

# **INFORMATION DOCUMENT**

## **UNIFORM EXAMINATION**

**SECONDARY ENGLISH LANGUAGE ARTS**  
Secondary V

612-520  
612-530

May 2011  
August 2011  
January 2012

© Gouvernement du Québec  
Ministère de l'Éducation, du Loisir et du Sport, 2011

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

# TABLE OF CONTENTS

## INTRODUCTION

### 1 STRUCTURE OF THE UNIFORM EXAMINATION

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

### 2 MATERIALS

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

### 3 CONDITIONS FOR ADMINISTRATION

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

### 4 PROCEDURES FOR ADMINISTRATION

4.1 Invigilation.....	5
4.2 Students with Special Needs.....	6

### 5 SCORING FOR PROCEDURES

5.1 The Marking Centre .....	6
5.2 Criterion-Referenced Rubrics.....	6

### 6 SCORING THE EXAMINATION

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

### 7 APPENDICES

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

## **INTRODUCTION**

This document conveys information concerning the Secondary V English Language Arts examinations scheduled for May 2011, August 2011 and January 2012. The primary aim of this document is to provide, in advance, sufficient information about the examinations for the purpose of uniform administration. It should be photocopied and distributed without delay to all Secondary V English Language Arts teachers and consultants, as well as all personnel concerned with examination scheduling and distribution of the examination documents.

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

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

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

Competency 3: Produces texts for personal and social purposes

Rubrics are provided in the Appendices of this document for evaluating student performance for both competencies listed above. Also provided are related documents such as “Directives for Distribution of Materials” and “Using Rubrics to Assess Performance” to ensure confidentiality and equity during the formal administration of the components of the examination.

## **1 STRUCTURE OF THE UNIFORM EXAMINATION**

### **1.1 General Characteristics**

The Secondary English Language Arts examination is characterized by distinctive features.

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

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

## 2 MATERIALS

### 2.1 Materials Provided for the Examination

Materials for the Invigilator/Teacher	Materials for the Students
<i>Directives for Distribution of Materials</i> <i>Invigilator's and Teacher's Guide</i>	<i>Reading Resources Booklet</i> (to be used for both reading and writing tasks)
<i>Correction Guide</i>	<i>Student Booklet I</i> (for the response/synthesis task)*
DVD of a podcast (used during Part II)	<i>Student Booklet II</i> (for note making, first draft and Revision Sheet for Writing an Article)*
Envelopes for storing materials, one per student	<i>Student Booklet III</i> (for final version of the writing task)*
<b>N.B.:</b> Schools must ensure accessibility to equipment for viewing the video. Schools must also provide identification labels for the students' materials, booklets and envelopes. Five labels per student are required.	
* Students will write the tasks in the student booklets that are designed for each part of the examination and that are provided with the materials.	

### 3 CONDITIONS FOR ADMINISTRATION

#### 3.1 Dates and Times for the Examinations

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

#### MAY 2011

<b>RESPONSE/SYNTHESIS</b>	<b>READING FOR STANCE</b>	<b>PRODUCTION</b>
<b>May 25, 2011 a.m.</b>	<b>May 26, 2011 a.m.</b>	<b>May 27, 2011 a.m.</b>
<b>9:00–12:00 (3 hour block)</b> <b>Reading</b> of two texts (1 h)  <b>Discussion</b> (20 min)  <b>Written Task</b> (1 h 40 min) Approximately 500-700 words	<b>9:00–12:00 (3 hour block)</b> <b>Podcast</b> (20 min)  <b>Reading</b> of varied texts and note making (1 h 40 min)  <b>Discussion</b> (20 min)  <b>Organizing ideas</b> from the readings (40 min)	<b>9:00–12:00 (3 hour block)</b> <b>Written Production</b> draft (1 h)  <b>Use of “Revision Sheet for Writing an Article”</b> to prepare final version (20 min)  <b>Final Version of Written Production</b> (1 h 40 min) Approximately 600-800 words

#### AUGUST 2011

<b>RESPONSE/SYNTHESIS</b>	<b>READING FOR STANCE</b>	<b>PRODUCTION</b>
<b>August, 2011 a.m.</b>	<b>August, 2011 p.m.</b>	<b>August, 2011 a.m.</b>
<b>9:00–12:00 (3 hour block)</b> <b>Reading</b> of two texts (1 h)  <b>Discussion</b> (20 min)  <b>Written Task</b> (1 h 40 min) Approximately 500-700 words	<b>13:00–15:00 (2 hour block)</b> <b>Podcast</b> (20 min)  <b>Reading</b> of varied texts and note making (1 h 20 min)  <b>Discussion</b> (10 min)  <b>Organizing ideas</b> from the readings (10 min)	<b>9:00–12:00 (3 hour block)</b> <b>Written Production</b> draft (1 h)  <b>Use of “Revision Sheet for Writing an Article”</b> to prepare final version (20 min)  <b>Final Version of Written Production</b> (1 h 40 min) Approximately 600-800 words

**JANUARY 2012**

<b>RESPONSE/SYNTHESIS</b>	<b>READING FOR STANCE</b>	<b>PRODUCTION</b>
<b>January, 2012 a.m.</b>	<b>January, 2012 p.m.</b>	<b>January, 2012 a.m.</b>
<b>9:00–12:00 (3 hour block)</b> <b>Reading</b> of two texts (1 h)  <b>Discussion</b> (20 min)  <b>Written Task</b> (1 h 40 min) Approximately 500-700 words	<b>13:00–15:00 (2 hour block)</b> <b>Podcast</b> (20 min)  <b>Reading</b> of varied texts and note making (1 h 20 min)  <b>Discussion</b> (10 min)  <b>Organizing ideas</b> from the readings (10 min)	<b>9:00–12:00 (3 hour block)</b> <b>Written Production</b> draft (1 h)  <b>Use of “Revision Sheet for Writing an Article”</b> to prepare final version (20 min)  <b>Final Version of Written Production</b> (1 h 40 min) Approximately 600-800 words

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

**3.2 Description of the Tasks**

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

Following the discussion, students will independently write a response/synthesis of approximately 500 to 700 words. The numbers indicated serve as guidelines only; a specific numeric count will not be taken, but texts should not be too long, nor too short.

- **Reading for Stance:** The written task requires students to read and discuss texts found in the *Reading Resources Booklet, Part II*. These texts comprise a series of related resources that simulate those found on a Web site that would provide information on specific topics, problems or issues, and that offer different viewpoints and opinions. Students will read the content to develop a stance or position in light of a guiding question or statement. They may make notes while reading the texts and then again, following the discussion.
- **Draft of Written Production:** In *Student Booklet II*, they will then autonomously draft one of the following articles; a feature **or** an opinion, **or** an analysis/commentary from 600 to 800 words in length for publication on a simulated Web site. The article must reflect a clear position or stance that addresses the guiding question/statement (the task) and respects the codes and conventions of the selected genre. See “Codes and Conventions of an Article” on p.12 in the Appendices of this document.

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

## 4 PROCEDURES FOR ADMINISTRATION

### 4.1 Invigilation

- Invigilators or teachers **unfamiliar** with Language Arts examinations should be thoroughly coached in the format for English Language Arts assessment, as described above. They should receive a copy of the *Invigilator and Teacher Guide* at least one day before the official starting date.
- Throughout the preparatory activities for both tasks, students read the texts independently and silently. Teachers or invigilators do not read texts aloud, nor do they permit students to do so. Students may make notes while they read the texts.
- Following the reading of the texts, students are permitted to discuss ideas as is the custom, as discussion is an essential part of the process. Students may make notes following the discussions, but not during the discussions.
- The final tasks written during the three-hour blocks are to be done autonomously and silently and in accordance with the official dates set by the Direction de la sanction des études as indicated in the official calendar.
- Teachers or invigilators may **answer students' questions on procedures only**, but must not enter directly into any of the activities nor direct students in any specific manner relating to performing the tasks. At the same time, teachers and invigilators are responsible for monitoring against cheating.
- Invigilators must ensure that students work exclusively with the materials provided specifically for the examination. With the exception of a dictionary, a bilingual dictionary and/or a thesaurus, students may not bring outside materials into the classroom/examination room throughout this examination, nor are any papers allowed to leave the classroom/examination room.
- The use of a correction tool or electronic spelling verification program on computers and/or electronic devices **is not permitted** during this examination.
- Students may not have access to cell phones at any time during the examination.
- Students are permitted an extra 15 minutes, if needed, to complete each written task.

- For regular students who write the **August** and **January** versions of the examination, conditions resembling those established for the May examination must be put in place, as well as those described in this section.
- Schools are urged to provide identification labels with the students' permanent codes as a way of controlling inadmissible papers. An identification label should be affixed to all of the documents and envelopes provided. It is important to ensure the security of examination papers and envelopes throughout the course of the examination.

#### 4.2 Students With Special Needs

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

### 5 SCORING PROCEDURES

#### 5.1 The Marking Centre

It is recommended that Secondary V English Language Arts teachers come together in a marking centre to collaborate on the scoring of papers. This opportunity to analyze and discuss students' work ensures uniformity of interpretation, equity and reliability. It also offers an excellent opportunity for professional training in evaluation.

The Direction de la sanction des études is in the process of finalizing a request for centralized scoring for all students' writing productions. Should the centralized correction be mandated, a formal notice will be sent to all the schools that administer this examination.

#### 5.2 Criterion-Referenced Rubrics

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

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

### 6 SCORING THE EXAMINATION

#### 6.1 Procedures and Scoring Students' Work

To prepare for scoring papers, teachers should assemble to discuss and practise with exemplars or benchmark papers. Use the holistic rubric below for scoring the tasks. This same procedure may be followed when working with students.

- Determine the level of performance: read the descriptive paragraph that heads each level of performance. Then, using an exemplar or benchmark paper and working with the rubric, evaluate the writing to globally identify a level of performance while considering the paper’s assets and shortcomings.
- Working horizontally across the levels, read the descriptive indicators carefully. This is to verify whether the initial placement coincides with the level indicators and calibrated descriptors for the proposed level.
- Adjust the placement, if necessary, by moving to a higher or lower level to determine the ‘best fit.’ The level that best describes the student’s work is one in which the majority of the indicators are met.
- Interim levels may be indicated when the indicators are scattered over two or more levels by indicating + or – for the level that best describes the work.
- Students must demonstrate sufficient control of written language conventions. In order to make evident the knowledge acquired about written language conventions, a detailed rubric is provided. It will be applied after the “Rubric for Writing an Article for an Internet Audience” is scored. The guideline for the combined scores is as follows: if the writing conventions are scored at Level 2 or Level 1, the final score for the writing task may not exceed Level 3- (60%). Detailed directions for scoring students performances are in the *Correction Guide* for the examinations.

## 6.2 Calculation of the Subject Result and Pass Mark

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

COMPETENCIES	Value	School Mark (End of year report)	Uniform Examination
<i>Talks to communicate and learn</i>	33%	33%	----not evaluated----
<i>Reads &amp; listens to written, spoken and media texts</i>	33%	16.5%	16.5%
<i>Produces texts for personal and social purposes</i>	34%	17%	17%

The student obtains graduation credits if she or he obtains a subject mark of at least 60%.

For further information, please contact:

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

# APPENDICES

## **DIRECTIVES FOR DISTRIBUTION OF MATERIALS**

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

**Access to cell phones is prohibited during this examination.**

Please respect the schedule for the distribution of the examination materials in order to maintain the confidentiality of the content of this examination. *Student Booklets I, II and III*, therefore, may not be provided until the students begin the reading task, and later, the written task. Nor should the guiding questions/statements be told to students prior to the official calendar date for the tasks. N.B.: Schools must ensure accessibility to equipment for viewing the DVD and provide five identification labels to affix to the students' materials.

### **Preceding Day**

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

**On the day preceding the examination, distribute the *Invigilator and Teacher Guide*, the envelopes for students to store their materials between sessions and the five identification labels per student to the teachers and invigilators who will be supervising the examination.**

**May 25, 2011      Day 1  
Provide *Reading Resources Booklet* and *Student Booklet I***

**May 26, 2011      Day 2  
Provide the DVD and *Student Booklet II***

**May 27, 2011      Day 3  
Provide *Student Booklet III* and the *Correction Guide***

# Codes and Conventions of an Article

## -- Feature, Comment/Analysis, Opinion Column --

### Headlines

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

### Byline

- Attributes the work to a person e.g. By Elizabeth Wilson – usually at the beginning, between the headline and the lead.

### Lead (The opening sentence or sentences of an article)

- Should engage the reader and focus him or her on the topic or a specific aspect of the topic.
- May be humorous, anecdotal, dramatic, emotional, abrupt, punchy, and/or creative.

### Structure

- Varied, and can be described as *linear, circular, or a “beaded necklace”*. (Each paragraph is a bead and the author can experiment with patterns in ideas and language while linking the paragraphs together.)
- Involves a clear introduction, development and close. (*N.B. For clarity, the word “conclusion” is avoided here because articles do not end with the “In conclusion,…” phrase often found in essays.*)
- Often uses a close that refers cleverly or poignantly back to ideas in the lead or the headline.

*N.B. The structure differs greatly from a news article – which highlights the “5 W’s and H”, and takes the inverted pyramid form of information in descending order of importance.*

### Development

- Text should be broken down into several (even numerous) short paragraphs. For effect and/or clarity, some paragraphs may be only one sentence long.
- Should be clear and logical; whether cause-effect, problem-solution, comparison, chronological (related to time), spatial (related to location or place), or simply a logical, easy to follow train of thought. Sometimes, the lead will start with a reference to a specific person; the development will put that person into a broader context, then expand with information from other sources and

a discussion of implications; and the close will return to the original person mentioned in the lead.

- Should lead the reader toward an enlightened understanding, a new perspective, and/or taking action.

## Language

- Should be clear and crisp (not waffle).
- Should demonstrate precision in vocabulary, particularly with verbs and nouns.
- Should show a strong voice.
- Often takes 3<sup>rd</sup> person perspective if the writer is not personally implicated in the subject.
- May take 1<sup>st</sup> person perspective when the writer is personally implicated in the subject and *if it adds value and interest*; e.g. particularly in an opinion column.
- Should use a consistent tone – whether serious, humorous, authoritative, light, dark, dry, satirical, conversational, formal, philosophical or whimsical.
- May quote people’s spoken words as sources of information, or to add “colour” and human interest, especially in a feature article.
- Should demonstrate *judicious and appropriate* use of engaging devices such as puns, personification, alliteration, metaphor, onomatopoeia etc.
- Should integrate a variety of sentence openers and sentence lengths.
- May demonstrate judicious and appropriate use of questions?, exclamations!, and ellipsis... for effect.
- Should aim to use active tense rather than passive.
- May be descriptive, sophisticated, and/or artistic (but not self-indulgent).

## Layout (optional)

- Use of columns.
- Often includes graphics—photographs, graphs, maps, illustrations, etc.—for greater impact.
- May use a “drop cap” to start, and also to signify shifts in topic during the article. A drop cap is the first letter of the paragraph—a letter in uppercase—enlarged two or three times.
- Is often justified (meaning the text is aligned on the right and left margins of the columns; not ragged on the right hand side, nor centered).
- May use the occasional “pull quote”—a pertinent and dramatic sentence from the article duplicated in larger, bold font. This is a technique to draw readers in, as well as a way to break up a page of text.

# USING RUBRICS TO ASSESS PERFORMANCE

## DEFINITIONS

### Rubric

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

### Calibration

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

### Use

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

### Scoring

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

# REVISION SHEET FOR WRITING AN ARTICLE

(Students will use this tool during Part III)

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

The purpose of the revision sheet is twofold: to improve your writing and to indicate the decisions you made during your writing process. Please note that revision involves more than correcting spelling and improving handwriting. Your writing will be examined to assess your use of the following revision strategies and scored under the “Structures/Features of the Article” criterion in the Rubric for Writing an Article for an Internet Audience.

Element	Function	Satisfactory (√)	Needs Work (√)
1. Headline/Title	attracts attention, stirs curiosity and interest, engages reader		
2. Lead	suggests direction, where article is going, what reader will discover		
	nudges curiosity: uses paradox, novelty, surprise, humour, statement of fact, intriguing quote; asks a question, etc.		
3. Purpose	is clear		
	has an effect on the reader		
4. Audience	addresses an Internet audience through vocabulary, turn of phrase, register, tone, voice, approach to the topic		
5. Ideas	follow a logical sequence		
	meet purpose and convey central message		
	are insightful, challenging, thoughtful, interesting, original		
6. Language	is consistent (e.g. 1st person, 2nd person, or 3rd person)		
	is consistently in the active voice, in the present <b>OR</b> past tense throughout		
	uses strong precise nouns and verbs rather than adjectives and adverbs; avoids qualifiers (i.e. <i>seems to</i> , <i>very</i> , <i>quite</i> , <i>kind of</i> , etc.)		
	has varied sentence structures, both long and short sentences		
	contains figures of speech, anecdotes, dialogue, specific examples, quotes, metaphors, and/or imagery		
7. Stance	takes a definite position on the guiding question		
	is developed through structures: comparison, definitions, explanations, analysis, etc.		

8. Voice	includes personal thoughts where warranted		
	is consistent whether sincere, honest, serious, light, animated, satirical, etc.		
	reveals personality		
9. Closing	surprises the reader, uses a twist or the unexpected, returns to ideas in the lead, and/or refers to main ideas		
10. Resources	are used to explore, evaluate and synthesize ideas and information		

List titles of resources used:

## RUBRIC FOR SCORING RESPONSE/SYNTHESIS

	LEVEL 5 ADVANCED		LEVEL 4 THOROUGH			LEVEL 3 ACCEPTABLE		
<b>Criteria</b>	The reader demonstrates a superior understanding of the task: a preference is supported with perceptive references to the texts, presenting a discerning world view when interpreting, synthesizing and justifying critical ideas about the preferred text.		The reader demonstrates a thorough understanding of the task: a preference is supported with supportive references to the texts, defining a firm position when interpreting, synthesizing and justifying significant ideas about the preferred text.			The reader demonstrates an acceptable level of understanding of the task: a preference is indicated with general references to the texts, offering opinions when interpreting, synthesizing and justifying logical ideas about the preferred text.		
<b>Meaning</b>	The student interprets the texts: <ul style="list-style-type: none"> <li>• provides perceptive and concise content</li> <li>• draws extensive meaning from the texts with attention to the guiding question</li> <li>• analyzes target audience and purpose of the texts</li> </ul>		The student interprets the texts: <ul style="list-style-type: none"> <li>• provides thoughtful and clear content</li> <li>• draws thorough meaning from the texts with attention to the guiding question</li> <li>• identifies target audience and purpose of the texts</li> </ul>			The student interprets the texts: <ul style="list-style-type: none"> <li>• provides commonplace and insubstantial content</li> <li>• draws straightforward meaning from the texts with attention to the guiding question</li> <li>• refers to a target audience and purpose of the texts</li> </ul>		
<b>Codes, Conventions and Structures</b>	The reader critiques codes, conventions and structures of the texts and indicates preferred text: <ul style="list-style-type: none"> <li>• evaluates the codes, conventions, structures of the texts</li> <li>• justifies own preference with perceptive references to the texts (synthesis)</li> </ul>		The reader critiques codes, conventions and structures of the texts and indicates preferred text: <ul style="list-style-type: none"> <li>• identifies the codes, conventions, structures of the texts</li> <li>• supports own preference with thoughtful references to the texts (synthesis)</li> </ul>			The reader critiques codes, conventions and structures of the texts and indicates preferred text: <ul style="list-style-type: none"> <li>• refers to the codes, conventions, structures of the texts</li> <li>• explains own preference with vague or general references to the texts (synthesis)</li> </ul>		
<b>Connections</b>	The reader makes connections, putting the text in context: <ul style="list-style-type: none"> <li>• makes perceptive connections to the preferred text and other texts, world issues/events (synthesis)</li> </ul>		The reader makes connections, putting the text in context: <ul style="list-style-type: none"> <li>• makes interpretive connections to the preferred text and other texts, significant issues/events (synthesis)</li> </ul>			The reader makes connections, putting the text in context: <ul style="list-style-type: none"> <li>• makes general connections to the preferred text and other texts, general issues/events (synthesis)</li> </ul>		
<b>Judgment</b>	The reader judges the preferred text within the context of the guiding question: <ul style="list-style-type: none"> <li>• offers a discerning judgment about the effectiveness of the preferred text with reference to the guiding question</li> </ul>		The reader judges the preferred text within the context of the guiding question: <ul style="list-style-type: none"> <li>• offers a thoughtful judgment about the effectiveness of the preferred text with reference to the guiding question</li> </ul>			The reader judges the preferred text within the context of the guiding question: <ul style="list-style-type: none"> <li>• offers a sensible judgment about the effectiveness of the preferred text with reference to the guiding question</li> </ul>		
<b>Score</b>	5+	5	4+	4	4-	3+	3	3-
	100%	95%	88%	83%	77%	72%	67%	60%

**RUBRIC FOR SCORING RESPONSE/SYNTHESIS (cont.)**

Criteria	LEVEL 2 PARTIAL			LEVEL 1 MINIMAL	
		The reader demonstrates a tenuous understanding of the task: a preference is indicated with occasional references to the texts when mentioning ideas from the preferred text.			The reader demonstrates a vague understanding of the task: a preference is suggested with unspecified references to the texts, offering undeveloped ideas about the preferred text.
Meaning	The reader interprets the texts: <ul style="list-style-type: none"> <li>• provides undeveloped content</li> <li>• draws limited meaning from the texts with little attention to the guiding question</li> <li>• suggests intended target audience and/or purpose of the texts</li> </ul>			The reader interprets the texts: <ul style="list-style-type: none"> <li>• provides imprecise or unsubstantiated content</li> <li>• draws literal meaning (no inferences) from the texts with little attention to the guiding question</li> <li>• disregards intended target audience and/or purpose of the texts</li> </ul>	
Codes, Conventions and Structures	The reader critiques codes, conventions and structures of the texts and indicates preferred text: <ul style="list-style-type: none"> <li>• comments on basic codes, conventions and/or structures of the texts</li> <li>• expresses a tentative preference with occasional reference to the texts (synthesis)</li> </ul>			The reader critiques codes, conventions and structures of the texts and indicates preferred text: <ul style="list-style-type: none"> <li>• disregards the codes, conventions and/or structures of the texts</li> <li>• states a vague or unsubstantiated preference with no reference to the texts (synthesis)</li> </ul>	
Connections	The reader makes connections, putting the text in context: <ul style="list-style-type: none"> <li>• makes occasional personal and superficial connections to the preferred text and other text(s), general issue(s)/event(s) (synthesis)</li> </ul>			The reader makes connections, putting the text in context: <ul style="list-style-type: none"> <li>• makes unrelated or illogical connections to the preferred text and other text(s), general issue(s)/event(s) (synthesis)</li> </ul>	
Judgment	The reader judges the preferred text within the context of the guiding question: <ul style="list-style-type: none"> <li>• offers a judgment with comments/opinions about the preferred text</li> </ul>			The reader judges the preferred text within the context of the guiding question: <ul style="list-style-type: none"> <li>• offers a judgment using restated ideas from the preferred text</li> </ul>	
Score	2+	2	2-	1+	1
	55%	50%	45%	40%	35%

## RUBRIC FOR WRITING AN ARTICLE FOR AN INTERNET AUDIENCE

Criteria	LEVEL 5 ADVANCED		LEVEL 4 THOROUGH			LEVEL 3 ACCEPTABLE		
		The writer demonstrates a superior understanding of the task, its purpose and intended audience and demonstrates a highly developed level of control of the structures and features of the article.		The writer demonstrates a thorough understanding of the task, its purpose and intended audience and demonstrates an assured level of control of the structures and features of the article.			The writer demonstrates an acceptable understanding of the task, its purpose and intended audience and demonstrates an acceptable level of control of the structures and features of the article.	
Ideas	<p>The writer addresses the guiding question:</p> <ul style="list-style-type: none"> <li>exploits the resources provided to develop distinct, complex ideas</li> <li>analyzes interesting, focused content</li> <li>provides and elaborates on pertinent information</li> </ul>		<p>The writer addresses the guiding question:</p> <ul style="list-style-type: none"> <li>integrates the resources provided to develop key ideas</li> <li>develops clear content</li> <li>provides and develops important information</li> </ul>			<p>The writer addresses the guiding question:</p> <ul style="list-style-type: none"> <li>refers to the resources provided for adequate ideas</li> <li>provides suitable content</li> <li>refers to general information</li> </ul>		
Structures/Features of the Article	<p>The writer demonstrates superior control of the structures/conventions of the article through revision:</p> <ul style="list-style-type: none"> <li>provides a compelling headline</li> <li>opens with an engaging lead</li> <li>offers smoothly sequenced and tightly focused ideas</li> <li>culminates with a pertinent closing</li> <li>uses the requirements of the article (feature, opinion or analysis/commentary) in a sophisticated manner</li> </ul>		<p>The writer demonstrates firm control of the structures/conventions of the article through revision:</p> <ul style="list-style-type: none"> <li>provides a suitable headline</li> <li>opens with a strong lead</li> <li>offers logical, naturally sequenced ideas</li> <li>culminates with an effective closing</li> <li>uses the requirements of the article (feature, opinion or analysis/commentary) in a thorough manner</li> </ul>			<p>The writer demonstrates adequate control of structures/conventions of the article through revision:</p> <ul style="list-style-type: none"> <li>provides a general headline</li> <li>opens with a general lead</li> <li>offers undeveloped ideas</li> <li>finishes with an acceptable closing</li> <li>uses the requirements of the article (feature, opinion or analysis/commentary) in a general manner</li> </ul>		
Audience and Purpose	<p>The writer addresses an Internet audience:</p> <ul style="list-style-type: none"> <li>presents a highly developed stance</li> <li>creates momentum through a confident and animated voice</li> <li>deliberately applies techniques and devices to enrich the writing</li> <li>sustains the reader's interest throughout</li> </ul>		<p>The writer addresses an Internet audience:</p> <ul style="list-style-type: none"> <li>develops a focused stance</li> <li>establishes a consistent pace through an engaging and sincere voice</li> <li>effectively uses techniques and devices to develop the writing</li> <li>engages the reader's interest</li> </ul>			<p>The writer addresses an Internet audience:</p> <ul style="list-style-type: none"> <li>expresses a stance</li> <li>uses a personable but variable voice that causes the pace to falter</li> <li>randomly inserts techniques and devices to add on to the writing</li> <li>holds the reader's interest unevenly</li> </ul>		
Score	5+	5	4+	4	4 –	3+	3	3–
	100%	95%	88%	83%	77%	72%	67%	60%

**RUBRIC FOR WRITING AN ARTICLE FOR AN INTERNET AUDIENCE (cont.)**

	<b>LEVEL 2 PARTIAL</b>			<b>LEVEL 1 MINIMAL</b>	
<b>Criteria</b>	The writer demonstrates a partial understanding of the task and limited control of codes and conventions of the article, its purpose and audience.			The writer demonstrates a minimal understanding of the task with little or no control of codes and conventions of the article, its purpose and audience.	
<b>Ideas</b>	The writer mentions the guiding question: <ul style="list-style-type: none"> <li>• selects superficial ideas from the resources provided</li> <li>• provides unfocused, vague content</li> <li>• addresses general ideas</li> <li>• provides unimportant information</li> </ul>			The writer reiterates the guiding question: <ul style="list-style-type: none"> <li>• selects ideas ineffectively and indiscriminately from the resources provided</li> <li>• groups unrelated ideas as content</li> <li>• provides little or no information</li> </ul>	
<b>Structures/Features of the Article</b>	The writer demonstrates ineffective control of the codes and conventions of the article (feature, opinion or analysis/commentary) and shows little evidence of revision: <ul style="list-style-type: none"> <li>• provides a topic or title as headline</li> <li>• opens with a bland sentence</li> <li>• organizes ideas unevenly</li> <li>• inserts undeveloped or ineffective techniques or devices</li> <li>• inserts an inconclusive closing</li> </ul>			The writer demonstrates little or no awareness of the codes and conventions of the article (feature, opinion or analysis/commentary) and writes only one draft: <ul style="list-style-type: none"> <li>• omits a headline/title</li> <li>• opens with a statement</li> <li>• offers randomly sequenced ideas</li> <li>• omits techniques and/or devices; lacks direction and a closing</li> </ul>	
<b>Audience and Purpose</b>	The writer suggests an Internet audience: <ul style="list-style-type: none"> <li>• assumes a vague or undefined stance</li> <li>• creates uncertain or indistinct voice and tone</li> <li>• holds the reader’s attention sporadically</li> </ul>			The writer disregards the Internet audience: <ul style="list-style-type: none"> <li>• falls short of a position or stance</li> <li>• creates flat and unengaged voice and tone</li> <li>• attracts minimal attention from the reader</li> </ul>	
<b>Score</b>	2+	2	2 –	1+	1
	88%	83%	77%	40%	35%

## RUBRIC FOR LANGUAGE CONVENTIONS

Criteria	LEVEL 5 ADVANCED	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE	LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
<b>Grammar and Syntax</b>	Demonstrates superior control of grammar and syntax throughout the text: uses correct verb tenses and subject/verb agreements; appropriately uses run-on sentences and/or fragments for effect or emphasis.	Demonstrates consistent control of grammar and syntax: minor errors may occur in verb tenses and/or subject/verb agreements; avoids run-on sentences and fragments.	Demonstrates adequate control of grammar and syntax: occasional errors may occur with verb tenses, subject/verb agreements, run-on sentences or fragments.	Demonstrates tenuous control of grammar and syntax: errors are frequent and varied, and may occur with verb tenses, subject/verb agreements, run-on sentences or fragments.	Demonstrates erratic control of grammar and syntax: errors are frequent and extensive, and occur with verb tenses, subject/verb agreements, run-on sentences or fragments.
<b>Paragraphs</b>	Indicates paragraphs consistently and accurately, with effective internal structure and well-selected transitional words or phrases that enhance meaning; skillfully crafts varied sentences, showing stylistic control.	Indicates paragraphs regularly throughout providing a well-developed text; internal structure includes transitional words or phrases that support meaning; varies the sentence structure to enhance the overall effect of the text.	Provides some indication of paragraphs with basic internal structure and occasional transitions that assist in the progression of the text; follows similar patterns for sentence structure for the most part; writing may at times become repetitive.	Indicates paragraphs occasionally that may include more than one main idea; internal structure is inconsistent which obscures the intended meaning; basic sentence structures are used throughout.	Indicates paragraphs randomly; progression of ideas is tentative and disorganized; uses simple sentence structures that tend to be unclear or awkward.
<b>Spelling and Punctuation</b>	Produces few and insignificant errors in punctuation, spelling and/or capitalization, if any; meaning is enhanced throughout.	Produces noticeable but infrequent punctuation, spelling and/or capitalization errors; meaning is supported.	Repeats similar punctuation, spelling and/or capitalization errors; meaning may be affected at times.	Produces frequent punctuation, capitalization and/or spelling errors of high frequency words and words with basic spelling patterns; meaning is affected and the reader is distracted.	Produces multiple and repetitive punctuation, spelling and or capitalization errors; meaning is affected.
<b>Usage*</b>	Demonstrates accurate and consistent choice of words (including homonyms), including use of plurals and verb forms, possessives, contractions and pronoun references; these contribute to a coherent and smoothly flowing text.	Demonstrates evident control in choice of words (including homonyms), including use of plurals and verb forms, possessives, contractions and pronoun references; these are correct and help to maintain a unified text.	Demonstrates acceptable control in choice of words (including homonyms), including use of plurals and verb forms, possessives, contractions and pronoun references; these contribute to meaning although there are occasional errors.	Demonstrates serious problems with plural forms, verb forms, word choice, including homonyms, as well as possessives, contractions and pronoun references; meaning is obscure.	Demonstrates serious and extensive problems with use of plural forms, verb forms, word choice, including homonyms, as well as possessives, contractions and pronoun references; meaning is lost.

**\*Rule for Scoring Language Conventions:** If the written language conventions are scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3-**.

*Éducation,  
Loisir et Sport*

Québec 