

UNIFORM EXAMINATION

Secondary Cycle Two

Information Document - June 2018 - July 2018 - January 2019

Secondary English Language Arts

Secondary V

Reading	612-520
Production	612-530



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INTRODUCTION

This document conveys information concerning the Secondary V English Language Arts uniform examinations scheduled for June 2018, July 2018 and January 2019. Its primary aim is to provide general information about the examinations for the purpose of uniform administration. This document should be photocopied and distributed without delay to all Secondary V English Language Arts teachers and consultants, and to all personnel concerned with examination scheduling and the 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 education sector, both public and private, met to make recommendations about the examination to the production committee. The development of the examination and the validation process are both supported by the following ministerial documents: the [*Québec Education Program*](#), the [*Framework for the Evaluation of Learning*](#) and the [*Progression of Learning in Secondary School*](#). Information and feedback collected from previous examinations were also used in this process. 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 evaluates the development of two of the three competencies of the [*Secondary English Language Arts program*](#) for Cycle Two:

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

Competency 3: Produces texts for personal and social purposes

Rubrics for evaluating student performance for both competencies listed above are provided in the Appendix of this document. These rubrics may be adjusted following the validation process. In this case, revised versions will be posted on the secure website of the Direction de l'évaluation des apprentissages. Also provided in the Appendix are related documents such as *Instructions for Distributing the Materials* and *Using Rubrics to Evaluate Performance* to ensure confidentiality and equity during the formal administration of the examination.

1 STRUCTURE OF THE UNIFORM EXAMINATION

1.1 General Characteristics

The Secondary V English Language Arts uniform examination has certain distinctive features.

- It retains the integrated aspects of language arts instruction and evaluation.
- It was developed following an inquiry approach to provide purpose and context for the tasks.
- It is a context-based examination that incorporates the processes and strategies commonly associated with reading, viewing, discussing, responding and writing.
- It is made up of a reading task and a writing task that are linked through talk and discussions. It requires using criterion-referenced rubrics, 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.
- It places students 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>Instructions for the Teacher or Invigilator on the Collection of Exam Materials</i>	<i>Student Booklet I — The Reading Task*</i> (for response to a literary text)
<i>Invigilator and Teacher's Guide</i>	
<i>Marking Guide</i>	<i>REACT</i> magazine
Media component (DVD/video)	<i>Student Booklet II — Reading for Stance*</i> (for making notes, organizing ideas, drafting of written production and <i>Suggestions for Revision of the Written Production</i>)
Envelopes for storing materials, one per student	<i>Student Booklet III — Written Production*</i> (for the final version of the writing task)
N.B. Schools must ensure access to equipment for viewing the DVD/video and provide students with the three identification labels to be affixed to <i>Student Booklets I, II</i> and <i>III</i> . ¹	
*Students will write the tasks in the student booklets that are designed for each part of the examination and provided with the materials.	

¹ Schools/school boards that register students for the examination prior to the deadline will be supplied with labels that already bear student codes. Schools/school boards that register students after the deadline are urged to provide identification labels with the students' permanent codes as a way of controlling inadmissible papers. **The MEES will not provide identification labels for the July 2018 and January 2019 examinations.**

3 CONDITIONS FOR ADMINISTERING THE UNIFORM EXAMINATION

3.1 Dates and Times for the Examinations

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

June 2018

READING TASK	READING FOR STANCE	WRITTEN PRODUCTION
May 29, 2018 a.m. 9:00–12:00 (3-hour block)	May 30, 2018 a.m. 9:00–12:00 (3-hour block)	May 31, 2018 a.m. 9:00–12:00 (3-hour block)
Reading a literary text and making notes (1 hr) Discussion (20 min) Response to a literary text (1 hr 40 min) Approximately 500-700 words	Viewing a DVD/video, discussing and making notes (1 hr) Reading <i>REACT</i> magazine, discussing and making notes (1 hr 40 min) Organizing Ideas from the readings as preparation for the Written Production (20 min)	Draft of Written Production (1 hr) <i>Using Suggestions for Revision of the Written Production</i> to prepare the final version (20 min) Final Version of Written Production (1 hr 40 min) Approximately 600-800 words

July 2018

READING TASK	READING FOR STANCE	WRITTEN PRODUCTION
July 30, 2018 a.m. 9:00–12:00 (3-hour block)	July 31, 2018 p.m. 1:00–4:00 (3-hour block)	August 1, 2018 a.m. 9:00–12:00 (3-hour block)
Reading a literary text and making notes (1 hr) Discussion (20 min) Response to a literary text (1 hr 40 min) Approximately 500-700 words	Viewing a DVD/video, discussing and making notes (1 hr) Reading <i>REACT</i> magazine, discussing and making notes (1 hr 40 min) Organizing Ideas from the readings as preparation for the Written Production (20 min)	Draft of Written Production (1 hr) <i>Using Suggestions for Revision of the Written Production</i> to prepare the final version (20 min) Final Version of Written Production (1 hr 40 min) Approximately 600-800 words

*January 2019

READING TASK	READING FOR STANCE	WRITTEN PRODUCTION
January, 2019 a.m. (3-hour block)	January, 2019 p.m. (3-hour block)	January, 2019 a.m. (3-hour block)
Reading a literary text and making notes (1 hr) Discussion (20 min) Response to a literary text (1 hr 40 min) Approximately 500-700 words	Viewing a DVD/video, discussing and making notes (1 hr) Reading <i>REACT</i> magazine, discussing and making notes (1 hr 40 min) Organizing Ideas from the readings as preparation for the Written Production (20 min)	Draft of Written Production (1 hr) Using <i>Suggestions for Revision of the Written Production</i> to prepare the final version (20 min) Final Version of Written Production (1 hr 40 min) Approximately 600-800 words

*For the January dates, please refer to the examination schedule at the Direction de la sanction des études.

3.2 Description of the Tasks

- **Reading Response:** In Part I of the examination, students are required to read, interpret and discuss a literary text found in *Student Booklet I — The Reading Task*. The reading task calls on students to think critically and respond to a piece of literature. The process draws students deeper into their thinking in order to arrive at meaning. Students are expected to move beyond their initial understanding of the text to a more thoughtful and perceptive interpretation of it.

Students first read the literary text silently and independently. They may make notes while reading the text. They then discuss the text in small groups, but may not make notes during that time. The discussion time should be brief—approximately 20 minutes. Following these discussions, the students may add ideas, impressions and questions to their notes.

Working autonomously, students will write a 500-to-700-words (approx.) response to the literary text. The numbers indicated serve as guidelines only; a specific word count will not be taken.

- **Reading for Stance:** In Part II of the examination, students are required to read and discuss *REACT* magazine and the DVD/video. These texts offer different viewpoints, opinions and information on a specific topic, problem or issue. Students will read the content to develop a stance or position in light of the guiding question or statement. In *Student Booklet II — Reading for Stance*, they may make notes while reading the texts and again, following the discussions. Students may also organize their ideas as preparation for writing an article in Part III of the examination.

- **Draft of the Written Production:** In Part III of the examination, using *Student Booklet II — Reading for Stance*, students will draft an article (feature **or** analysis **or** commentary **or** opinion) of approximately 600 to 800 words for publication in a future issue of *REACT* magazine. The number of words indicated serves as a guideline only. This article must reflect the purpose for the inquiry: students address this task in light of the guiding question or statement and present a personal stance for a specific audience, while respecting the codes and conventions of the selected genre (see *Codes and Conventions of an Article* on pp. 10-11 in the Appendix).
- **Suggestions for Revision of the Written Production:** Using *Student Booklet II — Reading for Stance*, and working autonomously, students will refer to the *Suggestions for Revision of the Written Production* (see p. 13 in Appendix) in order to determine the extent of the revision needed to improve their draft of the written production. They will then proceed to revise and edit their work in order to write a final version of the article.
- **Final Version of the Written Production:** Students will produce the final version of their article in *Student Booklet III — Written Production* in Part III of the examination.

4 PROCEDURES FOR ADMINISTERING THE UNIFORM EXAMINATION

4.1 Invigilation

- Teachers and invigilators **unfamiliar** with the English Language Arts examinations should be thoroughly coached in the format of the English Language Arts Secondary V uniform examination. They should receive a copy of the *Invigilator and Teacher's Guide* **at least one day before** the official starting date.
- Throughout the preparatory activities for the reading and writing tasks, students read the texts autonomously and silently. Teachers or invigilators do not read texts aloud, nor do they permit students to do so. Students may make notes when they read texts.
- In Part I of the examination, after they have read the literary text, students are permitted to discuss ideas from the text in small groups. Discussion is an essential part of the response process. Students may make notes while they read silently and after the discussions, **but not during them**.
- In Part II of the examination, following both the viewing of the video and the reading of the magazine, students are given time to discuss ideas from the texts. Students may make notes throughout this process.
- In Part III of the examination, the draft and the final version of the written task are to be done silently and independently, in accordance with the official dates set by the Direction de la sanction des études. Students will not have access to the final written task once it is completed and submitted, and they must return all the materials provided.
- Teachers and invigilators may **answer students' questions on procedures only**. They must not enter directly into any of the activities or direct students in any way relating to performing the tasks. At the same time, it is the teachers' or invigilators' responsibility to monitor for cheating.

- Teachers and invigilators must ensure that students work exclusively with the materials provided specifically for the examination. At the end of each session, students must use the envelopes provided to hand in all the materials distributed to them at the beginning of the session. These are then collected by the teacher or invigilator and stored in a secure place.
- With the exception of a dictionary (unilingual or bilingual), and/or a thesaurus, students may not bring outside materials into the classroom/examination room at any time throughout this examination, nor are they allowed to take any papers out of the classroom/examination room.²
- During the examination, students are strictly forbidden to have in their possession any electronic device (smart phone, portable media player, smart watch, etc.) that can be used to communicate, surf the Internet, translate texts, or create, save or consult data. Any student who violates this rule will be expelled from the examination room and will be considered to have cheated on the examination.
- Teachers and invigilators must advise students that they are not permitted to leave the examination room during the first 90 minutes of the examination. If it is deemed necessary for a student to leave the examination room, the student must be accompanied by a staff member and his/her name and code must be recorded in the space provided on the form included in the *Instructions for the Teacher or Invigilator on the Collection of Examination Materials*.
- As stated in the [*Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*](#), students are permitted an extra 15 minutes, if needed, to complete the tasks for each three-hour exam session.
- For regular students who write the **July 2018** and **January 2019** versions of the examination, conditions resembling those established for the **June 2018** examination session, as well as those described in this section, must be put in place.
- Identification labels should be affixed to *Student Booklets I, II and III*. It is important to ensure the security of examination papers and envelopes throughout the course of the examination. The MEES will not provide identification labels for the **July 2018** and **January 2019** examinations.

4.2 Students With Special Needs

The conditions for administering the ministerial examinations may be adapted for students with special needs to enable them to demonstrate their learning. For further information on the implementation of these measures, please refer to Chapter 5, Support Measures for the Evaluation of Learning, in the document entitled [*Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*](#).

² Instructions regarding the use of technological tools during the writing of exams will be provided later by the Direction de la sanction des études.

5 SCORING PROCEDURES

5.1 The Marking Centre

School boards and private schools are responsible for correcting the reading task (Writing a Response) and the written production task (Writing an Article). For scoring papers, it is recommended that Secondary V English Language Arts teachers come together, when possible, in a marking centre to collaborate on the scoring of the students' performances. This opportunity to analyze and discuss students' work ensures uniform interpretation of the criteria and indicators, as well as equity and reliability. It also offers an excellent opportunity for professional development in evaluation as teachers work collaboratively to select anchor papers drawn directly from the students' work. The anchor papers, representative samples of each level of competency, serve as benchmarks for the subsequent marking of students' work. Scoring criteria (rubrics) are found in this document and in the *Invigilator and Teacher's Guide*.

5.2 Criterion-Referenced Rubrics

Rubrics for scoring both tasks are provided in the Appendix. These were developed on the basis of significant indicators that have been reorganized into a marking grid to facilitate the evaluation and interpretation of student performance.

A specific numeric value is indicated for each level of performance and the corresponding percentage value must be recorded as the student's score. Please note that the numeric values indicate a possible range of up to three scores for each performance level; however, only the corresponding percentage values indicated may be assigned as a score. For example, if the overall level of performance for the task is scored as Level 5-, the percentage score is recorded as 90%; 92% is not a valid score.

5.3 Exemplars

Annotated student exemplars drawn from the June 2015 Secondary V English Language Arts examination are available on the secure website of the Direction de l'évaluation des apprentissages. This site is password protected and is accessible to either the school board consultant or the individual responsible for evaluation in the school/school board.

6 SCORING THE UNIFORM EXAMINATION

6.1 Procedures for Scoring Students' Work

- To prepare for scoring student papers, assemble to discuss the procedure and practise scoring the examination using exemplars or benchmark papers. Use the rubrics on pp. 14-18 to score the tasks. This same procedure may be followed when working with students.
- Determine the level of performance: read the profile describing each level of performance. Then, using an exemplar or benchmark paper and working with the rubric, evaluate the writing to identify an overall level of performance while considering the strengths and shortcomings of the paper.
- Working horizontally across the levels, read the descriptive indicators carefully. This is to verify whether the initial placement coincides with the level indicators and with

the calibrated descriptors for the proposed level.

- Adjust the placement, if necessary, by moving to a higher or lower level profile 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 distributed over two or more levels by indicating + or – for the level that best describes the work.
- For the written production task, 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 Scoring an Article for the Magazine* has been 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 instructions for scoring student performance are provided in the *Marking Guide*.

6.2 Calculating the Subject Mark 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 on the student transcript. This weighting can be found in the [Framework for the Evaluation of Learning](#).

Competencies	Value	School Mark	Uniform Examination
<i>Uses language/talk to communicate and to learn</i>	33%	33%	—not evaluated—
<i>Reads and listens to written, spoken and media texts</i>	33%	16.5% (moderated school mark)	16.5%
<i>Produces texts for personal and social purposes</i>	34%	17% (moderated school mark)	17%

Students earn graduation credits for the course if they obtain a subject mark of at least 60%. Additional information in this regard is available in the [Processing of results](#) section on the website of the MEES.

Instructions for Distributing the Materials

ATTENTION: School administrators, invigilators and teachers responsible for the administration and invigilation of the Secondary V English Language Arts uniform examination:

During the examination, students are strictly forbidden to have in their possession any electronic device (smart phone, portable media player, smart watch, etc.) that can be used to communicate, surf the Internet, translate texts, or create, save or consult data. Any student who violates this rule will be expelled from the examination room and will be considered to have cheated on the 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* and *REACT* magazine are not to be distributed until the students begin the reading task and, later on, the written production task. Nor should the guiding question/statement be revealed to students prior to the official calendar date for the tasks.

N.B. Schools must ensure access to equipment for viewing the DVD/video and provide students with the three identification labels to be affixed to *Student Booklets I, II and III*.

Schedule	
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 following materials to the teachers and/or invigilators: The <i>Invigilator and Teacher's Guide</i> , the envelopes in which students will store their materials between sessions and three identification labels per student.	

May 29, 2018 a.m. Part I	Distribute <i>Student Booklet I — The Reading Task</i>
May 30, 2018 a.m. Part II	Distribute the DVD/video, <i>REACT</i> magazine and <i>Student Booklet II — Reading for Stance</i>
May 31, 2018 a.m. Part III	Distribute <i>Student Booklet III — Written Production</i> and the <i>Marking Guide</i>

Codes and Conventions of an Article (Feature, Commentary, Analysis, Opinion)

Headlines

- are striking and attention-catching
- use precise verbs, most often in the present tense, but may also be in the future or past tense
- accurately reflect an important aspect of the article
- may demonstrate humour and wit
- may use 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)

- engages the reader and focuses his/her attention on the topic or a specific aspect of the topic
- may be humorous, anecdotal, dramatic, emotional, abrupt, punchy and/or creative

Structure*

- varies and can be linear, circular or a “beaded necklace” (each paragraph is a bead; the author can experiment with patterns in ideas and language while linking the paragraphs together)
- involves a clear beginning, development and close (for clarity, the word “conclusion” is avoided here because articles do not end with “In conclusion,” a phrase often found in essays)
- closes with references 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

- may have short paragraphs for effect and/or clarity
- is clear and logical; e.g. cause-effect, problem-solution, comparison, chronological (related to time), spatial (related to location or place) or simply a logical, easily followed train of thought
- may lead with 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
- closes with a return to the original topic mentioned in the lead
- leads the reader toward acquiring an enlightened understanding or a new perspective, and/or taking action

Language

- is clear and crisp
- demonstrates precision in vocabulary, particularly with verbs and nouns
- has a strong voice
- often takes third-person perspective if the writer is not personally implicated in the subject
- may take first-person perspective when the writer is personally implicated in the subject and if it adds value and interest, particularly in an opinion article
- uses 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
- demonstrates judicious and appropriate use of engaging devices such as puns, personification, alliteration, metaphor, onomatopoeia
- integrates a variety of sentence beginnings and sentence lengths
- may demonstrate judicious and appropriate use of questions and exclamations for effect
- uses active tense rather than passive
- may be descriptive, sophisticated and/or artistic

Using Rubrics to Evaluate Performance

Rubrics

- A **rubric** is a qualitative tool designed to evaluate the student's performance of a complex task. It is a set of criteria and performance indicators based on the most significant attributes of the outcomes 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 are designed for both the students who perform the tasks and the evaluators who evaluate 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 of performance. 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, from minimal to advanced.
- Rubrics guide both instruction and student performance. They provide details about the task and describe the possible range of performance levels for the task, while conveying information about expectations and goals. By using rubrics with students, teachers help students become knowledgeable about what they must do to demonstrate development of competency and to achieve success.

Evaluation Tools

- Students should become familiar with the scoring procedures. Teachers can invite their students to examine the evaluation criteria by applying the scoring procedures to samples of students' work. Working with 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 high-quality work or performance. The evaluation tools are therefore provided in advance of the examination to allow students to fully appreciate and understand how their work will be evaluated.

Scoring

- When scoring with criterion-referenced rubrics, it becomes necessary at times to convert the overall scores into percentages. For the examination components, the reading task and the production task, the scores are therefore reported according to the levels attained and converted to percentage values. The numeric values are indicated at the bottom of the rubrics. They indicate a possible range of up to three scores for each performance level; however, only the corresponding percentage values indicated can be assigned as a score. For example, if the overall level of performance for the task is scored as Level 5-, the percentage score is recorded as 90%; 92% is not a valid score.

Suggestions for Revision of the Written Production

The revision process is a crucial step in the development of your writing. It allows you, the writer, an opportunity to improve your writing by making changes to your work that will clarify your purpose and satisfy your intended audience. Refer to the questions below to assist you as you consider possible revisions to your article. Please note that revision means more than correcting spelling and improving handwriting.

Questions to assist in the revision of the content (ideas, information, point of view, organization):

- What is the purpose of my article? Is it clear?
- How have I considered my intended audience and have I met its needs?
- How does my headline grab the attention of my audience and stir its interest?
- How is my lead engaging and does it suggest the direction of my article?
- How do the ideas in my article relate back to my purpose?
- How is my choice of language appropriate to the article and to my intended audience?
- How have I presented a well-developed stance in the written task?
- How does my closing fulfill the expectation of my intended audience (e.g. is it memorable, challenging, satisfying)?

Rubric for Scoring a Response to a Literary Text*

LEVEL 5 - ADVANCED		LEVEL 4 - THOROUGH (Competency)			LEVEL 3 - ACCEPTABLE				
Profile	The reader demonstrates an extensive understanding of the text through insightful interpretations, discerning inferences and compelling explanations of ideas, with well-defined references to the text.			The reader demonstrates a solid understanding of the text through thorough interpretations, relevant inferences and comprehensive explanations of ideas, with pertinent references to the text.			The reader demonstrates an adequate understanding of the text through straightforward interpretations, commonplace inferences and acceptable explanations of ideas, with general references to the text.		
	(The student response does not need to satisfy all the criteria)								
Indicators that support the profile	The reader draws in-depth meaning from the text through perceptive interpretations that go beyond the text and illuminate other familiar life circumstances or contexts. He/she links his/her own personal reactions to specific aspects of the text by elaborating on how those aspects shape his/her own understanding of the text. He/she forms a well-reasoned opinion about the overall impact of the text. He/she evaluates/critiques the impact of codes and conventions on the meaning of the text. He/she makes significant associations between the text and other issues, events and/or texts.			The reader draws detailed meaning from the text through thoughtful interpretations based on ideas developed in the text. He/she links his/her own personal reactions to specific aspects of the text by describing their effect on his/her own understanding of the text. He/she forms a sound opinion about the overall impact of the text. He/she discusses the impact of codes and conventions on the meaning of the text. He/she makes convincing associations between the text and other issues, events and/or texts.			The reader draws general meaning from the text through basic interpretations linked to ideas within the text. He/she links his/her own personal reactions to specific aspects of the text by referring to their effect on his/her own understanding of the text. He/she forms a sensible opinion about the overall impact of the text. He/she identifies codes and conventions and hints at their impact on the meaning of the text. He/she makes obvious associations between the text and other issues, events and/or texts.		
	5+	5	5-	4+	4	4-	3+	3	3-
Score	100%	95%	90%	85%	80%	75%	70%	65%	60%

*N.B. This is a provisional rubric which is subject to change following the validation process in January 2018. Updated versions will be made available at that time.

Rubric for Scoring a Response to a Literary Text* (cont.)

LEVEL 2 - PARTIAL		LEVEL 1 - MINIMAL
Profile	The reader demonstrates a limited understanding of the text through unsubstantiated interpretations and little explanation of ideas, with vague references to the text.	The reader demonstrates an inadequate understanding of the text based on irrelevant interpretations that are not supported with references to the text.
	(The student response does not need to satisfy all the criteria)	
Indicators that support the profile	The reader's understanding of the meaning of the text is undeveloped and his/her interpretations consist mainly in retelling or summarizing the text. His/her personal reactions are unexplored. His/her opinion is unclear and unsupported. He/she mentions the codes and conventions of the text and shows little awareness of their impact on meaning. He/she makes vague associations between the text and other issues, events and/or texts.	The reader's interpretation of the text is inaccurate and unfocused. His/her opinion is confusing or missing. He/she makes little or no reference to the codes and conventions of the text. He/she makes unrelated associations, if any, between the text and other issues, events and/or texts.
Score	2+	1
	55%	35%

*N.B. This is a provisional rubric which is subject to change following the validation process in January 2018. Updated versions will be made available at that time.

Rubric for Scoring an Article for the Magazine*

	LEVEL 5 - ADVANCED	LEVEL 4 - THOROUGH (Competency)	LEVEL 3 - ACCEPTABLE
Profile	The writer demonstrates an extensive understanding of the task, its purpose and its intended audience, and exhibits significant control of the codes and conventions of an article.	The writer demonstrates a solid understanding of the task, its purpose and its intended audience, and exhibits strong control of the codes and conventions of an article.	The writer demonstrates an adequate understanding of the task, its purpose and its intended audience, and exhibits satisfactory control of the codes and conventions of an article.
Organization of Ideas	The writer produces a perceptive article that is highly engaging and flows smoothly; the writing has insightful content with critical examination of themes, events, actions, people and/or aspects of life.	The writer produces an article that is focused and well structured; the writing has clear content with well-developed ideas about events, actions, people and/or experiences.	The writer produces an article that is suitable but formulaic; the writing has some relevant and/or general ideas about events, actions, people and/or experiences.
Purpose, Audience and Voice	The writer's voice is compelling; discerning views and interpretations contribute to a memorable article; the purpose and audience are skilfully addressed; the article sustains the reader's interest throughout.	The writer's voice is convincing; distinctive views and interpretations support the development of a credible article; the purpose and audience are clearly addressed; the article engages the reader's interest.	The writer's voice is identifiable; views and interpretations support the development of an article; the purpose and audience are evident; the article holds the reader's interest inconsistently.
Codes and Conventions	The writer critically selects elements to craft an authentic and credible article that sustains the reader's interest; the writer uses the techniques and devices of an article in a deliberate and sophisticated manner to enhance the writing.	The writer thoughtfully uses elements to structure an article that engages the reader; the writer uses the techniques and devices of an article in a thorough manner to develop the writing.	The writer's use of elements to present an article that interests the reader is evident but rudimentary; the writer uses the techniques and devices inconsistently.
Score	5+ 5 5- 100%	4+ 4 4- 85% 80% 75%	3+ 3 3- 70% 65% 60%
The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows: - Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3-. - This weighting should be applied after the article has been scored.			

*N.B. This is a provisional rubric which is subject to change following the validation process in January 2018. Updated versions will be made available at that time.

Rubric for Scoring an Article for the Magazine* (cont.)

	LEVEL 2 – PARTIAL	LEVEL 1 – MINIMAL
Profile	The writer demonstrates a limited understanding of the task, its purpose and its intended audience, and exhibits a tenuous control of the codes and conventions of an article.	The writer demonstrates an inadequate understanding of the task, its purpose and its intended audience, and exhibits little or no control of the codes and conventions of an article.
Organization of Ideas	The writer retells events and/or restates ideas with little context to orient the reader; the content is vague and unfocused.	The writer produces an incomplete article with few or no ideas about the topic.
Purpose, Audience and Voice	The writer's voice is uncertain; the purpose and audience are suggested; the writing task is partially addressed; the article holds the reader's attention sporadically.	The writer's voice is indistinct or vague; the purpose, audience and writing task are not addressed; the needs of the reader are not addressed.
Codes and Conventions	The writer demonstrates ineffective control of the codes and conventions of an article; the writer inserts undeveloped and/or ineffective techniques or devices.	The writer demonstrates little or no awareness of the codes and conventions of an article.
Score	2+ 55%	1 35%
The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows: - Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3-. - This weighting should be applied after the article has been scored.		

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Rubric for Scoring Language Conventions*

	LEVEL 5 - ADVANCED			LEVEL 4 - THOROUGH			LEVEL 3 - ACCEPTABLE			LEVEL 2 - PARTIAL		LEVEL 1 - MINIMAL	
Grammar and Syntax	Demonstrates superior control of grammar and syntax throughout the text; uses correct verb tenses and subject-verb agreement; uses run-on sentences and/or fragments appropriately for effect or emphasis; makes consistent, accurate use of plurals, verb forms, possessives, contractions and/or pronouns.			Demonstrates consistent control of grammar and syntax; minor errors may occur in verb tenses and/or subject-verb agreement; avoids inappropriate use of run-on sentences and fragments; makes infrequent errors in use of plurals, verb forms, possessives, contractions and/or pronouns.			Demonstrates adequate control of grammar and syntax; occasional errors may occur with verb tenses, subject-verb agreement, run-on sentences or fragments; some repetitive errors with plurals, verb forms, possessives, contractions and/or pronouns may occur.			Demonstrates tenuous control of grammar and syntax; errors with verb tenses, subject-verb agreement and sentence structure are frequent and affect meaning; errors with plurals, verb forms, possessives, contractions and/or pronouns are frequent and varied.		Demonstrates erratic control of grammar and syntax; errors are extensive, including verb tenses, subject-verb agreement, run-on sentences or fragments.	
Paragraphs	Indicates paragraphs consistently and accurately; internal structure is effective; transitional words or phrases enhance meaning; skilfully 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; sentence structures are varied to enhance the overall effect of the text.			Provides some indication of paragraphs with basic internal structure; occasional transitions assist in the progression of the text; sentence structures use repetitive patterns for the most part.			Uses paragraphs erratically and may include more than one main idea; internal structure is inconsistent and obscures the intended meaning; basic sentence structures are used throughout.		Indicates paragraphs rarely; progression of ideas is tentative and disorganized and obscures the meaning; uses simple sentence structures.	
Spelling and Punctuation	Produces few and insignificant punctuation, spelling and/or capitalization errors, if any.			Produces noticeable but infrequent punctuation, spelling and/or capitalization errors.			Repeats similar punctuation, spelling and/or capitalization errors.			Makes frequent punctuation, spelling and/or capitalization errors of high-frequency words and words with basic spelling patterns.		Makes multiple and repeated punctuation, spelling and/or capitalization errors.	
Usage	Demonstrates accurate and consistent word choice, including homonyms; vocabulary contributes to the coherence of the text; the reader is guided smoothly through the text.			Demonstrates obvious control of word choice, including homonyms; vocabulary is effective and meaning is clearly expressed; the text is unified.			Demonstrates acceptable control of word choice, including homonyms, although occasional errors occur; vocabulary is adequate and contributes to meaning; the meaning of the text is clear.			Demonstrates consistent problems with word choice; vocabulary is often inappropriate and obscures meaning.		Demonstrates serious and extensive problems with word choice; vocabulary problems are extensive and meaning is lost.	
Score	5+	5	5-	4+	4	4-	3+	3	3-	2+	2	1	
	100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	35%	
The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows:													
- Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than Level 3-. - This weighting should be applied after the article has been scored.													

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A word cloud featuring various terms related to education, learning, and achievement. The words are arranged in a dense, overlapping pattern. The most prominent words include:

- Achieve
- Share
- Read
- Learn
- Exercise
- Succeed
- Persevere

The words are in different sizes and orientations, creating a dynamic visual effect. The background is a light gray, and the words are in various shades of gray and blue.

Éducation
et Enseignement
supérieur

Québec

