfies all of the stated requirements.

The full meaning is comprehensible without interpretation at the first reading.

However, a few sentences are not well constructed and some are not easy to understand:

- *I was in stupefaction.*
- *I took my staff of baseball, start to climb the stairs one by one.*
- *One the top of the stairs, myself was told me to go and don’t be afraid, but I was terrify.*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 4

TOPIC 2

***I was walking along the beach, and I found a message in a bottle.** On the message, it was writting: "Help me! I am a boy and. . ." And the message was cut off. I was very affraid. What the message of this man is; what he want; where he was when he sende the message? But anybody can answered my questions. However, I decided to phone Stefany because she is a real detective and she is my best friend. I explained the story to her and she saided me: "Do not make attention, it is certainly a joke." I was surprised by the answer and very confused but I decided to do the investigation alone. I returned to the beach and I was searching when I found an other bottle with an other message. This time, on the message, it was writting: "And I am not alone; I have a dangerous man with me." I was very very affraid so I decided to tell the police. For the situation, they decided to send men with dogs in the forest and two helicopters on the lake. Finally, they found a dead man on Michel's Island in the middle of the lake. Luckily, the dead man was a dangerous killer. The police was very happy of my help. When I saided the story to Stefany, she was very confused and very desolated. It was very funny!!!

(220 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 4:

(This would be rated a high level 4.)

The text satisfies all of the stated requirements.

The text is comprehensible without interpretation at the first reading.

Not all sentences are well constructed:

- *What the message of this man is; what he want; where he was when he sende the message?*

Some sentences can be difficult to understand:

- *But anybody can answered my questions.*

- *When I saided the story to Stefany, she was very confused and very desolated.*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 5

TOPIC 1

It is very impressive the number of ads that a teenager sees in one day. Most of them are not reflecting reality. Lets take softdrinks for example. You see a basketball player drinking something. Than you see him playing a basketball game very well and he is the best one of all. If a teenager see this and he is not playing basketball very well, he will think that the product it what it will make him good in this sport. Other ads that are not really reflecting reality are the one that show products treating acne. In does ads they are exaggerating the effects of the products. The companies only want to make money, and the message that they send is you will be the cuttest and the best one of all. It is not true and personaly, I find this degrading and I hope that the teenagers will not buy thoes products only to be the best.

(159 words)

Explanation of a level 5:

(This would be rated a low level 5.)

The text satisfies all of the stated requirements.

The text is comprehensible without interpretation at the first reading.

The sentences are generally well constructed and easily understood. Minor errors (not structural) are tolerated.

No English forms or complex sentences are used.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 5

TOPIC 2

***I arrived home from school, and I saw a message on the fridge that said, “Do not go into your room!”** I look at the message a second time and said: “Good joke dad, but if you think you will catch an other time...” So, I took the message and put it in the garbage. Few minutes later I heard a strange noise originate from my room. I was so afraid! I tryied to call my mom but she didn’t took the phone. I heard the same noise a second time and decided to go and have a look. I climbed the stairs one by one, slowly but surely. Upstairs, all was so quiet, too much quiet. I was nervous and scare but I was feeling like if nothing can stop me. I walked in the corridor and stoped in front of my room’s door. I turned the handle and open the door. My room was in a terrible mess. Books, clothes and other things like that were on the floor. On my bed, something was moving. It was a wonderful big dog. the strange noises were originate from him. Few minutes later my mother arrived and told me that he was my birthday gift.

(186 words)

*The story starter does **not** count towards the total number of words.

Explanation of a level 5:

The text satisfies all of the stated requirements.

The text is comprehensible without interpretation at the first reading.

The sentences are generally well constructed, with few minor errors that do not affect meaning:

- *I tryied to call my mom but she didn’t took the phone.*

The text contains typical English forms:

- *I climbed the stairs one by one, slowly but surely.*

However, vocabulary, spelling and grammatical structure are not consistently accurate.

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 6

TOPIC 1

Teenagers these days are very important. We consume over 100 billion dollars annually. But what kind of messages do companies send to us? The kind of messages sent to us are ads. They're created to persuade us. For example, I heard this one ad that the slogan was: "Love the skin you're in." But I didn't quite hear the name of the company. If you're fat and don't love yourself, then why would that change by using a simple product? Seriously, if they want us to buy even more they have to come up with better slogans. Another ad I saw was in a teen magazine, for Anti-wrinkle cream. What teenager has wrinkles at sixteen years old? None. And the worst part of the ad is that the girls don't have any wrinkles because they are only eighteen years old. I really do not know why advertisers send out these messages. Because according to me they are of no use. Most of the time products that have a lot of ads are the worst products. That's why they have to sell them with ads. To conclude, I believe that ads are a waste of time and money to all of us. These companies could certainly put their money elsewhere. Such as cancer research, helping the "needy" and the poor. Somewhere else but in their pocket.

(225 words)

Explanation of a level 6:

The text satisfies all of the stated requirements.

The sentences are well constructed and easily understood.

Vocabulary, spelling and grammar are consistently accurate.

Isolated minor errors do not affect meaning:

- *I heard this one ad that the slogan was: "Love the skin you're in."*

Contains complex sentences and a high level of coherence. The student justifies her opinions by citing valid examples:

- *What teenager has wrinkles at sixteen years old?*

Note: There are errors in this text, which is an authentic student exemplar.

EXAMPLE OF A LEVEL 6

TOPIC 1

Advertisers are smart. They know that teenage years can be stressful, since image and other people's opinion are important. Of course, they use this knowledge as their secret weapon, in order to get us teenagers to buy their products. What I have noticed, after watching so many commercials on television and reading billions of ads in the city bus, is that companies use the idea of fear to persuade teens to buy their products. The commercial for a special toothpaste is a good example. The lady in the ad has a blind date set up that night, but once she sees her date's yellow teeth, she ignores him. This sends out the message that if your image isn't perfect (or if your teeth aren't white enough) you will never have a boyfriend or girlfriend. There are so many other commercials that work that way too: clothes, hair products, makeup, etc. That is how advertisers catch us in their nets. We are so afraid of never fitting in or of being different that we consume, buy, spend. It's a vicious cycle. Personally, I think that many of the commercials we see on television are ridiculous. I find that they are unreal and that they are far from representing what teenagers are really like. I buy something if I like it, not just because other's do. The problem is, there aren't many teenagers who base themselves on their own taste when they shop. Most of them are under peer pressure and advertisers know it.

(253 words)

Explanation of a level 6:

The text satisfies all of the stated requirements.

Vocabulary, spelling and grammatical structure of sentences are consistently accurate.

The text contains complex sentences and typical English forms:

- *We are so afraid of never fitting in or of being different that we consume, buy, spend. . .*

The minor errors do not affect meaning:

- *I buy something if I like it, not just because other's do.*

The text is highly coherent.

