ÉPREUVE OBLIGATOIRE

Enseignement primaire, 3e cycle

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Anglais, langue d'enseignement 514-600

6e année du primaire

Québec

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INTRODUCTION

Le présent document contient des renseignements sur l'épreuve obligatoire d'anglais, langue d'enseignement, de la fin du 3e cycle du primaire qui sera administrée en mai 2016. L'objectif premier de ce document est de fournir des informations générales sur l'épreuve afin d'en assurer une administration uniforme. 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 3e 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, de l'Enseignement supérieur et de la Recherche, 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.
- Elle intègre les processus et stratégies souvent associés à la lecture, 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'un texte narratif et d'une réaction au texte.

2 DOCUMENTS

2.1 Documents constituant l'épreuve obligatoire

Documents pour la personne responsable de la surveillance ou le personnel enseignant	Documents pour les élèves
Composante média (DVD et images)	*Literature Booklet*
Teacher's Guide	*Processfolio** (cahier de l'élève)
* L'élève effectue chaque tâche dans la partie du *Processfolio* (fourni avec les documents) prévue à cet effet.	

3 DESCRIPTION DES TÂCHES

3.1 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 avant de soumettre leur version finale. Environ quatre heures doivent être allouées à cette partie de l'épreuve, en incluant les activités de mise en contexte.

3.2 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 le temps de préparation de la tâche.

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 3e cycle. Dans le cas de classes multiprogrammes, c'est-à-dire celles composées d'élèves de première et deuxième année du 3e cycle, les enseignants pourront demander des exemplaires pour tous leurs élèves.

Durant la passation des épreuves, il est formellement interdit aux élèves d'avoir en leur possession tout appareil électronique (baladeur numérique, téléphone intelligent, etc.) qui permet de naviguer sur Internet, de traduire des textes, de créer ou d'enregistrer des données, ou de transmettre ou de recevoir de l'information et des communications.

Le Ministère examine actuellement la possibilité d'autoriser une utilisation balisée de certains dictionnaires électroniques au moment de la passation des épreuves obligatoires et uniques, et ce, pour le domaine des langues seulement. Pour les épreuves de mai 2016, seuls des cas particuliers pourraient faire l'objet d'une entente avec la Direction de la sanction des études, qui déterminera les conditions quant au recours à certains dictionnaires électroniques. Ces demandes doivent être envoyées par la personne responsable de la sanction des études dans leur commission scolaire ou leur établissement.

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. Ce document est fourni par la Direction de la sanction des études à l'adresse suivante : http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/sanction/Guide-sanction-2015_fr.pdf.

6 MODALITÉS DE CORRECTION

6.1 Comités de correction

Il est recommandé aux enseignantes et enseignants d'anglais, langue d'enseignement, de 3e 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 ce document et 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 légèrement ajustées ou modifiées à la suite du processus de validation en janvier 2016. 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.

Une valeur numérique précise est attribuée à chaque niveau de compétence et doit être comptabilisée comme la note de l'étudiant. Il est à noter qu'une valeur numérique ne représente pas un intervalle de notes**;** plutôt, seule une valeur numérique peut être appliquée comme note pour un niveau de compétence particulier**.** Par exemple, si le niveau de compétence général correspond à 5-, la note en pourcentage devrait être 90 %; 92 % n'est pas une note valide.

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 Exemples types

Des exemples types élaborés à partir de l'épreuve de 2014 sont accessibles au personnel enseignant sur le site Internet sécurisé de la Direction de l'évaluation des apprentissages. Le site est protégé par un mot de passe; seuls le conseiller pédagogique de la commission scolaire ou la personne responsable de l'évaluation au sein de votre établissement ou commission scolaire y ont accès.

Cette année, les exemples types comprennent également des extraits d'épreuves corrigées par une équipe d'enseignants du comité de correction de juillet 2014. Les exemples types et les extraits fournissent aux enseignants des exemples d'indicateurs pour chaque niveau de compétence. Les exemples types de la tâche de rédaction demeurent les mêmes que ceux utilisés à la suite de l'épreuve de 2013.

6.4 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 obligatoire[1] :

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

Compétence	Étape 1 20 %	Étape 2 20 %	Étape 3 60 %	Résultat global pour les 3 étapes	Note à l'épreuve obligatoire	Résultat final
Utiliser la langue pour communiquer et apprendre (33 %)	68	74	76	74	non évalué	74
Lire et écouter des textes littéraires, populaires et informatifs (33 %)	70	80	84	80	75	79
Rédiger des textes d'expression personnelle, narratifs et informatifs (34 %)	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

ANNEXES

7.1 Narrative Writing

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 his/her 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, writers should:
    - Reread their writing
    - Think about how the partner(s) can help and be ready to ask for specific assistance such as asking the partner(s) to suggest a better title, a better beginning or a better ending for the writing piece

Students should familiarize themselves with the roles of Writer and Listener.

The Writer:

- considers the specific feedback requested
- reads the entire piece to the partner or group, or only the part for which he/she needs feedback
- explains the purpose of the writing and asks if the writing meets that purpose
- asks the partner or group to point out what are, in their opinion, the strong part(s) and the parts that need more attention
- answers questions his/her peer(s) ask about the writing and thinks about how the writing might be improved

The Listener:

- listens and states what he/she heard his/her peer read aloud
- talks about what part he/she likes best (positive) and why
- responds with constructive criticism
- asks 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 readers what to expect in the piece of writing?"

ANNEXES (*Suite*)

7.2 Responding to Literature

Task:

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

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

Synthesis:

When students synthesize they are exercising critical thinking. They consider new ideas and information in light of prior knowledge. This kind of thinking helps students to become better readers, to better understand texts and to extend their own ideas.

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

- what they already know about the issues, problems and 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 other texts read, viewed or listened to, and how the connections helped them to draw meaning from the text
- how the author crafts and structures the text, and the specific features s/he uses to draw the reader's attention
- what they understand and what they think about the text, combining what they already know with new information learned (explain personal opinion)
- which ideas or information will stay with them after reading/viewing the text

Recommended Procedure:

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

ANNEXES (*Suite*)

7.3 Using Rubrics

A rubric is a qualitative tool used to evaluate complex tasks. It is a set of criteria and performance indicators based on the most significant attributes of specific tasks, arranged according to 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 evaluation criteria with their students and apply them to exemplars. The rubrics provided for this examination are designed to provide details about the tasks and to inform the scorers exactly which elements are most valued and are expected in the performance.

The rubrics are task specific and describe five levels of performance, from minimal to advanced. The pluses and minuses allow for the score to indicate where the performance falls within the levels.

Teachers are to use the *Profile* section of the rubric to anchor their evaluation, and then to use the indicators to determine where in that level a student's performance best fits.

7.4 Converting Levels of Performance to Numeric Values

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

The numeric values indicate a possible range of up to three scores for each performance level; however, only the corresponding percentage values indicated can be assigned as a score. For example, if the overall level of performance for the task is scored as 5-, the percentage score is recorded as 90%; 92% is not a valid score.

ANNEXES (*Suite*)

7.5 Using the Rubrics to Evaluate Performance

Optimal conditions for scoring students' work include teacher collaboration, marking in groups and shared decision-making. The rubrics provided for this examination on pp. 17-20 of this document were designed to assess the two specific tasks. When scoring students' work, teachers must 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 first to the profile to determine the level of performance.
- Read down through the indicators to determine performance in relation to each specific criterion.
- Use this to establish the score within the level to be assigned to the work.

7.6 Evaluating Specific Task Performance

Writing: A final piece of writing is evaluated 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 language conventions. The guidelines for scoring a student's performance for the writing task, with consideration for use of language, are as follows:

- Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of three profiles provided with the rubrics (p. 21 of this document). If the use of written language conventions best fits in the "Partial" performance level the score for the overall writing task may not exceed 3+ (70%).
- This weighting should be applied after the narrative writing task has been scored.

Reading: A written response to illustrated literature is evaluated to determine the student's ability to bring meaning to and draw meaning 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 on critical thinking.

7.7 Rubric for Scoring Narrative Writing*

***These rubrics are subject to change following the validation process in January 2016. Updated versions will be made available at that time.**

	LEVEL 5 ADVANCED	LEVEL 4 THOROUGH (competency)	LEVEL 3 ACCEPTABLE
Profile	The writer demonstrates a complete understanding of narrative writing, purpose and audience; clearly, the writer crafts an exemplary piece of writing that engages the reader.	The writer demonstrates a clear understanding of narrative writing, purpose and audience; the story holds the reader's attention through a well-thought out piece of writing.	The writer demonstrates some under-standing of narrative writing, purpose and audience; the story sparks the reader's interest but waivers in maintaining unity, resulting in a less convincing piece of writing.
CRITERIA			
Organization and Ideas	Establishes a clear 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 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 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 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, 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%

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 is scored as **Partial**, the score for the overall writing task may not exceed **Level 3+ (70%)**. Determine the level that best describes the student's overall performance.
- This weighting should be applied after the narrative writing task has been scored.

7.7 Rubric for Scoring Narrative Writing*

***These rubrics are subject to change following the validation process in January 2016. Updated versions will be made available at that time.**

	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
Profile	The writer demonstrates limited understanding of narrative writing, purpose and audience. The writing is underdeveloped and simplistic for the most part.		The writer demonstrates little understanding of narrative writing, purpose and audience. The writing is 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 with the reader.		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 the story; generally, language/vocabulary is limited and word choice is inappropriate or incorrect.
Overall Score	**2+**	**2**	**1**
	55%	50%	40%

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 is scored as **Partial**, the score for the overall writing task may not exceed **Level 3+ (70%)**. Determine the level that best describes the student's overall performance.
- This weighting should be applied after the narrative writing task has been scored.

7.8 Rubric for Scoring Written Response*

	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH (competency)			LEVEL 3 ACCEPTABLE		
Profile	The reader draws comprehensive meaning from the text. He/she reflects critically on ideas presented in the text; thoughtful reasoning and perceptive interpretations enhance understanding of the text. Ideas are justified with insightful references to the text.			The reader draws clear meaning from the text. He/she considers ideas presented in the text; sound reasoning, critical thinking, and relevant interpretations extend understanding of the text. Ideas are supported with thoughtful references to the text.			The reader draws coherent meaning from the text. He/she addresses the ideas presented in the text; logical interpretations and references to the text support meaning.		
N.B. The student response does not have to satisfy all the criteria									
Indicators that Support the Profile	The reader examines the concepts and ideas in the text. He/she makes inferences and draws on key ideas to support his/her interpretation(s). He/she integrates his/her own understanding in light of the ideas in the text. Ideas are justified with insightful reasoning and references from the text. The reader enhances meaning of the text by integrating personal experiences and/or other sources, perceptively connecting to ideas in the text. The reader's connections and ideas may suggest a worldview. He/she draws meaning from subtle cues in the text, explaining how structures and features enhance his/her understanding of the text. The reader examines the effectiveness of the text, offering personal insights and understanding that go beyond the text and apply to life in general.			The reader explores the concepts and ideas in the text. He/she attends to underlying ideas to support his/her understanding, offering personal opinions. Ideas are justified with sound reasoning and thoughtful references to the text. He/she extends meaning of the text by clearly connecting personal experiences and/or other sources to ideas in the text. The reader makes assumptions from cues in the text and shares how structures and features contribute to his/her understanding of the text. He/she evaluates the text, offers a personal opinion and draws thoughtful conclusions about the text.			The reader identifies and addresses relevant concepts and ideas in the text. He/she supports his/her understanding of the text with a personal opinion, a logical explanation and reference(s) to the text. The reader supports meaning of the text by connecting personal experience(s) and/or other sources to the text in a general way. He/she identifies structures and features of the text, making general observations that loosely support his/her understanding of the text. The reader reacts to the text, offering logical judgement(s) and opinion(s). He/she draws general conclusions about the text.		
Score	**5+**	**5**	**5-**	**4+**	**4**	**4-**	**3+**	**3**	**3-**
	100%	95%	90%	85%	80%	75%	70%	65%	60%

***These rubrics are subject to change following the validation process in January 2016. Updated versions will be made available at that time.**

7.8 Rubric for Scoring Written Response*

***These rubrics are subject to change following the validation process in January 2016. Updated versions will be made available at that time.**

	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
Profile	The reader draws a literal meaning from the text. Superficial interpretations and references to the text vaguely support meaning.		The reader suggests a rudimentary understanding of the text. His/her interpretations are ambiguous and/or irrelevant. Ideas are unsupported for the most part.
N.B. The student response does not have to satisfy all the criteria			
Indicators that Support the Profile	The reader draws a literal meaning from the text. He/she shares some ideas that may suggest a limited understanding of the text. The reader provides references to the text that are uncertain and/or illogical. He/she shares connections to the text that are superficial in nature, providing minor support to his/her understanding of the text. The reader mentions obvious structures of the text that vaguely support meaning of the text. He/she offers a mundane opinion about the text that reflects the obvious.		The reader retells or lists minor details from the text. His/her ideas are uncertain and references to the text, if any, are confusing. The reader mentions connections that are irrelevant and may not link to the text. He/she may allude to or altogether disregard structures and features of the text. The reader comments on the text and may indicate preferences about the text.
Score	**2+**	**2**	**1**
	55%	50%	40%
	Determine the level that best describes the student's overall performance and assign the corresponding numeric (%) score.		

ANNEXES (*Suite*)

7.9 Performance Levels for Scoring 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 performance levels. If the use of written language conventions is scored as **Partial**, the score for the overall writing task may not exceed **Level 3+ (70%)**.

THOROUGH The writing demonstrates control through effective revision and editing in the final version. Skillful use of language and sentence structure 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.
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 together, 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.
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.

ANNEXES (*Suite*)

7.10 Talk to Learn Profiles

The profiles below support teachers in evaluating a student's ability to use talk to learn in a variety of contexts. Teachers should keep in mind that a student may perform at different levels throughout the school year (moving up and down the profile scale) depending on the discussion topic, student grouping for the task and the individual personality of the student.

It is therefore important for teachers to assess the *Talk to Learn* competency throughout the year, providing a variety of groupings, contexts and topics for students to demonstrate their skill at using talk to learn.

ADVANCED The student articulately shares ideas that are perceptive and insightful. He/she provides helpful information that focuses the discussion. The student uses precise vocabulary to provide key details. He/she asks relevant questions that move the discussion forward. The student paraphrases ideas to clarify thinking and synthesizes new information effectively. He/she reacts intuitively and respectfully to the ideas of others. The student establishes a positive tone for the conversation through encouraging facial expressions and body language.
THOROUGH The student clearly shares thoughtful ideas that guide the conversation. He/she uses key vocabulary effectively and ask pertinent questions that encourage discussion. The student paraphrases ideas and builds on the ideas of others. He/she is respectful of others and contributes positively to the tone of the conversation through appropriate facial expressions and body language.
ACCEPTABLE The student shares logical ides that contribute to the conversation. He/she attempts to use key vocabulary and attempts to paraphrase ideas. The student may build on the ideas of others and participates positively in the discussion.
PARTIAL The student may share logical ideas at times but struggles to participate meaningfully in the conversation, and may offer ideas that are disconnected from the main topic. He/she may misuse or disregard vocabulary. The student requires prompts and support to ask questions and clarify ideas. Body language and facial expressions may have a negative impact on the tone of the conversation.

ANNEXES (*Suite*)

7.11 Student Evaluation Guidelines for Narrative Writing

***These guidelines are subject to change following the validation process in January 2016. Updated versions will be made available at that time.**

These are some of the qualities you should consider throughout the writing process:

- The narrative is organized and easy to follow, and the ideas make sense.
- The events, actions and characters fit together from beginning to end.
- Interesting details paint a clear picture for your reader.
- The narrative is appropriate for your intended peer audience.
- The narrative demonstrates your voice and style (a sense of person behind the words).
- The narrative is creative and original.
- The narrative uses well-chosen words and sentences, descriptive language, dialogue, etc.
- The narrative is edited for proper grammar, spelling, punctuation and capitalization.
- The narrative is revised (ideas are changed or added to improve the story).

7.12 Student Evaluation Guidelines for Written Response to Literature

***These guidelines are subject to change following the validation process in January 2016. Updated versions will be made available at that time.**

Keep these questions in mind as you plan and write your response:

- Have you expressed the meaning of the story, sharing obvious and suggested ideas that you understood from the text?
- Did you share and explain your connections to the text?
- Did you notice and explain how the author and illustrator used structures and features in the text?
- Have you provided reasons and examples from the text to support your ideas and opinions?

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