



GUIDE FOR PARENTS

Uniform Examinations

English as a Second Language, Core Program
Secondary V

Oral interaction 134-510

Written production 134-530

Coordination and development
Direction de l'évaluation des apprentissages
Direction générale des services à l'enseignement
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INTRODUCTION

This guide is designed to inform parents about the Secondary V uniform examinations for the English as a Second Language, Core Program. It presents the structure of the exams and the administration procedures, as well as sample documents from past exams.

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

SECTION 1 UNIFORM EXAMINATIONS

NATURE AND OBJECTIVES OF THE EXAMINATIONS

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

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

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

CONDITIONS FOR ADMINISTERING THE EXAMINATIONS

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

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

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

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

SECTION 2 OVERVIEW OF THE UNIFORM EXAMINATIONS FOR ENGLISH AS A SECOND LANGUAGE, CORE PROGRAM

EVALUATION OF COMPETENCIES

The Secondary V English as a Second Language, Core Program examinations are designed to evaluate the following competencies:

- Competency 1, *Interacts orally in English*
- Competency 3, *Writes and produces texts*

SUMMARY OF THE EXAMINATIONS

Examinations take place in exam rooms at three specific times, as set out in the [official examination schedule](#). The exams are built around a topic and are carried out in the order presented below.

1. Introductory task

For 45 to 60 minutes, the candidates become familiar with the topic addressed in the examinations by first individually reading texts and then discussing them together in English.

Note that the introductory task is compulsory, but no marks will be allotted for this part of the examination.

2. Oral interaction examination

In teams of 4, candidates take part in a 15-minute discussion in the examiner's presence.

3. Written production examination

Working alone, candidates have 2 consecutive hours to write a 225-word opinion piece in English for an online magazine. The article must answer a question related to the theme of the exam.

AUTHORIZED AND UNAUTHORIZED MATERIALS

Authorized materials

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

| Introductory task and oral interaction examination | Written production examination |
|---|---|
| <ul style="list-style-type: none"> • Preparation Booklet provided during the introductory task • Standard English dictionary • Bilingual dictionary (English and another language) | <ul style="list-style-type: none"> • Standard English dictionary • Bilingual dictionary (English and another language) • Thesaurus • Grammar book (must not include any text or part of a text that could be used verbatim or as a model) |

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

Unauthorized materials

The following materials are not authorized.

- All homemade documents (class notes, grammar book prepared by the school or at home, etc.)
- Materials that are handwritten, photocopied or printed from the Internet (except the handwritten notes allowed in the Preparation Booklet for the oral interaction examination)
- Activity books or any other materials that explain how to produce or revise a text, or that provide examples of text that could be used verbatim or as a model
- All digital tools (electronic dictionaries, word processing software, etc.), unless their use has been planned in conjunction with the educational institution responsible for administering the examination¹

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

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

SECTION 3

STEPS IN THE UNIFORM EXAMINATIONS FOR ENGLISH AS A SECOND LANGUAGE, CORE PROGRAM

INTRODUCTORY TASK

Upon arrival in the examination room, each candidate receives a Preparation Booklet, which includes short texts on the topic addressed in the examinations.

The introductory task, which lasts 45 to 60 minutes, is carried out in two parts. First, the candidates individually read the instructions and information in the booklet and take notes. If they have any questions, they can ask the examiner. Second, in teams of four, and working in English, the candidates discuss the texts they read in order to come to a better understanding of the topic.

Candidates may take their Preparation Booklet home after the introductory task. However, it is forbidden to distribute any examination document, in whole or in part, at any time or by any means whatsoever, including social media.

Excerpts from a Preparation Booklet are presented on pages 6 to 8.

ORAL INTERACTION EXAMINATION

During the examination

The examiner forms teams of four candidates. The teams take turns having a 15-minute discussion in English in the examiner's presence, following the steps listed below.

- At the start of the oral interaction exam, the examiner gives each team member an Oral Interaction Examination sheet (see example on p. 9).
- Each candidate has one minute to read the instructions on the sheet and to select which of the two proposed questions they wish to discuss. No time is allotted for preparation.
- One of the team members initiates the discussion by sharing with their teammates the question they selected. The team discusses the question, following the instructions on the Oral Interaction Examination sheet. When the discussion is over, another candidate will suggest their selected question for discussion, and so on.

It is possible that after 15 minutes, the candidates will not have had time to discuss all four questions; they will not be penalized if this is the case. It is more important that all candidates participate in a rich discussion than it is for them to discuss all four questions.

The discussion must take place among the candidates. It cannot be between one candidate and the examiner or another adult. Candidates must interact among themselves to show their level of competency in oral interaction.

Candidates may bring their Preparation Booklet home after the oral interaction examination, but they must hand in the Oral Interaction Examination sheet to the examiner.

Marking

The examiner evaluates each candidate’s oral interaction in real time using the rubric provided in the [Document d’information](#). An example of the rubric is provided in Appendix I, in both English and French.

Role of the examiner

The examiner must not join the discussion nor support the participants in any way. The candidates must lead the discussion and help each other, if needed, for instance with vocabulary. For example, one person might ask teammates “How do you say ‘*moi*’ in English?”

WRITTEN PRODUCTION EXAMINATION

Writing the examination

Upon arrival in the examination room, each candidate receive a Writing Booklet and a Final Copy Booklet. Working individually, candidates have two consecutive hours to write an opinion piece in English for an online magazine. The piece must address the question presented in the Writing Booklet (the task) and must be approximately 225 words in length.

First, the candidates read the instructions, the writing guidelines and the information about the writing task in the Writing Booklet.

Next, they plan their text and write the draft in this same booklet. An example of a writing task is provided on page 10.

Candidates may not consult the Preparation Booklet during the written production examination. The exam is designed so that candidates can rely on their prior knowledge, judgment and common sense. The Preparation Booklet is merely provided to give candidates a basic understanding of the topic, avenues for reflection and vocabulary words related to the topic.

Finally, after revising and editing their texts, candidates write the final version in pencil or in pen in the Final Copy Booklet. **Only the Final Copy Booklet will be marked.** Candidates must therefore plan their time carefully to finish writing their text in the Final Copy Booklet within the allotted time.

If after 2 hours a candidate has not finished writing the exam, 10 more minutes may be allotted, as specified in the [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations](#).

After the examination, candidates must hand in to the examiner all their exam booklets before leaving the examination room.

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

Marking

The corrector will mark the text using the rubric included in the [Document d'information](#). An example of a rubric is provided in Appendix II, in both English and French.

SECTION 4 EXCERPTS FROM UNIFORM EXAMINATIONS FOR ENGLISH AS A SECOND LANGUAGE, CORE PROGRAM

The excerpts in this section are taken from booklets in the previously published examinations entitled *Life's Unwritten Rules*.

EXCERPTS FROM A PREPARATION BOOKLET

Introduction

Life's *Unwritten* Rules

Introduction

In the oral interaction and written examinations entitled “Life’s Unwritten Rules,” you will explore different issues related to the dos and don’ts in our society.

The Introductory Task will allow you to become familiar with the topic and some of its specific language. You will individually read and respond to a series of texts. Next, you will discuss the texts with teammates in order to better understand the issues. Oral interaction will **not** be evaluated during this task, nor will your response. However, the discussion and your response will be helpful for the oral interaction and written examinations.

Once you have completed the Introductory Task, oral interaction will be evaluated. In teams of four, you will participate in a 15-minute discussion.

Finally, you will carry out the written examination. You will write an opinion piece for an online magazine.

Instructions

Life's *Unwritten* Rules

Introductory Task (45-60 minutes)

Part 1 Individually

Instructions

- Read the texts on pages 4 to 9 of this booklet.
- Respond to the texts. In doing so, you may:
 - highlight or underline information in the texts
 - annotate the texts
 - take notes in this booklet
 - answer the guiding questions provided

Part 2 In teams of four

Instructions

- Discuss the following:
 - your response to the texts (the notes you took, your answers to the guiding questions, etc.)
 - parts of the texts that were not clear to you
 - keywords you did not understand
- Discuss the following question: **What important ideas do you remember from what you have read?**

Note: You are allowed to keep this booklet and take it home in order to reread it before the oral interaction and written examinations.

Excerpt from texts to read

Life's *Un*written Rules

Definitions and History

The *Nelson Canadian Dictionary* defines etiquette as
“the practices and forms prescribed by social
convention or by authority.”

Source: *ITP Nelson Canadian Dictionary of the English Language* (Scarborough: ITP Nelson, 1998), p. 471.

Etiquette refers to the way someone acts in public. Having appropriate etiquette has always played a big part in social interactions, but where does the term come from? Would you have guessed France? Indeed, in the 18th century, King Louis XIV put in place a system of rules, written on cards, to show how aristocrats should act in his court. These cards—or *étiquettes*—became a list of rules to follow outside court, in the presence of other people. Today, there are etiquette rules for all sorts of situations: in a restaurant, in the workplace, in the classroom, etc. It goes to show how past actions affect future behaviours!

EXCERPTS FROM A WEBSITE

HISTORY OF SOME ETIQUETTE RULES

Nowadays, they're just considered good manners, but some of our most familiar etiquette rules have a long and surprising history. . . .

Shaking Hands

Shaking hands upon greeting was originally adopted several centuries ago in England as a means of establishing that neither party was armed. . . .

Taking Your Hat Off Indoors

In earlier eras, men regularly wore hats outside to protect them from the elements. They removed the hats indoors so these same elements (rain, dirt, etc.) would not fall onto meals or other people.

Keeping Your Elbows Off the Table

At medieval feasts, space was at a premium for people looking to dine with lords and ladies, and the long tables were packed to capacity. In such settings, there was simply no way to prop up your elbows without invading your neighbor's space. Additionally, hunching over your plate of food, with your elbows up, made you seem too eager to eat, like a hungry peasant and not a well-fed member of society. . . .

Pulling Out a Lady's Chair for Her

Many small chivalrous acts towards women—such as opening doors and pulling out their chairs—stem from the elaborate outfits worn by high society women years ago. These clothes were so restrictive that anyone wearing the fashionable styles required assistance with such things.

Source: "The Amazing Origins of 15 Etiquette Rules," *Mental Floss, Inc.*, December 15, 2014, <http://mentalfloss.com/article/59909/amazing-origins-15-etiquette-rules>.



DO YOU THINK PEOPLE STILL FOLLOW THESE RULES OF ETIQUETTE?

EXAMPLE OF AN ORAL INTERACTION EXAMINATION SHEET

Oral Interaction Examination—Version A

Instructions

- Read the requirements below.
- Pick **one** of the two questions on the card assigned to you by your teacher. You cannot select a question from any other card.
- Take turns initiating a discussion on your question.
- If time permits, your team can discuss more questions.
- Return this sheet to the teacher at the end of the examination.

Requirements

In this examination, you must demonstrate competency in **interacting** orally in English with your teammates. Expressing stand-alone opinions and ideas (related to the questions but not to the discussion) is not interacting. To interact, you must cooperate with your teammates in order to enrich and fuel the team discussion. To do so, you **must**:

- react to / build on what teammates say (e.g. comment, agree, disagree, add details, ask questions, ask for clarification or explanations)
- express opinions and ideas that are related to the questions but also to what teammates say

You and your teammates are not expected to discuss all of the questions. Instead, each question should be discussed thoroughly to demonstrate your competency in **interacting** orally in English.

| | |
|--|--|
| <p>Student 1</p> <ul style="list-style-type: none"> • What is your reaction when you see someone displaying bad manners? • What rules of etiquette do you follow at home? | <p>Student 2</p> <ul style="list-style-type: none"> • Is it acceptable to eat with your elbows on the table? • What type of information should be avoided in written communication? |
| <p>Student 3</p> <ul style="list-style-type: none"> • Should people listen to loud music when taking public transit? • Which rules of etiquette should schools enforce? | <p>Student 4</p> <ul style="list-style-type: none"> • Are manners important? • Should people tip taxi drivers? |

EXCERPT FROM A WRITING BOOKLET

Context

An online magazine for young adults wants to know what its readers think about some of the unwritten rules in our society and will publish a selection of the best opinion pieces.

Task

Write an opinion piece for the magazine on the following question:

Should tipping be abolished?

Instructions

1. Use your own ideas or information from the texts you have read and from discussions you have had on the topic.
2. Refer to the magazine's writing guidelines below and to the task requirements in the rubric on page 7.
3. Plan your text on page 4.
4. Write your text on pages 5 and 6.

Magazine's Writing Guidelines

Your opinion piece must meet the following requirements:

- present a firm position
- be engaging and convincing
- be approximately 225 words in length
- be free from inappropriate language or content (e.g. profanity, personal attacks, hate speech)
- be written with the magazine's audience in mind

APPENDIX I RUBRIC FOR COMPETENCY 1, INTERACTS ORALLY IN ENGLISH (STUDENT VERSION)

| | A | B | C | D | E |
|--|--|--|--|---|--|
| Participation in oral interaction | Interacts ¹ throughout the discussion, using a variety of techniques to help the discussion move forward (e.g. asks for details or clarification). 5 marks | Interacts throughout the discussion. 4 marks | Interacts sporadically. 3 marks | Interacts very little unless prompted. OR Speaks but rarely interacts with teammates, if at all. 2 marks | |
| Content of the message | Discusses the topics addressed in depth, going beyond the obvious. AND Brings up new ideas or aspects to enrich the discussion. 5 marks | Discusses the topics addressed in a detailed and relevant manner (e.g. gives examples, negotiates or clarifies meaning). 4 marks | Discusses the topics addressed, but mostly on a superficial level (e.g. expresses basic or obvious ideas). 3 marks | Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses relevant ideas but does not interact with teammates. 2 marks | Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR |
| Articulation of the message | Fluency Speaks with natural ease and confidence when interacting. 5 marks | Speaks with a certain degree of ease and confidence when interacting. Hesitations, although present, do not interfere with interaction. 4 marks | When interacting, sometimes hesitates and/or expresses choppy/incomplete messages. 3 marks | When interacting, frequently hesitates, uses isolated words and/or expresses choppy/incomplete messages. OR Speaks with fluency but does not interact with teammates. 2 marks | Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated. |
| | Accuracy When interacting, expresses messages that are clear and contain only a few minor errors, if any. 5 marks | When interacting, expresses messages that are clear but contain several noticeable errors. 4 marks | When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation. 3 marks | When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with considerable interpretation. OR Speaks with accuracy but does not interact with teammates. 2 marks | 4 marks |

Notes:

- Determine which descriptor best fits the student's performance. The only marks that may be allotted for a given level are those indicated in the rubric. No other marks may be allotted.
- Allot 0 marks if the student does not carry out the task (i.e. does not speak at all or does not speak in English). No other marks may be allotted.

¹ To interact, the student must do the following: react to/build on what teammates say AND express opinions/ideas related to the questions and to what teammates say. Expressing stand-alone opinions and ideas (related to the questions but not to the discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.

GRILLE D'ÉVALUATION DE LA COMPÉTENCE 1, INTERAGIR ORALEMENT EN ANGLAIS

| | | A | B | C | D | E |
|---------------------------------------|--------------------|--|---|---|--|--|
| Participation aux interactions orales | | Interagit ¹ tout au long de la discussion et recourt à des techniques variées pour aider à faire avancer la discussion (p. ex. : demande des détails ou des clarifications). 5 points | Interagit tout au long de la discussion. 4 points | Interagit sporadiquement. 3 points | Interagit très peu si on ne l'incite pas à le faire. OU Prend la parole, mais interagit rarement ou n'interagit pas du tout avec ses pairs. 2 points | |
| | Contenu du message | Discute en profondeur des sujets traités et va au-delà des évidences. ET Soulève des idées ou des dimensions nouvelles pour enrichir la discussion. 5 points | Discute des sujets traités de façon détaillée et pertinente (p. ex. : donne des exemples, négocie ou précise le sens). 4 points | Discute des sujets traités, mais les aborde surtout de façon superficielle (p. ex. : soumet des idées élémentaires ou évidentes). 3 points | Exprime surtout des idées incomplètes, répétitives ou pouvant convenir à n'importe quel sujet (p. ex. : <i>I think it's good; It's true</i>). OU Exprime des idées pertinentes, mais sans interagir avec ses pairs. 2 points | Formule des messages presque entièrement incompréhensibles, non pertinents par rapport aux sujets ou ne convenant pas à la tâche ou au contexte. |
| Articulation du message | Aisance | S'exprime avec une aisance naturelle et avec assurance dans ses interactions. 5 points | S'exprime avec une certaine aisance et une certaine assurance dans ses interactions. Les hésitations ne nuisent pas aux interactions. 4 points | Parfois , dans ses interactions, hésite, s'exprime de façon saccadée ou exprime des messages incomplets. 3 points | Fréquemment , dans ses interactions, hésite, exprime des messages incomplets ou s'exprime de façon saccadée ou à l'aide de mots isolés. OU S'exprime avec aisance, mais sans interagir avec ses pairs. 2 points | OU Revient si souvent à une langue autre que l'anglais qu'il ne démontre pas sa compétence à interagir oralement en anglais. 4 points |
| | Précision | Dans ses interactions, formule des messages clairs qui ne contiennent pas d'erreurs ou qui ne contiennent que de rares erreurs mineures. 5 points | Dans ses interactions, formule des messages qui sont clairs, mais qui contiennent certaines erreurs évidentes. 4 points | Dans ses interactions, commet des erreurs qui nuisent parfois à la clarté des messages, lesquels nécessitent une certaine interprétation pour être compris. 3 points | Dans ses interactions, commet des erreurs qui nuisent souvent à la clarté des messages, lesquels sont compris, ou presque entièrement compris, moyennant beaucoup d'interprétation. OU S'exprime avec précision, mais sans interagir avec ses pairs. 2 points | |

- Notes.** – Déterminer quel descripteur représente le plus fidèlement la performance de l'élève. Pour chacun des descripteurs, le seul résultat possible est celui indiqué dans la grille. Il est interdit d'accorder tout autre résultat.
- L'élève qui ne réalise pas la tâche, c'est-à-dire qui ne parle pas du tout ou qui ne parle pas en anglais, se voit attribuer la note 0. Il est interdit d'accorder tout autre résultat.

1. L'élève qui interagit réagit aux interventions des autres ou s'en inspire ET exprime ses opinions ou ses idées en réponse aux questions et aux interventions des autres. L'élève qui exprime des opinions ou des idées se rapportant aux questions, mais sans lien avec la discussion en cours, n'interagit pas. Puisque l'interaction est au cœur de la compétence, elle fait partie intégrante de chaque critère d'évaluation.

APPENDIX II RUBRIC FOR COMPETENCY 3, WRITES AND PRODUCES TEXTS (STUDENT VERSION)

| Task Requirements | A | B | C | D | E | |
|--|--|--|--|---|---|--|
| Evaluation criteria: Content and formulation of the message | Write an introduction that presents the topic and takes a firm position ¹ on the examination question in a way that is engaging and appropriate to the text form and to the target audience. | Introduction presents topic, takes a firm position on question AND is captivating and appropriate to text form and target audience. | Introduction presents topic, takes a firm position on question AND is engaging and appropriate to text form and target audience. | Introduction presents topic and takes a firm position or states a clear opinion on question BUT is clumsy, flat or not entirely appropriate to text form and target audience. | Topic and/or position are not clear upon first reading of introduction, but position is pertinent to question. OR Introduction is not appropriate to text form and target audience OR is confusing. | Topic and/or position are unclear, missing or not pertinent to question. OR There is no apparent introduction. |
| | | 5 marks (A) | 4 marks (B) | 3 marks (C) | 2 marks (D) | 0 marks (E) |
| | Through choice and organization of content, build a case that is convincing, focused on the examination question, and developed with the target audience in mind (e.g. unfamiliar with the topic). | Reasoning is compelling and shows a strong sense of purpose and audience throughout. Supporting evidence is credible; it is skilfully organized and developed. | Reasoning is convincing and shows a clear sense of purpose and audience. Supporting evidence is credible; it is mostly well organized and developed. | Reasoning shows an uneven sense of purpose and audience. Some supporting evidence is poorly organized, poorly developed or weak (e.g. is not really credible, does not support position, is repetitive). | Reasoning reveals a mostly weak sense of purpose and audience. Most supporting evidence is poorly organized, poorly developed or weak (e.g. is not really credible, does not support position, is repetitive). OR Reasoning contains fallacies or is meandering or disjointed. | Reasoning does not address question or does not support position stated. OR Body of text is not suited to task (e.g. student does not present a case). |
| | | 15 marks (A) | 14 marks (B+) or 12 marks (B) | 11 marks (C+) or 9 marks (C) | 8 marks (D+) or 6 marks (D) | 0 marks (E) |
| Write a conclusion that is linked to the examination question and to the position taken, and has the desired impact on the audience. | Conclusion is linked to question and to position taken, and leaves audience with a lasting impression. | Conclusion is linked to question and to position taken, and has desired impact. | Conclusion is linked to question and to position taken, but is trivial, flat, clumsy or predictable. | Conclusion is linked to question and to position taken, but is difficult to pinpoint. OR Some content is not suitable for the conclusion (e.g. introduces a new argument). | Conclusion is not linked to question, to position taken or to task, OR is missing OR introduces a change in position. | |
| | 5 marks (A) | 4 marks (B) | 3 marks (C) | 2 marks (D) | 0 marks (E) | |
| Use a language repertoire ² that ensures clarity of text for the magazine's audience, which is English-speaking: use correct vocabulary, mechanics ³ and grammatical structures. | Some errors may be present but they do not impede readability or understanding. ⁴ AND Several typical English forms are used correctly (e.g. <i>Ever since I was little . . . , Being too short, she . . .</i>). | Some errors and/or awkward structures may impede readability but not understanding. | Errors and/or awkward structures sometimes impede readability and understanding, but text is understood with some interpretation. | Errors and/or awkward structures repeatedly impede readability and/or understanding, but text is understood with considerable interpretation. | Errors and/or awkward structures repeatedly impede understanding. Most of the text is understood with considerable interpretation. | |
| | 25 marks (A) | 23 marks (B+) or 20 marks (B) | 18 marks (C+) or 15 marks (C) | 13 marks (D+) or 10 marks (D) | 8 marks (E) | |

Notes:

- Determine which descriptor best fits the student's performance. Where the rubric allows it, add a "+" beside the letter grade (e.g. B+) if the student's performance demonstrates elements of the higher descriptor without quite reaching it.
- The only marks that may be allotted for a given level are those indicated in the rubric. No other marks may be allotted.

¹ Taking a firm position means the student lets readers know exactly where he or she stands on the examination question. It does not necessarily mean being entirely for or against. For example, in response to the question "Do professional athletes make too much money?" the statement "Professional athletes deserve every penny they get" is a firm position, and "Only a few professional athletes deserve their high salaries" is a nuanced but firm position. However, "It depends" and "Sometimes yes, sometimes no" are not firm positions.

² Allot a maximum of 15 marks if the text is too short to demonstrate a consistently proficient use of language repertoire.

³ Mechanics include spelling, punctuation and capitalization.

⁴ Readability is impeded when the reader has to slow down but does not have to stop reading. Understanding is impeded when the reader has to either stop reading to figure out what the student meant or reread a passage in order to understand it.

GRILLE D'ÉVALUATION DE LA COMPÉTENCE 3, ÉCRIRE ET PRODUIRE DES TEXTES

| | Exigences de la tâche | A | B | C |
|---|--|---|---|--|
| Critères d'évaluation : Contenu et formulation du message | Rédiger une introduction qui présente le sujet et une prise de position ferme ¹ se rapportant à la question de l'épreuve, d'une manière qui suscite l'intérêt du lecteur et convient au genre de texte et au destinataire ciblé. | L'introduction présente le sujet et une prise de position ferme qui se rapporte à la question, ET elle accroche le lecteur et convient au genre de texte et au destinataire ciblé. | L'introduction présente le sujet et une prise de position ferme qui se rapporte à la question, ET elle suscite l'intérêt du lecteur et convient au genre de texte et au destinataire ciblé. | L'introduction présente le sujet et une prise de position ferme ou une opinion claire qui se rapporte à la question, MAIS elle est maladroite, dépourvue d'intérêt ou elle ne convient pas tout à fait au genre de texte ni au destinataire ciblé. |
| | | 5 points (A) | 4 points (B) | 3 points (C) |
| | Par le choix et l'organisation du contenu, construire une argumentation qui est convaincante, développée en fonction de la question de l'épreuve et du destinataire ciblé, qui a peu ou pas de connaissances sur le sujet. | L'argumentation est remarquable, élaborée entièrement en fonction de l'intention de communication et du destinataire ciblé. Les éléments à l'appui sont crédibles et habilement organisés et développés. | L'argumentation est convaincante, élaborée en fonction de l'intention de communication et du destinataire ciblé. Les éléments à l'appui sont crédibles et en majeure partie bien organisés et développés. | L'argumentation est élaborée en fonction de l'intention de communication et du destinataire ciblé, mais de façon inégale. Certains éléments à l'appui sont mal organisés, mal développés ou peu efficaces (p. ex. : éléments peu crédibles, sans lien avec la prise de position ou répétitifs). |
| | | 15 points (A) | 14 points (B+) ou 12 points (B) | 11 points (C+) ou 9 points (C) |
| | Rédiger une conclusion qui se rapporte à la question de l'épreuve et à la position adoptée et produit l'effet voulu chez le destinataire. | La conclusion se rapporte à la question et à la position adoptée et produit un effet considérable chez le destinataire. | La conclusion se rapporte à la question et à la position adoptée et produit l'effet voulu chez le destinataire. | La conclusion se rapporte à la question et à la position adoptée, mais elle est banale, prévisible, maladroite ou dépourvue d'intérêt. |
| | | 5 points (A) | 4 points (B) | 3 points (C) |
| | Utiliser un répertoire linguistique ² qui assure la clarté du texte pour les lecteurs du magazine, qui sont anglophones : utiliser avec justesse les structures grammaticales, les majuscules, la ponctuation, l'orthographe d'usage et le vocabulaire. | Quelques erreurs peuvent être présentes, mais elles ne nuisent ni à la lecture ni à la compréhension ³ . ET Plusieurs tournures anglaises sont employées correctement (p. ex. : <i>Ever since I was little . . . , Being too short, she . . .</i>). | Quelques erreurs ou tournures maladroites peuvent nuire à la lecture, mais sans nuire à la compréhension. | Des erreurs ou des tournures maladroites nuisent parfois à la lecture et à la compréhension, mais le texte est compris moyennant un peu d'interprétation. |
| | | 25 points (A) | 23 points (B+) ou 20 points (B) | 18 points (C+) ou 15 points (C) |

(Suite à la page suivante)

- Adopter une position ferme, soit indiquer clairement au lecteur comment on se positionne par rapport à la question de l'épreuve, ne signifie pas nécessairement être complètement pour ou complètement contre. Par exemple, en réponse à la question « *Do professional athletes make too much money?* », l'énoncé « *Professional athletes deserve every penny they get* » représente une position ferme, et « *Only a few professional athletes deserve their high salaries* » représente une position nuancée, mais ferme. Par contre, « *It depends* » et « *Sometimes yes, sometimes no* » ne représentent pas une position ferme.
- Accorder au plus 15 points si le texte est trop court pour démontrer une compétence assurée sur le plan du répertoire linguistique.
- La lecture est entravée lorsque le lecteur doit ralentir sa lecture sans toutefois devoir l'interrompre. La compréhension est entravée lorsque le lecteur doit interrompre sa lecture afin d'arriver à comprendre ce que l'élève voulait dire, ou lorsqu'il doit relire un passage afin de le comprendre.

GRILLE D'ÉVALUATION DE LA COMPÉTENCE 3, ÉCRIRE ET PRODUIRE DES TEXTES (SUITE)

| Exigences de la tâche | | D | E |
|---|--|---|---|
| Critères d'évaluation : Contenu et formulation du message | Rédiger une introduction qui présente le sujet et une prise de position ferme se rapportant à la question de l'épreuve, d'une manière qui suscite l'intérêt du lecteur et convient au genre de texte et au destinataire ciblé. | Le sujet ou la prise de position ne sont pas clairs à la première lecture de l'introduction, mais la prise de position se rapporte à la question. OU L'introduction ne convient pas au genre de texte ni au destinataire ciblé OU elle est déroutante pour ce dernier. | Le sujet ou la prise de position ne sont pas clairs, sont absents ou ne se rapportent pas à la question. OU Il ne semble pas y avoir d'introduction. |
| | | 2 points (D) | 0 point (E) |
| | Par le choix et l'organisation du contenu, construire une argumentation qui est convaincante, développée en fonction de la question de l'épreuve et du destinataire ciblé, qui a peu ou pas de connaissances sur le sujet. | L'argumentation n'est pas vraiment élaborée en fonction de l'intention de communication et du destinataire ciblé. La plupart des éléments à l'appui sont mal organisés, mal développés ou peu efficaces (p. ex. : éléments peu crédibles, sans lien avec la prise de position ou répétitifs). OU L'argumentation est sinieuse, décousue ou présente des raisonnements fautifs. | L'argumentation ne se rapporte pas à la question ou à la prise de position. OU Le corps du texte ne convient pas à la tâche (p. ex. : l'élève ne présente pas d'argumentation). |
| | | 8 points (D+) ou 6 points (D) | 0 point (E) |
| Rédiger une conclusion qui se rapporte à la question de l'épreuve et à la position adoptée et produit l'effet voulu chez le destinataire. | La conclusion se rapporte à la question et à la position adoptée, mais elle est difficile à repérer. OU Une partie du contenu ne convient pas à la conclusion (p. ex. : l'élève apporte un nouvel argument). | La conclusion ne se rapporte pas à la question, ou à la position adoptée ou à la tâche. OU Elle est absente. OU Elle présente un changement de position. | |
| | 2 points (D) | 0 point (E) | |
| Utiliser un répertoire linguistique qui assure la clarté du texte pour les lecteurs du magazine, qui sont anglophones : utiliser avec justesse les structures grammaticales, les majuscules, la ponctuation, l'orthographe d'usage et le vocabulaire. | Des erreurs ou des tournures maladroites nuisent fréquemment à la lecture ou à la compréhension, mais le texte est compris moyennant beaucoup d'interprétation. | Des erreurs ou des tournures maladroites nuisent fréquemment à la compréhension. Le texte est presque entièrement compris moyennant beaucoup d'interprétation. | |
| | 13 points (D+) ou 10 points (D) | 8 points (E) | |

Notes.

- Déterminer quel descripteur représente le plus fidèlement la performance de l'élève. Dans un cas où la performance de l'élève tend vers le descripteur supérieur sans tout à fait l'atteindre, ajouter « + » à la cote (p. ex. : B+), si la grille le permet.
- Pour chacun des descripteurs, les seuls résultats possibles sont ceux indiqués dans la grille. Il est interdit d'accorder tout autre résultat.



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