

ÉPREUVE OBLIGATOIRE

Enseignement primaire, 3^e cycle

Document d'information - Juin 2014

Anglais, langue d'enseignement

6^e année du primaire

514-600



UN
QUÉBEC
POUR TOUS

Québec    

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2013

ISSN 1927-8411 (En ligne)

Dépôt légal – Bibliothèque et Archives nationales du Québec, 2013

Le présent document se trouve dans le site du ministère de l'Éducation, du Loisir et du Sport.

TABLE DES MATIÈRES

INTRODUCTION

1 STRUCTURE DE L'ÉPREUVE OBLIGATOIRE

1.1 Caractéristiques générales	5
--------------------------------------	---

2 DOCUMENTS

2.1 Documents constituant l'épreuve obligatoire	5
---	---

3 DESCRIPTION DES TÂCHES

3.1 Réaction au texte	6
3.2 Rédaction d'un texte narratif	6
3.3 Utilisation de la langue pour communiquer et apprendre	6

4 MODALITÉS D'ADMINISTRATION DE L'ÉPREUVE

4.1 Répartition du temps	7
--------------------------------	---

5 ÉLÈVES AYANT DES BESOINS PARTICULIERS

8

6 MODALITÉS DE CORRECTION

6.1 Comités de correction	8
6.2 Grilles d'évaluation	8
6.3 Calcul des résultats inscrits au bulletin	9

ANNEXES

<i>Responding to Literature</i>	12
<i>Conferring for Feedback and Revision</i>	13
<i>Using Rubrics</i>	14
<i>Converting Levels of Performance to Numeric values</i>	14
<i>Using the Rubrics to Assess Performance</i>	14
<i>Specific Tasks Assessed</i>	15
<i>Rubric for Written Response</i>	16
<i>Rubric for Narrative Writing</i>	18
<i>Profiles for Written Language Conventions</i>	20
<i>Checklist for Talk to Learn</i>	21
<i>Student Evaluation Guidelines for Written Response to Literature</i>	22
<i>Student Evaluation Guidelines for Narrative Writing</i>	23

INTRODUCTION

Le présent document contient des renseignements sur l'épreuve obligatoire d'anglais, langue d'enseignement, de la fin du 3^e cycle du primaire qui sera administrée en mai 2014. Puisqu'il contient des renseignements importants à l'égard de la nature, du déroulement et de la correction de l'épreuve, il doit être distribué le plus rapidement possible à l'ensemble du personnel enseignant d'anglais, langue d'enseignement, du 3^e cycle du primaire, aux conseillères et conseillers pédagogiques et à tout le personnel concerné par la planification de l'épreuve.

Le contenu de cette épreuve a été établi en tenant compte des commentaires provenant de nombreuses consultations menées auprès d'enseignantes et enseignants d'anglais, langue d'enseignement, et de conseillères et conseillers pédagogiques de toute la province. L'élaboration de l'épreuve et du processus de validation s'appuie sur des documents ministériels, dont le Programme de formation de l'école québécoise, le Cadre d'évaluation des apprentissages et la Progression des apprentissages. Les commentaires et les renseignements recueillis à la suite des épreuves des années précédentes ont également alimenté le processus.

Cette épreuve donne l'occasion aux élèves de démontrer leurs connaissances et leurs compétences, et permet au personnel enseignant de faire l'évaluation de leurs apprentissages en lecture et en écriture.

Comme déterminé par le ministère de l'Éducation, du Loisir et du Sport, la note finale de l'élève constituée à partir des tâches de l'épreuve compte pour 20 % de sa note finale en lecture et 20 % de sa note finale en écriture.

1 STRUCTURE DE L'ÉPREUVE OBLIGATOIRE

1.1 Caractéristiques générales

L'épreuve obligatoire d'anglais, langue d'enseignement, comporte les caractéristiques suivantes :

- Elle établit l'intention de communication et le contexte des tâches en s'appuyant sur la pensée critique; une affirmation ou une question de départ, suivie ou non de sous-questions, sert de ligne directrice aux tâches.
- Elle intègre les processus et stratégies souvent associés à la lecture, au visionnement de vidéos, à la discussion, à la formulation d'une réaction et à l'écriture.
- Elle se compose de différentes tâches qui s'appuient à la fois sur un contexte donné et sur une question ou une affirmation de départ. Les tâches sont liées par des activités complémentaires, l'expression orale et la discussion. Les élèves doivent lire un texte et y répondre en plus de rédiger un texte narratif.

Deux tâches sont évaluées : la rédaction d'une réaction au texte et la production d'un texte narratif.

2 DOCUMENTS

2.1 Documents constituant l'épreuve obligatoire

Documents pour la personne responsable de la surveillance dans l'école	Documents pour les élèves
Composante média (DVD/vidéo et images)	<i>Literature Booklet</i>
<i>Teacher's Guide</i>	<i>Processfolio*</i> (cahier de l'élève)
Remarque : Les écoles doivent assurer l'accès à l'équipement nécessaire au visionnement de la vidéo.	
* L'élève effectue chaque tâche dans la partie du <i>Processfolio</i> (fourni avec les documents) prévue à cet effet.	

3 DESCRIPTION DES TÂCHES

3.1 Réaction au texte

Pour démontrer leur compétence en lecture, les élèves doivent produire un texte dans lequel ils présentent leur réaction à un texte littéraire illustré. Les élèves doivent lire ce texte et en construire le sens en suivant une démarche de réponse. Ils doivent exercer leur pensée critique et faire la synthèse des idées présentes dans le texte. Environ trois heures doivent être allouées à cette partie de l'épreuve, en incluant les activités de mise en contexte et le temps de préparation de la tâche.

3.2 Rédaction d'un texte narratif

Pour démontrer leur compétence en écriture, les élèves doivent produire un texte narratif destiné à un public cible. Pour ce faire, ils doivent faire appel à leur connaissance des structures et des caractéristiques du texte narratif ainsi qu'aux conventions de la langue écrite, et les utiliser pour informer et divertir leur public cible. Pendant l'épreuve, les élèves doivent avoir suffisamment de temps pour planifier la rédaction, rédiger le brouillon, solliciter les commentaires de leurs pairs et réviser leur texte. Environ quatre heures doivent être allouées à cette partie de l'épreuve.

3.3 Utilisation de la langue pour communiquer et apprendre

Tout au long de l'épreuve, les élèves doivent recourir à la parole pour communiquer et apprendre. Ils prennent part à des activités qui exigent qu'ils discutent de questions provenant du contenu de l'épreuve et des activités connexes. La compétence *Utiliser la langue pour communiquer et apprendre* n'est pas formellement évaluée dans le cadre de l'épreuve. Toutefois, les activités permettent la collecte de renseignements supplémentaires.

4 MODALITÉS D'ADMINISTRATION DE L'ÉPREUVE

Les écoles doivent administrer l'épreuve selon les directives énoncées dans le *Teacher's Guide*. Toutes les tâches doivent être réalisées à l'école, préférablement dans la salle de classe habituelle, à moins d'indication contraire.

Les écoles et les commissions scolaires doivent aviser à l'avance la Direction de la sanction des études du nombre d'exemplaires requis pour chaque classe d'élèves du 3^e cycle. Dans le cas de classes multiprogrammes, c'est-à-dire celles composées d'élèves de première et deuxième année du 3^e cycle, les enseignants pourront demander des exemplaires pour tous leurs élèves.

4.1 Répartition du temps

En règle générale, sept heures au total sont nécessaires à la réalisation des tâches de l'épreuve. La durée proposée est approximative et ne comprend pas le temps consacré aux activités de préparation; au besoin, plus de temps peut être alloué. Les enseignants doivent prévoir une période de temps suffisante pour le déroulement de l'épreuve..

Il est à noter que les tâches doivent se dérouler sans interruption afin que les élèves puissent mener à bien des activités qui exigent l'exercice de la pensée critique et la résolution de problèmes, qui sont des éléments propres à l'apprentissage par compétence. Comme chaque élève doit contextualiser les tâches et se familiariser avec celles-ci, et que les activités se font de manière individuelle ou en groupe, certaines tâches individuelles pourraient demander plus de temps à certains élèves. Le temps requis pour la réalisation des tâches peut varier d'une classe à l'autre, et des ajustements peuvent être apportés selon les différents besoins. Certaines tâches, comme la rédaction et la révision d'un texte narratif, peuvent nécessiter plus d'une heure; il est donc demandé aux écoles d'ajuster leur horaire en conséquence. La planification et la collaboration entre la direction de l'école et le personnel enseignant peuvent être nécessaires pour assurer les conditions optimales pour la passation de l'épreuve.

5 ÉLÈVES AYANT DES BESOINS PARTICULIERS

Pour faire la démonstration de leurs apprentissages, les élèves ayant des besoins particuliers peuvent avoir accès à des mesures d'adaptation des conditions de passation des épreuves ministérielles. Pour plus d'information au sujet de la mise en place de ces mesures, il faut consulter les documents élaborés par la Direction de la sanction des études, notamment le chapitre 5 (*Mesures d'adaptation pour l'évaluation des apprentissages*) du Guide de gestion de la sanction des études et des épreuves ministérielles.

6 MODALITÉS DE CORRECTION

6.1 Comités de correction

Il est recommandé aux enseignantes et enseignants d'anglais, langue d'enseignement, de 3^e cycle du primaire de se réunir en comité pour évaluer les textes des élèves. Cette collaboration leur permet d'assurer l'uniformité dans l'interprétation des critères et des indicateurs, ce qui favorise l'équité et la fidélité. Elle leur donne également l'occasion d'approfondir leurs connaissances en évaluation, puisqu'ils choisissent des exemples-types parmi les productions des élèves. Ces exemples-types, qui illustrent chaque niveau de compétence, servent de points de repère pour la correction des productions des autres élèves. Les critères d'évaluation (grilles) se trouvent dans le *Teacher's Guide*.

6.2 Grilles d'évaluation

Les grilles d'évaluation pour la correction des deux tâches faisant l'objet d'une évaluation sont fournies dans ce document. Ces grilles pourraient être ajustées ou modifiées à la suite du processus de validation en janvier 2014. Les versions mises à jour seront disponibles à ce moment. Comme dans le cas des épreuves passées, chaque grille décrit cinq niveaux de compétence. Les enseignants doivent évaluer le niveau de compétence global pour chaque tâche évaluée. Des exemples-types élaborés à partir de l'épreuve de 2013 seront disponibles à la fin novembre et fourniront aux enseignants des exemples de réponses au texte et de productions écrites.

Seule la note indiquée pour un niveau de compétence peut être attribuée à l'élève.

Comme la description des critères d'évaluation utilise un niveau de langue soutenu, il est recommandé au personnel enseignant d'analyser les exemples-types avec leurs élèves afin de les aider à reformuler les critères dans un langage qui leur est plus familier et de favoriser leur compréhension des exigences liées aux tâches et aux caractéristiques d'un travail de qualité.

6.3 Calcul des résultats inscrits au bulletin

Voici un exemple de la façon dont les notes des différentes sections de l'épreuve obligatoire sont utilisées pour déterminer le résultat final de l'élève.

Notes de l'élève à l'épreuve obligatoire¹ :

- Lire et écouter des textes littéraires, populaires et informationnels : 75 %
- Rédiger des textes d'expression personnelle, narratifs et informationnels : 70 %

Compétence	Étape 1 20 %	Étape 2 20 %	Étape 3 20 %	Résultat global pour les 3 étapes	Note à l'épreuve obligatoire	Résultat final
<i>Utiliser la langue pour communiquer et apprendre (33 %)</i>	68	74	76	74	non évalué	74
<i>Lire et écouter des textes littéraires, populaires et informatifs (33 %)</i>	70	80	84	80	75	79
<i>Rédiger des textes d'expression personnelle, narratifs et informatifs (34 %)</i>	74	78	84	81	70	79
Note d'anglais, langue d'enseignement	71	77	81			77

¹ La note obtenue à l'épreuve obligatoire compte pour 20 % de la note finale de l'élève.

Résultat global pour les trois étapes

Compétence : *Utiliser la langue pour communiquer et apprendre*

$$\frac{(0,2 \times 68) + (0,2 \times 74) + (0,6 \times 76)}{(0,2 + 0,2 + 0,6)} = 74$$

Calcul de la note finale de l'épreuve

Compétence : *Lire et écouter des textes littéraires, populaires et informatifs*

$$\frac{(0,8 \times 80) + (0,2 \times 75)}{(0,8 + 0,2)} = 79$$

Compétence : *Rédiger des textes d'expression personnelle, narratifs et informatifs*

$$\frac{(0,8 \times 81) + (0,2 \times 70)}{(0,8 + 0,2)} = 78,8 = 79$$

Calcul de la note finale d'anglais, langue d'enseignement

$$\frac{(0,33 \times 74) + (0,33 \times 79) + (0,34 \times 79)}{(0,33 + 0,33 + 0,34)} = 77,35 = 77$$

ANNEXES

Responding to Literature

Task:

Responding to literature requires students to read/view carefully to interpret and make meaning from the text and/or the images. Readers should pay attention to what is implied or inferred (suggested, but not actually stated) in the text(s). As they read/view they should draw further meaning by making connections to other texts they have read, viewed or heard and other experiences. Readers/viewers should consider how the author and illustrator have crafted the text and/or images to enhance meaning.

Essentially, students will bring meaning to and draw a deeper meaning from the text.

Synthesis:

When students synthesize they are exercising critical thinking. They consider what they already know in light of new information/ideas. Subsequently, they combine the new information and what they know in a way that makes sense. This kind of thinking will help students to become better readers, to better understand texts and to extend their own ideas.

When responding to text(s) students draw meaning by considering:

- what they already know about the issues, problems or situations
- what they understand about the text; the purpose and/or the messages coming through
- their connections to the text from their own life experiences and/or from other texts read, heard or viewed, and how the connections helped them draw meaning
- how the author crafts and structures the story, and the specific features he/she uses to draw the reader's attention
- what they understand and think about the ideas in the text, combining what they already know with new information learned (explain personal opinion)
- which ideas or new understanding will stay with them after reading/viewing the text

Recommended Procedure:

Students first read the entire story silently and independently. After a second reading, they should make notes in preparation for a discussion in small groups. After the group discussion, they should add new ideas drawn from the talk to their notes. A final reading helps students consolidate their thoughts and ideas about the story before they write their response.

Conferring for Feedback and Revision

Revision is fundamental to all good writing. It requires careful thought and attention to changes to improve meaning by focusing on clarity, organization and wording. Revision involves making changes, such as rephrasing, rearranging sentences and/or paragraphs, and making deletions and additions to the text. It is through revision that writing is shaped, polished and refined, subsequently enhancing the writer's meaning.

Sharing writing with a partner or partners helps to clarify meaning and to recognize where changes are needed to better develop ideas. Careful questioning helps the writer examine the parts of the writing that need improvement and clarification. Writers might consider the following procedures when working on revision in a group.

To prepare for a writing conference, students should do the following:

- Reread their writing.
- Think about how partners can help and be ready to ask for specific help such as ask the partner(s) to suggest a better title, a better beginning or ending for the writing piece.

Procedure:

When responding to and conferring with partners about writing, the listener's role is to provide constructive feedback. The writer's role is to note the suggestions made for revising the piece.

The Writer

- considers the specific feedback requested
- reads the entire piece to the partner or group, or only the part for which he or she needs feedback
- explains the purpose of the writing and asks if the writing meets that purpose
- asks the partner or group to say what they think are the strong part(s) and where the piece needs more work
- answers questions their peers ask about the writing, and thinks about how the writing might be improved

The Listeners

- say what they heard their peer read aloud
- talk about what part they liked best (positive) and why
- respond with helpful advice
- ask questions to clarify meaning and understanding
 - “I don't quite understand why...” or “How did the...?” “I find the part where... confusing. Can you explain it?” “Tell me more about...”
 - “What happened first? What came next?”
 - “Does your title tell what to expect in the piece of writing?”

Using Rubrics

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. The criteria identify the critical aspects of the task being evaluated, and the indicators describe the relative quality of the performance for each criterion. The indicators are calibrated in relative terms to show the essential differences between the levels of performance.

Working with samples of students' work or exemplars presents students with concrete examples of quality work and provides assistance with the vocabulary used to describe it. Students can then develop an understanding of the characteristics of quality work or performance. Teachers may wish to examine the assessment criteria with their students and apply them to exemplars.

The rubrics provided for the assessment of the students' performance on the examination are designed to provide details about the task and to inform the assessors exactly which elements are most valued and should be evident in the performance.

The rubrics are task-specific and describe five levels of performance. Students meet or fall short of meeting the criteria and are scored on a range of five possible levels, from advanced to minimal. The pluses and minuses allow for the score to indicate where the performance falls within the levels.

Converting Levels of Performance to Numeric Values

MELS requires that the overall level of performance for each task be converted to a numeric value or percentage. Therefore, the examination components, Written Response and Narrative Writing should be assigned a numeric value (percentage), as indicated in the rubrics provided.

The numeric values do not indicate a range of scores: rather, a specific value for a specific level of performance. For example, if the overall level of performance for the task is scored as a Level 5, the numeric score is recorded as 95%.

Using the Rubrics to Assess Performance

Optimal conditions for scoring students' work include teacher collaboration, marking in groups and shared decision-making. The rubrics provided in the appendices of this document (pp. 16-19) were designed to assess the two specific tasks. When scoring students' work, it is important to be familiar with the required tasks and the rubrics, noting the criteria and the indicators for each level of performance, as well as the descriptive overview that heads each level of performance.

Determine the Level of Performance:

- Examine the preselected benchmark or anchor papers already scored, along with the rubrics provided for each task.
- After reading the student's work, refer to the profile to first determine the level of performance.
- Read down through the indicators to determine performance in the specific criterion. Use this to establish the score within the level to be assigned to the work.

Specific Tasks Assessed

Reading: A written response to illustrated literature is assessed to determine the student's ability to bring meaning to and from the text—in particular, drawing on the context in which the tasks are set and the information/ideas in the text.

- Response to literature draws on the student's ability to interpret the text, on his/her acquired knowledge about structures and features of texts, and on his/her appreciation of the author and illustrator's craft as it relates to purpose and audience.
- The task draws upon critical thinking.

Writing: A final piece of writing is assessed to determine the student's ability to craft a narrative with a specific purpose and audience in mind. The student assumes responsibility for shaping his/her writing through conferring with peers, revising and editing.

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

- Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the three profiles provided with the rubrics (p. 18 of this document). If the use of written language conventions best fits in Profile C (Partial), it does not allow a score higher than a Level 3+ (70%) on the overall writing task.
- This weighting should be applied after the narrative writing task has been scored.

Rubric for Written Response*

*These rubrics are subject to change following the validation process in January 2014. Updated versions will be made available at that time.

	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH			LEVEL 3 ACCEPTABLE		
PROFILE	The reader draws comprehensive meaning. S/he reflects on ideas presented in the text; insightful reasoning and perceptive connections enhance meaning. Ideas are justified with key references from the text.			The reader draws clear meaning. S/he considers the ideas presented in the text; sound reasoning and relevant connections deepen meaning. Ideas are supported with thoughtful references from the text.			The reader draws coherent meaning. S/he addresses the ideas presented in the text; logical connections and references from the text support meaning.		
Criteria									
MEANING	Examines the concepts/ideas in the text; makes inferences drawing on key ideas to support meaning. Integrates own understanding in light of the ideas in the text. Justifies ideas with insightful reasoning and references.			Explores the concepts/ideas in the text and attends to underlying ideas to support meaning. Offers own opinions in light of the ideas in the text. Justifies ideas with sound reasoning and thoughtful references.			Identifies and addresses relevant concepts/ideas in the text, loosely supporting meaning. Supports a personal opinion with logical explanation(s) and reference(s) to the text.		
CONNECTIONS	Enhances/deepens meaning by integrating own experiences and other sources; perceptively connects them to the ideas in the text, suggesting a worldview.			Extends meaning by drawing on own experiences and other sources; clearly connects them to the ideas in the text.			Supports meaning by associating own experiences; connects them to the text in a general way.		
STRUCTURES AND FEATURES	Draws meaning from subtle cues; explains how the structures and features (author's craft) enhance meaning.			Makes assumptions from cues; relates how particular structures and features (author's craft) contribute to meaning.			Identifies structures and features (author's craft); observations are general and loosely support meaning.		
READING CRITICALLY	Examines the effectiveness of the text. Offers a personal insight connected to new understandings that go beyond the text and apply to life in general.			Evaluates the text offering a personal opinion. Draws perceptive conclusions.			Reacts to the text offering a logical judgment/opinion. Draws conclusions that are general in nature.		
OVERALL SCORE	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%
Determine the level that best describes the student's overall performance and assign the corresponding numeric (%) score.									

Rubric for Written Response*

(cont.)

*These rubrics are subject to change following the validation process in January 2014. Updated versions will be made available at that time.

	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
PROFILE	The reader draws a literal meaning. S/he offers random ideas from the text suggesting a rudimentary understanding; connections and references are ambiguous and unsupported for the most part.		
Criteria			
MEANING	Draws a literal meaning from the text; some ideas suggest a limited understanding. Reference(s) to the text are uncertain or without logical support.		Retells or lists minor details from the text; ideas are uncertain and meaning is not apparent. References, if any, are confusing.
CONNECTIONS	Offers surface/random connections, superficial in nature with minor support to meaning; connections may relate to the text.		Mentions connections that are ambiguous and/or irrelevant; connections may not link to the text.
STRUCTURES AND FEATURES	Mentions obvious structures and features of the text that vaguely support meaning.		Refers to the text; may allude to, or disregard structures and features altogether.
READING CRITICALLY	Offers an opinion about the text that reflects the obvious or mundane.		Comments on the text; may indicate preferences about the text or tells likes and/or dislikes.
OVERALL SCORE	2+	2	1
	55%	50%	40%
Determine the level that best describes the student's overall performance and assign the corresponding numeric (%) score.			

Rubric for Narrative Writing*

*These rubrics are subject to change following the validation process in January 2014. Updated versions will be made available at that time.

	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH			LEVEL 3 ACCEPTABLE		
PROFILE	The writer demonstrates a complete understanding of narrative writing, purpose and audience; clearly, the writer's intent is to entertain, engage and convince the reader through an exemplary piece of writing.			The writer demonstrates a clear understanding of narrative writing, purpose and audience; the story entertains and holds the reader's attention through a well-thought-out and convincing piece of writing.			The writer demonstrates some understanding of narrative writing, purpose and audience; the story activates the reader's interest but wavers in maintaining unity resulting in a less convincing piece of writing.		
Criteria									
ORGANIZATION AND IDEAS	Establishes a natural connection between story elements and ideas; sustains a clear focus on unfolding events to create the story. Carefully selected details enrich development and lend authenticity to the story captivating the reader from beginning to end.			Establishes a clear connection between story elements and ideas; sustains a focus on unfolding events to create the story. Interesting details enhance development and lend originality to the story maintaining the reader's interest throughout.			Establishes a connection between story elements and ideas; maintains a logical sequence of unfolding events for the most part to create the story. Relevant details support development and convey a story that activates interest on occasion.		
VOICE	Conveys a strong sense of writer; tone is appropriate for purpose and audience; speaks to reader in a compelling voice that entertains and contributes to the narrative.			Conveys a clear sense of writer; tone is appropriate for purpose and audience; speaks to the reader in an expressive voice that entertains and lends clarity to the narrative.			Conveys an occasional sense of writer; tone is appropriate for purpose and audience for the most part; speaks to the reader in a discernible voice, at times entertaining, that holds attention for the most part.		
STRUCTURES AND FEATURES	Uses narrative structures in a deliberate manner; effective choice of language features such as dialogue, word choice and figurative language enriches the narrative and offers a unique style.			Uses narrative structures in a sustained manner; attention to language features such as dialogue, specific word choice and figurative language elaborates the narrative and experiments with style.			Uses essential narrative structures in a casual manner; wavering attention to language features such as dialogue, word choice and figurative language may undermine the narrative at times.		
OVERALL SCORE	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%
Students must demonstrate sufficient control of written language conventions. The guidelines for scoring a student's performance for the writing task, with consideration for use of written language conventions, are as follows: - Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the three profiles for written language conventions. If the use of written language conventions best fits in Profile C (Partial), it does not allow a score higher than a Level 3+ (70%) on the overall writing task. Determine the level that best describes the student's overall performance. - This weighting should be applied after the narrative writing task has been scored.									

Rubric for Narrative Writing*

(cont.)

*These rubrics are subject to change following the validation process in January 2014. Updated versions will be made available at that time.

PROFILE	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL	
	The writer demonstrates limited understanding of narrative writing in general; the writing is underdeveloped and confusing for the most part.			
Criteria				
ORGANIZATION AND IDEAS	Requires further development; story elements are loosely connected. Details are limited and strung together. The story culminates in a simple conclusion.		Lacks a sense of purpose and direction; ideas are disjointed and confusing. Details are disconnected and/or random.	
VOICE	Conveys an indistinct sense of writer; generally lacks tone appropriate for purpose and audience; addresses the reader unevenly, and fails to connect.		Disregards the reader for the most part; the writer's voice is flat or absent.	
STRUCTURES AND FEATURES	Indicates a narrative structure through a simple sequence; attempts at dialogue are evident but confusing; language is simplistic and word choice is limited.		Suggests a series of loosely connected events or actions that allude to story; generally, language/vocabulary is limited and word choice is inappropriate or incorrect.	
OVERALL SCORE	2+	2	1	
	55%	50%	40%	

Students must demonstrate sufficient control of written language conventions.

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

- Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the three profiles for written language conventions. If the use of written language conventions best fits in Profile C (Partial), it does not allow a score higher than a Level 3+ (70%) on the overall writing task. Determine the level that best describes the student's overall performance.
- This weighting should be applied after the narrative writing task has been scored.

Profiles for Written Language Conventions

Students must demonstrate sufficient control of written language conventions.

Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the following profiles. If the use of written language conventions best fits in **Profile C (Partial)**, it does not allow a score higher than a **Level 3+ (70%)** on the overall writing task.

PROFILE A: THOROUGH

The writing demonstrates control through effective revision and editing in the final version. Skillful use of language and sentence structures enhances both meaning and style. Paragraphs are used throughout to shape the structure of the text. Spelling rules are applied effectively—minor errors may occur, but they do not affect meaning. Punctuation and capitalization are applied consistently, guiding the reader smoothly through the text.

PROFILE B: REQUIRED

The writing demonstrates attention to careful revision and editing in the final version. Although incorrect use of language and run-on sentences may be apparent, overall meaning is not affected. Ideas are grouped, suggesting paragraphs. In general, common spelling rules are applied, although there is some evidence of a reliance on phonetic spelling. At times, spelling errors interfere with meaning. Capitalization rules are applied consistently. Application of punctuation is consistent for the most part; however, minor errors may interfere with communication.

PROFILE C: PARTIAL

The writing demonstrates minor editing in the final version. Serious errors in syntax and sentence structure make meaning unclear. The lack of paragraphs and repetitive spelling errors (including high frequency words) make the writing difficult to read and impede meaning overall. Application of punctuation and capitalization is inconsistent, and serious errors interfere with communication.

Checklist for Talk to Learn

Student	Observable Behaviours			
	☐	☐	Suggests ideas, insights/new direction	Comments
	☐	☐	Builds on ideas	
	☐	☐	Seeks or offers clarification	
	☐	☐	Uses and interprets nonverbal cues	
	☐	☐	Stays on topic	
	☐	☐	Suggests ideas, insights/new direction	
	☐	☐	Builds on ideas	
	☐	☐	Seeks or offers clarification	
	☐	☐	Uses and interprets nonverbal cues	
	☐	☐	Stays on topic	
	☐	☐	Suggests ideas, insights/new direction	
	☐	☐	Builds on ideas	
	☐	☐	Seeks or offers clarification	
	☐	☐	Uses and interprets nonverbal cues	
	☐	☐	Stays on topic	
	☐	☐	Suggests ideas, insights/new direction	
	☐	☐	Builds on ideas	
	☐	☐	Seeks or offers clarification	
	☐	☐	Uses and interprets nonverbal cues	
	☐	☐	Stays on topic	

Student Evaluation Guidelines for Written Response to Literature

When the teacher reads and evaluates your response to literature, these are some of the questions s/he will be asking:

- Have you expressed the ideas you understood from the text?
- Have you given reasons and examples from the text to support what you think?
- Did you tell what is suggested but not actually stated (and where in the text it is revealed)?
- Have you explained ways the author crafted the text (structures and features) to get and keep your attention and to help you draw meaning?
- Did you consider what you already know from other texts you have read and viewed, as well as information from other sources, and connect this to ideas in the text?
- Did you make connections between your own experiences, beliefs and values, and the ideas offered in the text that help with your understanding?
- Have you explained how the ideas in the text apply to you, to others or to life in general?
- Did you offer and support your own ideas, opinions and/or criticisms?
- Did you express new ideas or understanding that will stay with you after reading the text?

Student Evaluation Guidelines for Narrative Writing

When the teacher reads your narrative, here are some of the things s/he will be looking for:

- It is organized, easy to follow, and the ideas fit together to make sense.
- It connects events, actions and characters from beginning to end.
- It offers interesting details that paint a clear picture for your reader.
- It is appropriate for your intended audience.
- It demonstrates the writer's voice and style (a sense of person behind the words).
- It is creative and original.
- It uses well-chosen words and sentences, interesting language, dialogue, etc.
- It is edited for proper grammar, spelling, punctuation and capitalization.
- It is revised (changed/added ideas to improve the story).



**Éducation,
Loisir et Sport**



UN
QUÉBEC
POUR TOUS