

ÉPREUVE OBLIGATOIRE

Enseignement primaire, 3^e cycle

Document d'information - Juin 2015

Anglais, langue d'enseignement

6^e année du primaire

514-600



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INTRODUCTION

Le présent document contient des renseignements sur l'épreuve obligatoire d'anglais, langue d'enseignement, de la fin du 3^e cycle du primaire qui sera administrée en mai 2015. Puisqu'il contient des renseignements importants à l'égard de la nature, du déroulement et de la correction de l'épreuve, il doit être distribué le plus rapidement possible à l'ensemble du personnel enseignant d'anglais, langue d'enseignement, du 3^e cycle du primaire, aux conseillères et conseillers pédagogiques et à tout le personnel concerné par la planification de l'épreuve.

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

Cette épreuve donne l'occasion aux élèves de démontrer leurs connaissances et leurs compétences, et permet au personnel enseignant de faire l'évaluation de leurs apprentissages en lecture et en écriture. Comme déterminé par le ministère de l'Éducation, du Loisir et du Sport, la note finale de l'élève constituée à partir des tâches de l'épreuve compte pour 20 % de sa note finale en lecture et 20 % de sa note finale en écriture.

1 STRUCTURE DE L'ÉPREUVE OBLIGATOIRE

1.1 Caractéristiques générales

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

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

2 DOCUMENTS

2.1 Documents constituant l'épreuve obligatoire

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

3 DESCRIPTION DES TÂCHES

3.1 Réaction au texte

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

3.2 Rédaction d'un texte narratif

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

3.3 Utilisation de la langue pour communiquer et apprendre

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

4 MODALITÉS D'ADMINISTRATION DE L'ÉPREUVE

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

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

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 2015, 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.

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.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/guide-de-gestion-de-la-sanction-des-etudes-et-des-epreuves-ministerielles-formation-generale/?tx_ttnews%5Blang%5D=0.

6 MODALITÉS DE CORRECTION

6.1 Comités de correction

Il est recommandé aux enseignantes et enseignants d'anglais, langue d'enseignement, de 3^e cycle du primaire de se réunir en comité pour évaluer les textes des élèves. Cette collaboration leur permet d'assurer l'uniformité dans l'interprétation des critères et des indicateurs, ce qui favorise l'équité et la fidélité. Elle leur donne également l'occasion d'approfondir leurs connaissances en évaluation, puisqu'ils choisissent des exemples types parmi les productions des élèves. Ces exemples types, qui illustrent chaque niveau de compétence, servent de points de repère pour la correction des productions des autres élèves. Les critères d'évaluation (grilles) se trouvent dans 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 2015. 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**.

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 seront accessibles au personnel enseignant sur le site Internet sécurisé de la Direction de l'évaluation des apprentissages. Le site est protégé par 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 comprendront 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 obligatoire¹ :

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

Compétence	Étape 1 20 %	Étape 2 20 %	Étape 3 20 %	Résultat global pour les 3 étapes	Note à l'épreuve obligatoire	Résultat final
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

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7.1 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(s). 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/or 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.

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7.2 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 s/he 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 s/he heard his/her peer read aloud
- talk about what part s/he likes best (positive) and why
- responds with constructive criticism
- ask questions to clarify meaning and understanding
 - “I don't quite understand why . . .” or “How did the . . .”
 - “I find the part where . . . confusing. Can you explain it?”
 - “Tell me more about . . .”
 - “What happened first? What came next?”
 - “Does your title tell readers what to expect in the piece of writing?”

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. Students meet or fall short of meeting the criteria on a range of five possible levels, 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 best fits.

7.4 Converting Levels of Performance to Numeric Values

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

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

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, it is important to be familiar with the required tasks and the rubrics, noting the criteria and the indicators for each level of performance, as well as the descriptive overview that heads each level of performance.

Determine the Level of Performance:

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

7.6 Evaluating Specific Task Performance

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.

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, it does not allow a score higher than a 3+ (70%) on the overall writing task.
- This weighting should be applied after the narrative writing task has been scored.

ANNEXES (Suite)

7.7 Rubric for Written Response*

*These rubrics are subject to change following the validation process in January 2015. Updated versions will be made available at that time.

PROFILE	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH (Competency)			LEVEL 3 ACCEPTABLE		
	The reader draws comprehensive meaning from the text. S/he 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. S/he 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. S/he addresses the ideas presented in the text; logical interpretations and references to the text support meaning.		
Criteria	N.B. The student response does not have to satisfy all the criteria								
MEANING	Examines the concepts/ideas in the text; makes inferences drawing on key ideas to support their interpretation. Integrates own understanding in light of the ideas in the text. Justifies ideas with insightful reasoning and references to the text.			Explores the concepts/ideas in the text and attends to underlying ideas to support their understanding. Offers own opinions in light of the ideas in the text. Justifies ideas with sound reasoning and thoughtful references to the text.			Identifies and addresses relevant concepts/ideas in the text, loosely supporting meaning. Supports a personal opinion with logical explanation(s) and reference(s) to the text.		
CONNECTIONS	Enhances/deepens meaning of the text by integrating own experiences and/or other sources; perceptively connects them to the ideas in the text, suggesting a worldview.			Extends meaning of the text by drawing on own experiences and/or other sources; clearly connects them to the ideas in the text.			Supports meaning by associating own experiences and/or other sources; connects them to the text in a general way.		
STRUCTURES AND FEATURES	Draws meaning from subtle cues in the text; explains how the structures and features (author's craft) enhance their understanding of the text.			Makes assumptions from cues in the text; relates how particular structures and features (author's craft) contribute to their understanding of the text.			Identifies structures and features in the text (author's craft); observations are general and loosely support their understanding of the text.		
READING CRITICALLY	Examines the effectiveness of the text. Offers a personal insight connected to a new understanding that goes beyond the text and applies to life in general.			Evaluates the text offering a personal opinion. Draws thoughtful conclusions about the text.			Reacts to the text offering a logical judgment/opinion. Draws conclusions about the text that are general in nature.		
OVERALL SCORE	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%
Determine the level that best describes the student's overall performance and assign the corresponding numeric (%) score.									

ANNEXES (Suite)

7.7 Rubric for Written Response*

*These rubrics are subject to change following the validation process in January 2015. Updated versions will be made available at that time.

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

ANNEXES (Suite)

7.8 Rubric for Narrative Writing*

*These rubrics are subject to change following the validation process in January 2015. Updated versions will be made available at that time.

PROFILE	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH (Competency)			LEVEL 3 ACCEPTABLE		
	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 understanding of narrative writing, purpose and audience; the story activates the reader's interest but wavers in maintaining unity, resulting in a less convincing piece of writing.		
Criteria									
ORGANIZATION AND IDEAS	Establishes a natural connection between story elements and ideas; sustains a clear focus on unfolding events to create the story. Carefully selected details enrich development and lend authenticity to the story, captivating the reader from beginning to end.			Establishes a clear connection between story elements and ideas; sustains a focus on unfolding events to create the story. Interesting details enhance development and lend originality to the story, maintaining the reader's interest throughout.			Establishes a connection between story elements and ideas; maintains a logical sequence of unfolding events for the most part to create the story. Relevant details support development and convey a story that activates interest on occasion.		
VOICE	Conveys a strong sense of writer; tone is appropriate for purpose and audience; speaks to reader in a compelling voice that 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, specific word choice and figurative language) elaborates the narrative and experiments with style.			Uses essential narrative structures in a casual manner; wavering attention to language features (such as dialogue, word choice and figurative language) may undermine the narrative at times.		
OVERALL SCORE	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%
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 Performance Levels for written language conventions. If the use of written language conventions is scored as Partial, it does not allow a score higher than a 3+ (70%) on the overall writing task. Determine the level that best describes the student's overall performance. - This weighting should be applied after the narrative writing task has been scored.									

ANNEXES (Suite)

7.8 Rubric for Narrative Writing*

*These rubrics are subject to change following the validation process in January 2015. Updated versions will be made available at that time.

PROFILE	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
	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 to the reader.		Disregards the reader for the most part; the writer's voice is flat or absent.
STRUCTURE S AND FEATURES	Indicates a narrative structure through a simple sequence; attempts at dialogue are evident but confusing; language is simplistic and word choice is limited.		Suggests a series of loosely connected events or actions that allude to story; generally, language/vocabulary is limited and word choice is inappropriate or incorrect.
OVERALL SCORE	2+	2	1
	55%	50%	40%
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 Performance Levels for written language conventions. If the use of written language conventions is scored as Partial, it does not allow a score higher than a 3+ (70%) on the overall writing task. Determine the level that best describes the student's overall performance. - This weighting should be applied after the narrative writing task has been scored.			

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**, it does not allow a score higher than a **Level 3+ (70%)** on the overall writing task.

THOROUGH

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

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 Checklist for Talk to Learn

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

ANNEXES *(Suite)*

7.11 Student Evaluation Guidelines for Written Response to Literature

Consider these questions as you plan and write your response.

- Have you expressed the ideas, obvious and suggested, that you understood from the text?
- Have you provided reasons and examples from the text to support what you think?
- Did you explain how the author and illustrator used structures and features in the text, and how these helped with your understanding of the story?
- Did you make connections to the text, and explain how these connections helped with your understanding of the text?
- Did you offer and support your own ideas, opinions and/or criticisms about the text?
- Did you express ideas or ways of understanding that will stay with you after reading the text?

7.12 Student Evaluation Guidelines for Narrative Writing

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

- The narrative is organized, is 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).

