

COMPULSORY EXAMINATION

Elementary Cycle Three

Information Document - June 2015

English Language Arts

Elementary 6

514-600



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INTRODUCTION

This document conveys information concerning the end of Cycle Three English Language Arts Examination scheduled for administration in May 2015. Its primary aim is to provide general information about the examination and its administration. As it contains important information regarding the nature, scheduling and scoring of the examination, it should be distributed without delay to all Cycle Three English Language Arts teachers and consultants, including other personnel concerned with examination scheduling.

The features incorporated into this examination have been determined through direct and ongoing consultation with English Language Arts teachers and consultants throughout the province. The development of the exam and the validation process are both supported by the following ministerial documents: the *Québec Education Program*, the *Frameworks for the Evaluation of Learning* and the *Progression of Learning in Elementary School*. Feedback and information collected from previous exams also contribute to this process.

The intention of this examination is to provide an opportunity for students to demonstrate their knowledge and competency, as well as to give teachers the opportunity to judge literacy development. As determined by the Ministère de l'Éducation, du Loisir et du Sport, the student's final score compiled from the tasks in this examination should account for 20% of the final mark for the reading competency and 20% of the final mark for the writing competency.

1 STRUCTURE OF THE COMPULSORY EXAMINATION

1.1 General Characteristics

The English Language Arts examination has distinctive features:

- It is developed following an inquiry approach to provide purpose and context for the tasks; the tasks are directed by a guiding question, statement and/or by sub-questions.
- It is a context-based examination that incorporates the processes and strategies commonly associated with reading, viewing, discussing, responding and written production.
- It is made up of distinctive tasks that stem from both context and guiding questions or statements to establish a situation and a focus for the tasks, which are linked through related activities, talk and discussions. Students are required to read and respond to a text, as well as compose a narrative.
- Two tasks will be formally assessed: reading response and narrative writing.

2 MATERIALS

2.1 Materials Provided for the Examination

Materials for the Invigilator/Teacher	Materials for the Students
Media Component (images)	<i>Literature Booklet</i>
<i>Teacher's Guide</i>	<i>Processfolio*</i> (Student Booklet)
* Students will write the tasks in the <i>Processfolio</i> (provided with the materials) designed for each part of the examination.	<i>Graphic Organizers</i>

3 DESCRIPTION OF THE TASKS

3.1 Response to Literature

Reading performance will be assessed through a written response to illustrated literature. The task will require students to read the literature and to construct meaning from the text through a response process. Students are called upon to think critically and to synthesize the ideas in the text. Approximately three hours of time should be allocated for this section of the examination—this time frame includes activities to set the context, as well as preparation time prior to the task.

3.2 Narrative Writing

Writing performance will be assessed through narrative writing requiring students to craft a story for a selected audience. The task requires students to draw upon their knowledge of the structures and features of narrative writing (story) and the conventions of written language, and apply how they interact to inform/entertain their selected audience. Students must be given sufficient time during the examination to follow the writing process (i.e. to plan their writing, write a draft, seek feedback from peers and revise their writing before submitting the final version). Approximately four hours of time should be allocated to this section of the examination.

3.3 Using Language to Communicate and to Learn

Talk for communication and learning will be embedded throughout the examination. Students will participate in activities that will require them to discuss issues derived from the contents of the examination and the related activities. *To use language to communicate and to learn* is not formally assessed in this examination; however, opportunities are embedded in the activities to facilitate further collection of data.

4 CONDITIONS AND PROCEDURES FOR ADMINISTRATION

Schools are responsible for administering the examination according to the guidelines provided in the *Teacher's Guide*. All tasks are to be completed on school premises, preferably in the regular classroom setting, unless otherwise indicated.

Schools and school boards are required to notify, in advance, the Direction de la sanction des études of the number of copies necessary for each class of Cycle Three students. In the case of combined classes, that is, classes made up of Cycle Three students from both Year 1 and Year 2, teachers may wish to have all their students complete the activities and tasks in the examination.

During the examination, students are strictly forbidden to have in their possession any electronic device (portable media player, smart phone, etc.) that can be used to surf the Internet, translate texts, create or save data, or send or receive information and messages.

The Ministère is currently studying the possibility of authorizing the use of certain electronic dictionaries according to well-defined standards for students writing uniform and compulsory examinations in the subject area of languages only. For the June 2015 examination session, only special cases can be part of an agreement with the Direction de la sanction des études, which will determine the conditions under which certain electronic dictionaries may be used.

4.1 Time Allocation

Generally, the tasks to be performed in this examination should take approximately seven hours to complete. The suggested time allocations are approximations only and do not include time allocated to preparation activities. More time may be allocated, if necessary. Teachers will need to designate a block of time accordingly during which they will administer the examination in a sustained, continuous procedure.

It should be noted that **sustained time** for performance of tasks is required to allow students to engage in activities that call for critical thinking and problem solving—components characteristic of competency-based learning. As students require sustained time to contextualize and to become familiar with the tasks, as well as to undertake both group and independent activities, certain individual tasks may take some students longer to complete than others. The time required to complete tasks will vary within classrooms across the province. Adjustments may be made according to the differing needs. As some tasks, such as composing and revising a narrative text, may take more than one hour to complete, schools are asked to adjust schedules accordingly. Planning and collaboration among teachers and administrators may be required in order to provide optimal conditions.

5 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 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*. This document is provided by the Direction de la sanction des études on the following site, [http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/administrative-guide-for-the-certification-of-studies-and-management-of-ministerial-examinations-20/?tx_ttnews\[lang\]=1](http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/administrative-guide-for-the-certification-of-studies-and-management-of-ministerial-examinations-20/?tx_ttnews[lang]=1).

6 SCORING PROCEDURES

6.1 The Marking Centre

It is recommended that Cycle Three English Language Arts teachers come together in a marking centre to collaborate on the scoring of the students' performances. This opportunity to analyze and discuss students' work ensures uniformity of 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 samplings of each level of competency, serve as benchmarks for the subsequent marking of students' work. Scoring criteria (rubrics) are found in this document and the *Teacher's Guide*.

6.2 Criterion-Referenced Rubrics

Rubrics for scoring the two evaluated tasks are provided in this document. These rubrics may be slightly adjusted or modified following the validation process in January 2015. Updated versions will be made available at that time. As in past examinations, each rubric will describe five levels of performance. Teachers are required to judge the overall performance level for each task evaluated.

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 one numeric value can be applied as a score for each particular level of performance**.

Whereas the performance criteria are developed using pedagogical terminology, teachers will find that examining exemplars with their students provides an ideal opportunity for helping students to understand the expectations of the tasks (what quality work looks like), as well as to understand the criteria using plain language.

6.3 Exemplars

Exemplars based on the 2014 examination will be available to teachers on the secured Web site of the Direction de l'évaluation des apprentissages. This Web site is password protected and accessible by either the school board consultant or the individual responsible for evaluation in the school/school board.

This year the exemplar package will also include excerpts from papers scored by teams of teachers at the July 2014 marking centre. Both exemplars and excerpts provided teachers with indicators for each level of performance. The exemplars for the writing task will remain the same as those released following the 2013 examination.

6.4 Calculating Marks Recorded on the Report Card

Below is an example of how the scores on the different parts of the compulsory examination are used to determine a student's final mark.

As shown in the example below, a student's mark¹ on the compulsory examination is made up of the marks obtained for the following two competencies:

- To read and listen to literary, popular and information-based texts: 75%
- To write self-expressive, narrative and information-based texts: 70%

Competency	Term 1 20%	Term 2 20%	Term 3 60%	Overall Mark for the 3 Terms	Compulsory Examination Mark	Final Mark
<i>To use language to communicate and learn (33%)</i>	68	74	76	74	NE	74
<i>To read and listen to literary, popular and information-based texts (33%)</i>	70	80	84	80	75	79
<i>To write self-expressive, narrative and information-based texts (34%)</i>	74	78	84	81	70	79
ELA Mark	71	77	81			77

Overall Mark for the 3 Terms

Competency: *To use language to communicate and learn*

$$\frac{(0.2 \times 68) + (0.2 \times 74) + (0.6 \times 76)}{(0.2 + 0.2 + 0.6)} = 74$$

Calculating the Final Examination Mark

Competency: *To read and listen to literary, popular and information-based texts*

$$\frac{(0.8 \times 80) + (0.2 \times 75)}{(0.8 + 0.2)} = 79$$

Competency: *To write self-expressive, narrative and information-based texts*

$$\frac{(0.8 \times 81) + (0.2 \times 70)}{(0.8 + 0.2)} = 78.8 = 79$$

Calculating the Final ELA Mark

$$\frac{(0.33 \times 74) + (0.33 \times 79) + (0.34 \times 79)}{(0.33 + 0.33 + 0.34)} = 77.35 = 77$$

¹A student's compulsory examination mark is worth 20% of his/her final mark.

APPENDICES

APPENDICES

7.1 Responding to Literature

Task:

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

Essentially, students will bring meaning to the text and draw a deeper meaning from the text.

Synthesis:

When students synthesize they are exercising critical thinking. They consider new ideas and information in light of prior knowledge. This kind of thinking helps students to become better readers, to better understand texts and to extend their own ideas.

When responding to text(s) students draw meaning from the text by considering:

- what they already know about the issues, problems and situations
- what they understand about the text; the purpose and/or the messages coming through
- their connections to the text from their own life experiences and/or other texts read, viewed or listened to, and how the connections helped them to draw meaning from the text
- how the author crafts and structures the text, and the specific features s/he uses to draw the reader's attention
- what they understand and what they think about the text, combining what they already know with new information learned (explain personal opinion)
- which ideas or information will stay with them after reading/viewing the text

Recommended Procedure:

Students first read the entire story silently and independently. Following a second reading, students should make notes in preparation for a small group discussion. After the group discussion, they should add any new ideas drawn from the talk to their notes. A final reading helps consolidate their thoughts and ideas about the story before they write their response.

APPENDICES (cont.)

7.2 Narrative Writing

Conferring for Feedback and Revision

Revision is fundamental to all good writing. It requires careful thought and attention to changes to improve meaning by focusing on clarity, organization and wording. Revision involves making changes such as rephrasing, rearranging sentences and/or paragraphs, and making deletions and additions to the text. It is through revision that writing is shaped, polished and refined, subsequently enhancing the writer's meaning.

Sharing writing with a partner or partners helps to clarify meaning and to recognize where changes are needed to better develop ideas. Careful questioning helps the writer examine the parts of his/her writing that need improvement and clarification. Writers might consider the following procedures when working on revision in a group.

- To prepare for a writing conference, writers should:
 - Reread their writing
 - Think about how the partner(s) can help and be ready to ask for specific assistance such as asking the partner(s) to suggest a better title, a better beginning or a better ending for the writing piece

Students should familiarize themselves with the roles of Writer and Listener.

The Writer:

- considers the specific feedback requested
- reads the entire piece to the partner or group, or only the part for which s/he needs feedback
- explains the purpose of the writing and asks if the writing meets that purpose
- asks the partner or group to point out what are, in their opinion, the strong part(s) and the parts that need more attention
- answers questions his/her peer(s) ask about the writing and thinks about how the writing might be improved

The Listener:

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

APPENDICES (cont.)

7.3 Using Rubrics

A rubric is a qualitative tool used to evaluate complex tasks. It is a set of criteria and performance indicators based on the most significant attributes of specific tasks, arranged according to levels of performance. The criteria identify the critical aspects of the task being evaluated, and the indicators describe the relative quality of the performance for each criterion. The indicators are calibrated in relative terms to show the essential differences between the levels of performance. Working with samples of students' work or exemplars presents students with concrete examples of quality work and provides assistance with the vocabulary used to describe it. Students can then develop an understanding of the characteristics of quality work or performance. Teachers may wish to examine the evaluation criteria with their students and apply them to exemplars. The rubrics provided for this examination are designed to provide details about the tasks and to inform the scorers exactly which elements are most valued and are expected in the performance.

The rubrics are task specific and describe five levels of performance. Students meet or fall short of meeting the criteria on a range of five possible levels, from minimal to advanced. The pluses and minuses allow for the score to indicate where the performance falls within the levels.

Teachers are to use the *Profile* section of the rubric to anchor their evaluation, and then to use the indicators to determine where in that level a student best fits.

7.4 Converting Levels of Performance to Numeric Values

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

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

APPENDICES (cont.)

7.5 Using the Rubrics to Evaluate Performance

Optimal conditions for scoring students' work include teacher collaboration, marking in groups and shared decision-making. The rubrics provided for this examination on pp. 12-15 of this document were designed to assess the two specific tasks. When scoring students' work, it is important to be familiar with the required tasks and the rubrics, noting the criteria and the indicators for each level of performance, as well as the descriptive overview that heads each level of performance.

Determine the Level of Performance:

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

7.6 Evaluating Specific Task Performance

Reading: A written response to illustrated literature is evaluated to determine the student's ability to bring meaning to and draw meaning from the text—in particular, drawing on the context in which the tasks are set and the information/ideas in the text.

- Response to literature draws on the student's ability to interpret the text, on his/her acquired knowledge about structures and features of texts, and on his/her appreciation of the author and illustrator's craft as it relates to purpose and audience.
- The task draws on critical thinking.

Writing: A final piece of writing is evaluated to determine the student's ability to craft a narrative with a specific purpose and audience in mind. The student assumes responsibility for shaping his/her writing through conferring with peers, revising and editing.

Students must demonstrate sufficient control of language conventions. The guidelines for scoring a student's performance for the writing task, with consideration for use of language, are as follows:

- Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of three profiles provided with the rubrics (p. 16 of this document). If the use of written language conventions best fits in the "Partial" Performance Level, it does not allow a score higher than a 3+ (70%) on the overall writing task.
- This weighting should be applied after the narrative writing task has been scored.

APPENDICES (cont.)

7.7 Rubric for Written Response*

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

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

APPENDICES (cont.)

7.7 Rubric for Written Response*

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

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

APPENDICES (cont.)

7.8 Rubric for Narrative Writing*

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

PROFILE	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH (Competency)			LEVEL 3 ACCEPTABLE		
	The writer demonstrates a complete understanding of narrative writing, purpose and audience; clearly, the writer crafts an exemplary piece of writing that engages the reader.			The writer demonstrates a clear understanding of narrative writing, purpose and audience; the story holds the reader’s attention through a well-thought-out piece of writing.			The writer demonstrates some understanding of narrative writing, purpose and audience; the story activates the reader’s interest but wavers in maintaining unity, resulting in a less convincing piece of writing.		
Criteria									
ORGANIZATION AND IDEAS	Establishes a natural connection between story elements and ideas; sustains a clear focus on unfolding events to create the story. Carefully selected details enrich development and lend authenticity to the story, captivating the reader from beginning to end.			Establishes a clear connection between story elements and ideas; sustains a focus on unfolding events to create the story. Interesting details enhance development and lend originality to the story, maintaining the reader’s interest throughout.			Establishes a connection between story elements and ideas; maintains a logical sequence of unfolding events for the most part to create the story. Relevant details support development and convey a story that activates interest on occasion.		
VOICE	Conveys a strong sense of writer; tone is appropriate for purpose and audience; speaks to reader in a compelling voice that contributes to the narrative.			Conveys a clear sense of writer; tone is appropriate for purpose and audience; speaks to the reader in an expressive voice that lends clarity to the narrative.			Conveys an occasional sense of writer; tone is appropriate for purpose and audience for the most part; speaks to the reader in a discernible voice that holds attention for the most part.		
STRUCTURES AND FEATURES	Uses narrative structures in a deliberate manner; effective choice of language features (such as dialogue, word choice and figurative language) enriches the narrative and offers a unique style.			Uses narrative structures in a sustained manner; attention to language features (such as dialogue, specific word choice and figurative language) elaborates the narrative and experiments with style.			Uses essential narrative structures in a casual manner; wavering attention to language features (such as dialogue, word choice and figurative language) may undermine the narrative at times.		
OVERALL SCORE	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%
The guidelines for scoring a student’s performance for the writing task, with consideration for use of written language conventions, are as follows: - Consider the student’s ability to apply written language conventions, then determine where the performance best fits in one of the three Performance Levels for written language conventions. If the use of written language conventions is scored as Partial, it does not allow a score higher than a 3+ (70%) on the overall writing task. Determine the level that best describes the student’s overall performance. - This weighting should be applied after the narrative writing task has been scored.									

APPENDICES (cont.)

7.8 Rubric for Narrative Writing*

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

PROFILE	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
	The writer demonstrates limited understanding of narrative writing, purpose and audience. The writing is underdeveloped and simplistic for the most part.		The writer demonstrates little understanding of narrative writing, purpose and audience. The writing is confusing for the most part.
Criteria			
ORGANIZATION AND IDEAS	Requires further development; story elements are loosely connected. Details are limited and strung together. The story culminates in a simple conclusion.		Lacks a sense of purpose and direction; ideas are disjointed and confusing. Details are disconnected and/or random.
VOICE	Conveys an indistinct sense of writer; generally lacks tone appropriate for purpose and audience; addresses the reader unevenly, and fails to connect to the reader.		Disregards the reader for the most part; the writer's voice is flat or absent.
STRUCTURE AND FEATURES	Indicates a narrative structure through a simple sequence; attempts at dialogue are evident but confusing; language is simplistic and word choice is limited.		Suggests a series of loosely connected events or actions that allude to story; generally, language/vocabulary is limited and word choice is inappropriate or incorrect.
OVERALL SCORE	2+	2	1
	55%	50%	40%
The guidelines for scoring a student's performance for the writing task, with consideration for use of written language conventions, are as follows: - Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the three Performance Levels for written language conventions. If the use of written language conventions is scored as Partial, it does not allow a score higher than a 3+ (70%) on the overall writing task. Determine the level that best describes the student's overall performance. - This weighting should be applied after the narrative writing task has been scored.			

APPENDICES (cont.)

7.9 Performance Levels for Scoring Written Language Conventions

Students must demonstrate sufficient control of written language conventions. Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the following Performance Levels. If the use of written language conventions is scored as **Partial**, it does not allow a score higher than a **Level 3+ (70%)** on the overall writing task.

THOROUGH

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

REQUIRED

The writing demonstrates attention to careful revision and editing in the final version. Although incorrect use of language and run-on sentences may be apparent, overall meaning is not affected. Ideas are grouped together, suggesting paragraphs. In general, common spelling rules are applied, although there is some evidence of a reliance on phonetic spelling. At times, spelling errors interfere with meaning. Capitalization rules are applied consistently. Application of punctuation is consistent for the most part; however, minor errors may interfere with communication.

PARTIAL

The writing demonstrates minor editing in the final version. Serious errors in syntax and sentence structure make meaning unclear. The lack of paragraphs and repetitive spelling errors (including high frequency words) make the writing difficult to read and impede meaning overall. Application of punctuation and capitalization is inconsistent, and serious errors interfere with communication.

APPENDICES (cont.)

7.10 Checklist for Talk to Learn

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

APPENDICES (cont.)

7.11 Student Evaluation Guidelines for Written Response to Literature

Consider these questions as you plan and write your response.

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

7.12 Student Evaluation Guidelines for Narrative Writing

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

- The narrative is organized, is easy to follow, and the ideas make sense.
- The events, actions and characters fit together from beginning to end.
- Interesting details paint a clear picture for your reader.
- The narrative is appropriate for your intended peer audience.
- The narrative demonstrates your voice and style (a sense of person behind the words).
- The narrative is creative and original.
- The narrative uses well-chosen words and sentences, descriptive language, dialogue, etc.
- The narrative is edited for proper grammar, spelling, punctuation and capitalization.
- The narrative is revised (ideas are changed or added to improve the story).



A word cloud featuring the words: Achieve, Share, Read, Learn, Succeed, Exercise, Persevere, and Share. The words are arranged in a dense, overlapping pattern, with some words appearing larger and more prominent than others.

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