

UNIFORM EXAMINATION

Secondary Cycle Two

Information Document - May 2014 - August 2014 - January 2015

English Language Arts

Secondary V

Reading	612-520
Production	612-530



UN
QUÉBEC
POUR TOUS

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INTRODUCTION

This document conveys information concerning the Secondary V English Language Arts examinations scheduled for May 2014, August 2014 and January 2015. The primary aim of this document is to provide, in advance, sufficient information about the examinations for the purpose of uniform administration. It should be photocopied and distributed without delay to all Secondary V English Language Arts teachers and consultants, as well as all personnel concerned with examination scheduling and 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 school sector, both public and private, meets 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 ministry documents: the *Québec Education Program*, the *Frameworks for Evaluation* and the *Progression of Learning*. Information and feedback collected from previous examinations also contribute to 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 assesses performance of two of the three competencies of the program:

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

Competency 3: Produces texts for personal and social purposes

Rubrics for evaluating student performance for both competencies listed above are provided in the Appendices of this document. These rubrics may be adjusted following the validation process. In this case, revised versions will be posted on the secured Web site of la Direction de l'évaluation. Also provided are related documents such as *Instructions for Distribution of Materials* and *Using Rubrics to Assess Performance* to ensure confidentiality and equity during the formal administration of the components of the examination.

1 STRUCTURE OF THE UNIFORM EXAMINATION

1.1 General Characteristics

The Secondary V English Language Arts 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 response to literature task and a written production task. The response to literature task calls on students to think critically about a text. 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. The final writing task reflects the purpose for the inquiry: students address this task in light of the guiding question or statement to present a personal stance for a specific audience.
- It links these tasks through talk and discussions.
- It requires criterion-referenced scoring, an approach that can ensure consistent and uniform grading among individual scorers. Consistency and uniformity are achieved through the use of anchor papers and agreed upon interpretations of the criteria.
- 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 Distribution of Materials</i> <i>Invigilator and Teacher's Guide</i>	<i>Student Booklet I The Reading Task</i> (for the response task)
<i>Correction Guide</i>	<i>Reading Resources Booklet</i>
Media Component (DVD video)	<i>Student Booklet II Reading for Stance</i> (for note-making, first draft and <i>Suggestions for Revision of the Written Production Task</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 accessibility to equipment for viewing the video. Schools must also provide identification labels for the students' materials, booklets and envelopes. Five labels per student are required.	
* Students will write the tasks in the student booklets that are designed for each part of the examination and that are provided with the materials.	

3 CONDITIONS FOR ADMINISTRATION

3.1 Dates and Times for the Examinations

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

May 2014

READING RESPONSE	READING FOR STANCE	WRITTEN PRODUCTION
May 27, 2014 a.m. 9:00–12:00 (3-hour block)	May 28, 2014 a.m. 9:00–12:00 (3-hour block)	May 29, 2014 a.m. 9:00–12:00 (3-hour block)
Reading a literary text (1 hr.) Discussion (20 min.) Response Task (1 hr. 40 min.) Approximately 500-700 words	Video (20 min.) Reading the resources and making notes (1 hr. 40 min.) Discussion (20 min.) Organizing ideas from the readings as preparation for writing an article (40 min.)	Written Production draft (1 hr.) Use of Suggestions for Revision of the Written Production Task to prepare the final version (20 min.) Final Version of Written Production (1 hr. 40 min.) Approximately 600-800 words

August 2014

READING RESPONSE	READING FOR STANCE	WRITTEN PRODUCTION
August, 2014 a.m. 9:00–12:00 (3-hour block)	August, 2014 p.m. 13:00–16:00 (3-hour block)	August, 2014 a.m. 9:00–12:00 (3-hour block)
Reading a literary text (1 hr.) Discussion (20 min.) Response Task (1 hr. 40 min.) Approximately 500-700 words	Video (20 min.) Reading the resources and making notes (1 hr. 40 min.) Discussion (20 min.) Organizing ideas from the readings as preparation for writing an article (40 min.)	Written Production draft (1 hr.) Use of Suggestions for Revision of the Written Production Task to prepare the final version (20 min.) Final Version of Written Production (1 hr. 40 min.) Approximately 600-800 words

For the August dates and examination schedule, please refer to the Web site for the Direction de la sanction des études.

JANUARY 2015

READING RESPONSE	READING FOR STANCE	WRITTEN PRODUCTION
January, 2015 a.m. 9:00–12:00 (3-hour block)	January, 2015 p.m. 13:00–16:00 (3-hour block)	January, 2015 a.m. 9:00–12:00 (3-hour block)
Reading a literary text (1 hr.) Discussion (20 min.) Response Task (1 hr. 40 min.) Approximately 500-700 words	Video (20 min.) Reading the resources and making notes (1 hr. 40 min.) Discussion (20 min.) Organizing ideas from the readings as preparation for writing an article (40 min.)	Written Production draft (1 hr.) Use of <i>Suggestions for Revision of the Written Production Task</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 and examination schedule, please refer to the Web site for the Direction de la sanction des études.

3.2 Description of the Tasks

- **Reading Response:** The reading task requires students to read, interpret and discuss a literary text found in the *Student Booklet I The Reading Task*. This work is done autonomously. Students may make notes while reading the text. They will then discuss the text in small groups and may add to their notes following the discussions. Note that students will not write or make notes while discussions are taking place. The discussion time should be brief—approximately 20 minutes.

Following the discussions, students will independently write a response to the literary text. It should be approximately 500 to 700 words in length. The numbers indicated serve as guidelines only; a specific numeric count will not be taken, but texts should not be too long, or too short.

- **Reading for Stance:** The writing task requires students to read and discuss texts found in the *Reading Resources Booklet* and the DVD. 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 a guiding question or statement. They may make notes while reading the texts and then, again, following the discussions. Students may also organize their ideas as preparation for writing an article on Day Three.

- **Draft of Written Production:** In *Student Booklet II Reading for Stance*, students will then autonomously draft an article (feature **or** analysis **or** commentary **or** opinion) of 600 to 800 words in length for publication in a magazine. The article must reflect a clear position or stance that addresses the guiding question or statement (the task) and respects the codes and conventions of the selected genre. See *Codes and Conventions of an Article* on p. 14 and 15 in the Appendices of this document.
- **Suggestions for Revision of the Written Production Task:** In *Student Booklet II Reading for Stance*, students will autonomously refer to the *Suggestions for Revision of the Written Production Task* in order to determine the **extent** of the **revision** and editing procedures needed to improve his/her written production. This is an expectation for good writing and the application of revision strategies will be noted when scoring students' work. Students will then proceed to revise and edit their work in order to write a final version of the article. See p. 17 of the Appendices in this document for the *Suggestions for Revision of the Written Production Task*.
- **Final Version of Written Production:** Students will produce the final version of their writing on Day Three of the examination and write it in *Student Booklet III Written Production*.

4 PROCEDURES FOR ADMINISTRATION

4.1 Invigilation

- Invigilators or teachers **unfamiliar** with Language Arts examinations should be thoroughly coached in the format for English Language Arts assessment, as described above. They should receive a copy of the *Invigilator and Teacher's Guide* at least one day before the official starting date.
- Throughout the preparatory activities for both tasks, students read the texts silently and independently. Teachers or invigilators do not read texts aloud, nor do they permit students to do so. Students may make notes while they read the texts.
- Following the reading of the texts, students are permitted to discuss ideas as is the custom, as discussion is an essential part of the process. Students may make notes following the discussions, but not during the discussions.
- The final tasks written during the three-hour blocks are to be done silently and independently and in accordance with the official dates set by the Direction de la sanction des études, as indicated in the official calendar.
- Teachers or invigilators may **answer students' questions on procedures only**. They must not enter directly into any of the activities or direct students in any specific manner relating to performing the tasks. At the same time, teachers and invigilators are responsible for monitoring against cheating.

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- Invigilators must ensure that students work exclusively with the materials provided specifically for the examination. With the exception of a dictionary, a bilingual dictionary and/or a thesaurus, students must not bring outside materials into the classroom/examination room throughout this examination, nor are any papers allowed to leave the classroom/examination room.
 - Students are strictly prohibited from having in their possession any correction tools or electronic spelling verification programs on computers and/or electronic devices during this examination. The Ministry is examining the possibility of authorizing electronic dictionaries that meet specific requirements suitable for use during the compulsory and obligatory examination sessions. At this time all electronic dictionaries are restricted for the June 2014, August 2014 and January 2015 exams. Particular cases may exist whereby an agreement has already been established with la Direction de la Sanction des études. This only applies to the languages subject areas.
 - Students are strictly prohibited from using any electronic or communication devices (cellular telephone, MP3 player, camera, etc.) during the examination. Any student who violates this rule shall be expelled from the examination room and will be deemed to have cheated on the examination.
 - Students are permitted an extra 15 minutes, if needed, to complete each written task.
 - For regular students who write the **August** and **January** versions of the examination, conditions resembling those established for the May examination, as well as those described in this section, must be put into place.
 - Schools/school boards that register students for the examination prior to the deadline will be supplied with labels that are already printed with 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. Identification labels should be affixed to all of the documents and envelopes. It is important to ensure the security of examination papers and envelopes throughout the course of the examination.

4.2 Students with Special Needs

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

5 PROCEDURES FOR SCORING

5.1 The Marking Centre

School boards and private schools are responsible for the correction of the reading task and the written production task. It is recommended that a collaborative approach should be used for scoring papers, using the *Correction Guide* and enclosed rubrics to guide the scoring process.

The *Rubrics and Annotated Exemplars* document is available on the secured Web site of la Direction de l'évaluation des apprentissages. This site is password protected and accessible by either the school board consultant or the individual in your organization responsible for evaluation.

5.2 Criterion-Referenced Rubrics

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

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

6 SCORING THE EXAMINATION

6.1 Procedures for Scoring Students' Work

- To prepare for scoring papers, teachers should assemble to discuss and practise with exemplars or benchmark papers. Use the rubrics on pp. 18-22 for scoring the tasks. This same procedure may be followed when working with students during the course of the school year.
- Determine the level of performance by reading the profile that heads each level. Then, using an exemplar or benchmark paper and working with the rubric, evaluate the writing to identify an overall level of performance/profile while considering the assets 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 calibrated descriptors for the proposed level.
- Adjust the placement, if necessary, by moving to a higher or lower level to determine the "best fit." The level that best describes the student's work is one in which the majority of the indicators are met.
- Interim levels may be indicated when the indicators are scattered over two or more levels by indicating + or – for the level that best describes the work.
- Students must demonstrate sufficient control of written language conventions.

A detailed rubric is provided to make evident the knowledge acquired about written language conventions. It will be applied after the *Rubric for Writing an Article* is scored. The guideline for the combined scores is as follows: if the writing conventions are scored at Level 2 or Level 1, the final score for the writing task may not exceed Level 3- (60%). Detailed instructions for scoring students' performance are provided in the *Correction Guide*.

6.2 Calculation of the Subject Result and Pass Mark

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

COMPETENCIES	Value	School Mark	Uniform Examination
<i>Talks to communicate and learn</i>	33%	33%	—not evaluated—
<i>Reads and listens to written, spoken and media texts</i>	33%	16.5%	16.5%
<i>Produces texts for personal and social purposes</i>	34%	17%	17%

Students earn graduation credits for the course if they obtain a subject mark of at least 60%. For further information, please contact:

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Appendices

INSTRUCTIONS FOR DISTRIBUTION OF MATERIALS

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

Students are strictly prohibited from having in their possession any electronic or communication devices (cellular telephone, MP3 player, camera, etc.) during the examination. Any student who violates this rule shall be expelled from the examination room and will be deemed 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, III* and the *Reading Resources Booklet* are not to be distributed until the students begin the reading task and, later, the writing task. Nor should the guiding questions/statements be revealed to students prior to the official calendar date for the tasks.

N.B.: Schools must ensure accessibility to equipment for viewing the DVD and provide five identification labels to affix to the students' materials.

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 *Invigilator and Teacher's Guide*, the envelopes in which students will store their materials between sessions and five identification labels per student.

May 27, 2014	Day 1	Provide <i>Student Booklet I The Reading Task</i>
May 28, 2014	Day 2	Provide the DVD, <i>Reading Resources Booklet</i> and <i>Student Booklet II Reading for Stance</i>
May 29, 2014	Day 3	Provide <i>Student Booklet III Written Production</i> and the <i>Correction 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 him/her 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, and 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 an enlightened understanding, 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; e.g. 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, etc.
- 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 ASSESS PERFORMANCE

DEFINITIONS

Rubric

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

Calibration

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

Use

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

Scoring

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

SUGGESTIONS FOR REVISION OF THE WRITTEN PRODUCTION TASK

— ARTICLE —

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.

Suggestions for revising 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 their needs?
- How does my headline grab the attention of my audience and stir their 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 language considerate of my form and intended audience?
- How have I presented a well-developed position on the guiding question or statement?
- Does my closing fulfill the expectations of my audience (memorable, challenging, satisfying)?

	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.
(Not all indicators need to be present in the response)			
Indicators that support the profile	The reader draws indepth meaning from the text through perceptive interpretations that go beyond the text and illuminate other familiar life circumstances or contexts. S/he links his/her own personal reactions to specific elements of the text by elaborating on how those elements shape his/her own understanding. S/he forms a well-reasoned opinion about the overall impact of the text. S/he evaluates/critiques the impact of codes and conventions on the meaning of the text. S/he makes significant associations between the text and other issues, events and/or texts.	The reader draws detailed meaning through thoughtful interpretations based on ideas developed from the text. S/he links his/her own personal reactions to specific elements of the text by describing their effect on his/her own understanding. S/he forms a sound opinion about the overall impact of the text. S/he discusses the impact of codes and conventions on the meaning of the text. S/he makes convincing associations between the text and other issues, events and/or texts.	The reader draws general meaning through basic interpretations linked to ideas within the text. S/he links his/her own personal reactions to specific elements of the text by referring to their effect on his/her own understanding. S/he forms a sensible opinion about the overall impact of the text. S/he identifies codes and conventions and hints at their impact on the meaning of the text. S/he makes obvious associations between the text and other issues, events and/or texts.
Score	5+ 100% 5 95% 5- 90%	4+ 85% 4 80% 4- 75%	3+ 70% 3 65% 3- 60%

***N.B.** This is a provisional rubric which is subject to change following the validation process.

RUBRIC FOR SCORING RESPONSE TO A PRINT TEXT*

RUBRIC FOR SCORING RESPONSE TO A PRINT 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.
(Not all indicators need to be present in the response)		
Indicators that support the profile	The reader's meaning of the text is undeveloped and his/her interpretations consist mainly of retelling or summarizing the text. His/Her personal reactions are unexplored. His/Her opinion is unclear and unsupported. S/he mentions the codes and conventions and shows little awareness of their impact on meaning. S/he may make unrelated 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. S/he makes little or no reference to the codes and conventions. S/he may make associations between the text and other issues, events and/or texts.
Score	2+ 55%	1 35%

***N.B.** This is a provisional rubric which is subject to change following the validation process.

	LEVEL 5 - ADVANCED	LEVEL 4 - THOROUGH (Competency)	LEVEL 3 - ACCEPTABLE
Profile	The writer demonstrates an extensive understanding of the task, its purpose and intended audience and exhibits significant control of the codes and conventions of the article.	The writer demonstrates a solid understanding of the task, its purpose and intended audience and exhibits strong control of the codes and conventions of the article.	The writer demonstrates an adequate understanding of the task, its purpose and intended audience and exhibits satisfactory control of the codes and conventions of the article.
Organization and 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; acceptable 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 the article in a deliberate and sophisticated manner to enhance the article.	The writer thoughtfully uses elements to structure an article that engages the reader; the writer uses the techniques and devices of the 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 of the article inconsistently.
Score	5+ 100% ⋮ 5 95% ⋮ 5- 90%	4+ 85% ⋮ 4 80% ⋮ 4- 75%	3+ 70% ⋮ 3 65% ⋮ 3- 60%

***N.B.** This is a provisional rubric which is subject to change following the validation process.

RUBRIC FOR WRITING AN ARTICLE FOR A MAGAZINE*

RUBRIC FOR WRITING AN ARTICLE FOR A MAGAZINE* (cont.)

	LEVEL 2 - PARTIAL	LEVEL 1 - MINIMAL
Profile	The writer demonstrates a limited understanding of the task, its purpose and intended audience and exhibits a tenuous control of the codes and conventions of the article.	The writer demonstrates an inadequate understanding of the task, its purpose and intended audience and exhibits little or no control of the codes and conventions of the article.
Organization and 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 undeveloped article with little 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 the article; the writer inserts undeveloped and/or ineffective techniques or devices.	The writer demonstrates little or no awareness of the codes and conventions of the article.
Score	2+ 55% 2 50%	1 35%

***N.B.** This is a provisional rubric which is subject to change following the validation process.

	LEVEL 5 - ADVANCED			LEVEL 4 - THOROUGH (Competency)			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 agreements; appropriately uses run-on sentences and/or fragments for effect or emphasis; makes consistent, accurate use of plurals, verb forms, possessives, contractions and pronouns.			Demonstrates consistent control of grammar and syntax; minor errors may occur in verb tenses and/or subject/verb agreements; avoids inappropriate use of run-on sentences and fragments; makes infrequent errors in use of plurals, verb forms, possessives, contractions and pronouns.			Demonstrates adequate control of grammar and syntax: occasional errors may occur with verb tenses, subject/verb agreements, run-on sentences or with fragments; some repetitive errors with plurals, verb forms, possessives, contractions and 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 pronouns are frequent and varied.		Demonstrates erratic control of grammar and syntax; errors are extensive, including verb tenses, subject/verb agreements, 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 on 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; meaning is enhanced throughout.			Produces noticeable but infrequent punctuation, spelling and/or capitalization errors; meaning is supported throughout.			Repeats similar punctuation, spelling and/or capitalization errors; meaning may be affected at times.			Produces frequent punctuation, spelling and/or capitalization errors of high frequency words and words with basic spelling patterns; meaning is affected and the reader is distracted.		Produces multiple and repetitive punctuation, spelling and/or capitalization errors; meaning is unclear.	
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 errors occur occasionally; vocabulary is adequate and contributes to the meaning; the meaning of the text is clear.			Demonstrates consistent problems with word choice; vocabulary is often inappropriate and obscures the meaning.		Demonstrates serious and extensive problems with word choice; vocabulary problems are extensive and the 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%	

*** Rule for Scoring Language Conventions**

If the written language conventions are scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3-**.

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RUBRIC FOR SCORING LANGUAGE CONVENTIONS*



Éducation,
Loisir et Sport

Québec



UN
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POUR TOUS