

ÉPREUVE OBLIGATOIRE

Enseignement primaire, 3^e cycle

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Anglais, langue d'enseignement
6^e année du primaire

514-600



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TABLE DES MATIÈRES

INTRODUCTION

1 STRUCTURE DE L'ÉPREUVE OBLIGATOIRE

1.1 Caractéristiques générales	4
--------------------------------------	---

2 DOCUMENTS

2.1 Documents constituant l'épreuve obligatoire	5
---	---

3 DESCRIPTION DES TÂCHES

3.1 Réaction au texte	5
3.2 Rédaction d'un texte narratif	5
3.3 Utilisation de la langue pour communiquer et apprendre	6

4 MODALITÉS D'ADMINISTRATION DE L'ÉPREUVE

4.1 Répartition du temps	6
--------------------------------	---

5 ÉLÈVES AYANT DES BESOINS PARTICULIERS

6 MODALITÉS DE CORRECTION

6.1 Centre de correction	7
6.2 Grilles d'évaluation	7
6.3 Exemples types	7
6.4 Calcul des résultats inscrits au bulletin	8

ANNEXES

I	<i>Responding to Literature</i>	10
II	<i>Narrative Writing</i>	11
III	<i>Rubrics and Evaluation Guidelines</i>	12
IV	<i>Rubric for Scoring Written Response to Literature</i>	14
V	<i>Rubric for Scoring Narrative Writing</i>	16
VI	<i>Performance Levels for Scoring Written Language Conventions</i>	18
VII	<i>Talk to Learn Profiles</i>	19

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 2018. L'objectif premier de ce document est de fournir des informations générales sur l'épreuve afin d'en assurer une administration uniforme. 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 [*Québec Education Program*](#), le [*Framework for the Evaluation of Learning*](#) et la [*Progression of Learning in Elementary School*](#). 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. Tel que déterminé par le ministère de l'Éducation et de l'Enseignement supérieur, 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.
- Elle intègre les processus et stratégies souvent associés à la lecture, aux visionnements, 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 réagir en plus de rédiger un texte narratif.
- Deux tâches sont évaluées : la réaction au texte et la rédaction 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
• <i>Teacher's Guide</i> • Composante média (DVD/vidéo)	• <i>Literature Booklet</i> • <i>Processfolio</i>* • <i>Graphic organizers/ Placemats</i> (1 par élève) • <i>Mini-posters</i> (1 par élève) * L'élève effectue chaque tâche dans la partie du <i>Processfolio</i> (fourni avec les documents) prévue à cet effet.

Remarque : Les écoles doivent assurer l'accès à l'équipement nécessaire au visionnement de la composante média (DVD/vidéo).

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 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 (leurs pairs). 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 (leurs pairs). 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 avant de soumettre leur version finale. Environ quatre heures doivent être allouées à cette partie de l'épreuve, en incluant les activités de mise en contexte.

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. 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 permettre à tous les élèves de réaliser les tâches de l'épreuve.

Durant la passation de l'épreuve, il est formellement interdit aux élèves d'avoir en leur possession tout appareil électronique (téléphone intelligent, baladeur numérique, montre intelligente, etc.) qui permet la communication, la navigation sur Internet, la traduction de textes, ou la création, l'enregistrement ou la consultation de données¹.

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 et de manière continue 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. Puisque 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; on demande donc 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.

1. Des consignes relatives à l'utilisation d'outils technologiques au moment de la passation des épreuves seront données ultérieurement par la Direction de la sanction des études.

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](#).

6 MODALITÉS DE CORRECTION

6.1 Centre de correction

Il est recommandé aux enseignantes et enseignants d'anglais, langue d'enseignement, de 3^e cycle du primaire de se réunir dans un centre de correction 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 décembre 2017. Le cas échéant, 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.

Comme la description des critères d'évaluation utilise une terminologie du domaine pédagogique, 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 mai 2016 sont accessibles au personnel enseignant sur le site Internet sécurisé de la Direction de l'évaluation des apprentissages. Le site est protégé par un mot de passe; seuls les conseillers pédagogiques de la commission scolaire ou la personne responsable de l'évaluation au sein de votre établissement ou commission scolaire y ont accès.

Les exemples types comprennent également des extraits de réactions à des textes et de textes narratifs. Les exemples types et les extraits fournissent aux enseignants des exemples d'indicateurs pour chaque niveau de compétence.

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.

Tel que représenté dans l'exemple ci-dessous, la note de l'élève² à l'épreuve obligatoire est constituée des notes obtenues pour les 2 compétences du Programme d'anglais, langue d'enseignement au primaire:

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

Compétence	Étape 1 20 %	Étape 2 20 %	Étape 3 60 %	Résultat global pour les 3 étapes	Note à l'épreuve obligatoire	Résultat final
<i>Utiliser la langue pour communiquer et apprendre (33 %)</i>	68	74	76	74	non évalué	74
<i>Lire et écouter des textes littéraires, populaires et informatifs (33 %)</i>	70	80	84	80	75	79
<i>Rédiger des textes d'expression personnelle, narratifs et informatifs (34 %)</i>	74	78	84	81	70	79
Note d'anglais, langue d'enseignement	71	77	81			77

Résultat global pour les trois étapes

Compétence : *Utiliser la langue pour communiquer et apprendre*

$$\frac{(0,2 \times 68) + (0,2 \times 74) + (0,6 \times 76)}{(0,2 + 0,2 + 0,6)} = 74$$

2. La note obtenue à l'épreuve obligatoire compte pour 20 % de la note finale de l'élève.

Calcul de la note finale

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

$$\frac{(0,33 \times 74) + (0,33 \times 79) + (0,34 \times 79)}{(0,33 + 0,33 + 0,34)} = 77,35 = 77$$

Responding to Literature

Task

Responding to literature requires students to read or listen to a text and view the images carefully to interpret and derive meaning from the text. Students should pay attention to what is implied or inferred (suggested, but not actually stated) in the text. As they read/view/listen to the text, they may draw further meaning by making connections to other texts they have read, viewed or listened to and to other experiences. Students should consider how the author and illustrator have crafted the text and images to enhance meaning.

Synthesis

When students synthesize they are exercising critical thinking. They consider new ideas and information in the 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 the text, students draw meaning from it by considering:

- what they already know about the issues, problems and situations
- what they understand about the text; the author's purpose and/or message
- 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 he/she 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 to their notes any new ideas drawn from the talk. A final reading helps consolidate their thoughts and ideas about the story before they write their response.

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, thereby enhancing the writer's message.

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 below when working on revision in a group.

- To prepare for a writing conference, writers should:
 - Reread their writing.
 - Select specific areas about which they would like to receive feedback.
 - Prepare questions to ask their partner(s).

Students should familiarize themselves with the roles of the 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 he/she needs feedback
- explains the purpose of the writing and asks if it serves 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 considers how the writing might be improved

The Listener:

- listens and states what he/she heard a peer read aloud
- shares the part he/she likes best and why
- responds with constructive criticism
- asks 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?”

Rubrics and Evaluation Guidelines

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, while 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 students' work samples or exemplars presents students with concrete examples of quality work and helps them 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 expected in the performance.

The rubrics are task specific and describe five levels of performance. Teachers are to use the *Profile* section of the rubric to anchor their evaluation, and then to use the indicators to determine which level a student's work best fits on a range of five possible performance levels, from minimal to advanced. The pluses and minuses indicate where the performance falls within each level.

Converting Levels of Performance to Percentage Values

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

The numeric values indicate a possible range of up to three scores for each performance level; however, only the corresponding percentage values indicated can be assigned 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.

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. 14 to 17 of this document) were designed to assess the performance of the two specific tasks. When scoring students' work, teachers must 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 profile 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 each specific criterion.
- Use this to establish the score within the level to be assigned to the work.

Evaluating Specific Task Performance

Reading: A written response to illustrated literature is evaluated to determine the student’s ability to attribute 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.

- Written Response to Literature draws on the student’s ability to interpret the text, his/her acquired knowledge about structures and features of texts, and his/her appreciation of the author and illustrator’s craft as it relates to purpose and audience.
- The task calls for 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 Performance Levels (see p. 18). If the use of written language conventions best fits in the “Partial” performance level, the score for the overall writing task may not exceed Level 3+ (70%).
- This weighting should be applied after the narrative writing task has been scored. Therefore refer to the language conventions **only after** selecting a profile level for the writing using the rubric for Narrative Writing.

APPENDIX IV

Rubric for Scoring Written Response to Literature*

*These rubrics are subject to change following the validation process in December 2017. Updated versions will be made available at that time.

		LEVEL 5 ADVANCED	LEVEL 4 THOROUGH (competency)	LEVEL 3 ACCEPTABLE
Profile		The reader draws comprehensive meaning from the text. He/she reflects critically and examines 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. He/she explores 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 general meaning from the text. He/she addresses the ideas presented in the text; logical interpretations and references to the text support meaning.
N.B. The student response does not have to satisfy all the criteria				
Indicators that Support the Profile		The reader examines the concepts and ideas in the text. He/she makes perceptive inferences and draws on key ideas to support his/her interpretation(s). He/she integrates his/her own understanding in light of ideas in the text. Ideas are justified with insightful reasoning and references to the text. Through perceptive connections, the reader integrates personal experiences and/or other sources, enhancing his/her understanding of the text. The reader's connections and ideas may suggest a world view. He/she draws meaning from subtle cues in the text, explaining how structures and features enhance his/her understanding of the text. The reader examines the effectiveness of the text, offering personal insights that go beyond the text and apply to life in general.	The reader explores the concepts and ideas in the text. He/she attends to underlying ideas to support his/her understanding, offering personal opinions. Ideas are justified with sound reasoning and thoughtful references to the text. He/she extends meaning of the text by clearly connecting personal experiences and/or other sources to ideas in the text. The reader makes inferences from cues in the text and shares how structures and features contribute to his/her understanding of the text. He/she evaluates the text, offers a personal opinion and draws thoughtful conclusions about the text.	The reader identifies and addresses relevant concepts and ideas in the text. He/she supports his/her understanding of the text with a personal opinion, a logical explanation and/or reference(s) to the text. The reader supports meaning of the text by connecting personal experience(s) and/or other sources to the text in a general way. He/she identifies structures and features of the text, making general inferences that loosely support his/her understanding of the text. The reader reacts to the text, offering logical opinion(s). He/she draws general conclusions about the text.
Score		5+ 100%	5 95%	5- 90%
			4+ 85%	4 80%
			4- 75%	
				3+ 70%
				3 65%
				3- 60%
Determine the profile level that best describes the student's overall performance and assign the corresponding percentage (%) score.				

Rubric for Scoring Written Response to Literature* (cont.)

*These rubrics are subject to change following the validation process in December 2017. Updated versions will be made available at that time.

LEVEL 2 PARTIAL		LEVEL 1 MINIMAL	
Profile	The reader draws literal meaning from the text. He/she shares superficial interpretations, and references to the text vaguely support meaning.		The reader suggests a rudimentary understanding of the text. His/her interpretations are ambiguous and/or irrelevant. Ideas are unsupported for the most part.
N.B. The student response does not have to satisfy all the criteria			
Indicators that Support the Profile	The reader draws literal meaning from the text. He/she shares some ideas that may suggest a limited understanding of the text. The reader provides references to the text that are unclear and/or illogical. He/she shares connections to the text that are superficial in nature, providing minor support to his/her understanding of the text. He/she may allude to structures and features of the text. He/she offers a mundane opinion about the text that reflects the obvious.		The reader retells or lists minor details from the text. His/her ideas are uncertain and references to the text, if any, are confusing. The reader mentions connections that are irrelevant and may not link to the text. The reader comments on the text and may indicate preferences about the text.
Score	2+	2	1
	55%	50%	40%
Determine the profile level that best describes the student's overall performance and assign the corresponding percentage (%) score.			

Rubric for Scoring Narrative Writing*

*These rubrics are subject to change following the validation process in December 2017. Updated versions will be made available at that time.

		LEVEL 5 ADVANCED	LEVEL 4 THOROUGH (competency)	LEVEL 3 ACCEPTABLE
CRITERIA	Profile	The writer demonstrates a comprehensive understanding of narrative writing, purpose and audience. 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 a general understanding of narrative writing, purpose and audience; the story sparks the reader's interest but waivers in sustaining that interest.
	Organization and Ideas	Story elements and ideas work together. The writer sustains a clear focus on unfolding events to create the story. Carefully selected details enrich development and lend authenticity to the story. Crafted transitions guide the reader to a strong conclusion, appearing effortless.	Story elements and ideas work together. The writer sustains a focus on unfolding events to create the story. Interesting details enhance development and lend originality to the story. Effective transitions lead to the conclusion.	Story elements and ideas work together. The writer sustains a logical sequence of unfolding events for the most part to create the story. Relevant details support development and convey a story that occasionally sparks interest. Transitions connect parts of the story.
	Voice	Speaks to the reader in a memorable and compelling voice that contributes to the narrative. A strong sense of the writer is revealed through his/her voice. Tone is appropriate for purpose and audience.	Speaks to the reader in an expressive voice that lends clarity to the narrative. A clear sense of the writer is revealed through his/her voice. Tone is appropriate for purpose and audience.	Speaks to the reader in a discernible voice that holds attention at times. An occasional sense of the writer is revealed through his/her voice. Tone is appropriate for purpose and audience for the most part.
	Structures and Features	Uses narrative structures in a deliberate manner; effective choice of language features (may include, but is not limited to 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 (may include, but is not limited to dialogue, word choice and figurative language) elaborates the narrative and experiments with style.	Uses narrative structures in a casual manner; wavering attention to language features (may include, but is not limited to dialogue, word choice and figurative language) may undermine the narrative at times.
Overall Score		5+ 100%	5 95%	5- 90%
		4+ 85%	4 80%	4- 75%
		3+ 70%	3 65%	3- 60%
		Determine the profile level that best describes the student's overall performance and assign the corresponding percentage (%) score.		
		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 Scoring Written Language Conventions. If the use of written language conventions is scored as Partial, the score for the overall writing task may not exceed Level 3+ (70%). - This weighting should be applied after the narrative writing task has been scored.		

Rubric for Scoring Narrative Writing* (cont.)

*These rubrics are subject to change following the validation process in December 2017. Updated versions will be made available at that time.

		LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
Profile		The writer demonstrates a limited understanding of narrative writing, purpose and audience. The writing is simplistic and underdeveloped 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 strung together. The story culminates in a simple conclusion.	Ideas are disjointed and confusing. Details are disconnected and/or random.
Voice		Addresses the reader unevenly and fails to connect with the reader. An indistinct sense of the writer is revealed through his/her voice.	Disregards the reader for the most part; the writer's voice is flat or absent. Lacks a sense of purpose and direction.
Structures and Features		Indicates a narrative structure through a simple sequence; attempts to use language features (may include but is not limited to dialogue, word choice and figurative language) are evident but confusing; language is simplistic and word choice is limited.	Suggests a series of loosely connected events or actions that allude to the story; generally, language/vocabulary is limited and word choice is inappropriate or incorrect.
Overall Score		2+	1
		55%	40%
Determine the profile level that best describes the student's overall performance and assign the corresponding percentage (%) score.			
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 Scoring Written Language Conventions. If the use of written language conventions is scored as Partial, the score for the overall writing task may not exceed Level 3+ (70%). - This weighting should be applied after the narrative writing task has been scored.			

APPENDIX VI

Performance Levels for Scoring Written Language Conventions*

Students must demonstrate sufficient control of written language conventions, as detailed in the *Progression of Learning in Elementary School*. Consider the student's ability to apply written language conventions, then determine where the student's performance best fits in one of the three Performance Levels. If the use of written language conventions is scored as **Partial**, the score for the overall writing task cannot be higher than **Level 3+ (70%)**.

*These performance levels are subject to change following the validation process in December 2017. Updated versions will be made available at that time.

THOROUGH

Paragraphs are used effectively throughout to shape the structure of the text. Spelling, punctuation and capitalization rules are applied consistently, guiding the reader smoothly through the text.

ACCEPTABLE

Paragraphs shape the structure of the text. Spelling, punctuation and capitalization rules are applied consistently. Minor errors may occur, but do not affect meaning.

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 meaning.

Talk to Learn Profiles*

The profiles below support teachers in evaluating a student's ability to use Talk to learn in a variety of contexts. Teachers should keep in mind that a student may perform at different levels throughout the school year (moving up and down the profile scale) depending on the discussion topic, student grouping for the task and the individual personality of the student.

It is therefore important for teachers to assess the Talk competency throughout the year, providing a variety of groupings, contexts and topics for students to demonstrate their skill at using Talk to learn.

***These profiles are subject to change following the validation process in December 2017. Updated versions will be made available at that time.**

ADVANCED

The student articulately shares ideas that are perceptive and insightful. He/she provides helpful information that focuses the discussion. The student uses precise vocabulary to provide key details. He/she asks relevant questions that move the discussion forward. The student paraphrases ideas to clarify thinking and synthesizes new information effectively. He/she reacts intuitively and respectfully to the ideas of others. The student establishes a positive tone for the conversation through encouraging facial expressions and body language.

THOROUGH

The student clearly shares thoughtful ideas that guide the conversation. He/she uses key vocabulary effectively and asks pertinent questions that encourage discussion. The student paraphrases ideas and builds on the ideas of others. He/she is respectful of others and contributes positively to the tone of the conversation through appropriate facial expressions and body language.

ACCEPTABLE

The student shares logical ideas that contribute to the conversation. He/she attempts to use key vocabulary and attempts to paraphrase ideas. The student may build on the ideas of others. He/she acts on prompts to ask questions and clarify ideas. The student is respectful of others and participates positively in the discussion.

PARTIAL

The student may share logical ideas at times but struggles to participate meaningfully in the conversation, and may offer ideas that are not relevant to the main topic. He/she may misuse or disregard vocabulary. The student requires prompts and support to ask questions and clarify ideas. The student's body language and facial expressions may have a negative impact on the tone of the conversation.

