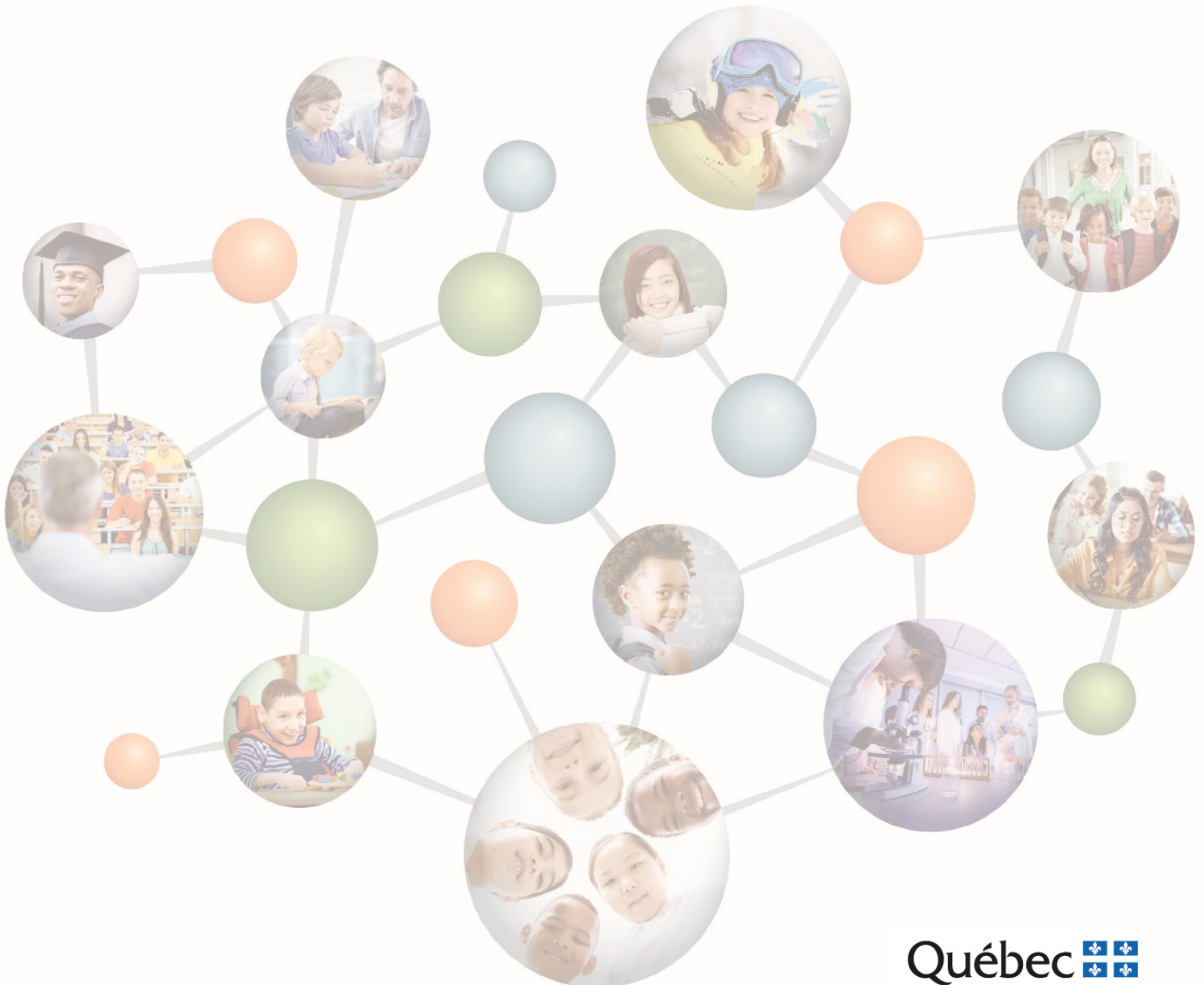


COMPULSORY EXAMINATION English Language Arts

Information Document – June 2019
Elementary 6 514-600



Coordination and content

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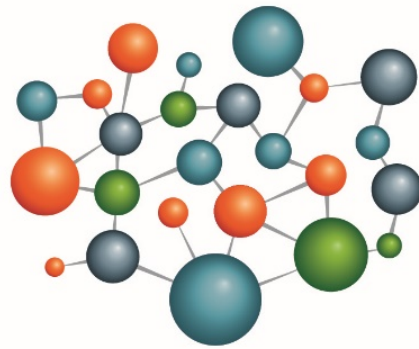
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INTRODUCTION

This document conveys information concerning the English Language Arts Examination for the end of Elementary Cycle Three, which is to be administered in May 2019. 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 Elementary 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 [Framework for the Evaluation of Learning](#) and the [Progression of Learning in Elementary School](#). Feedback and information collected from previous exams were also used in this process.

The intention of this examination is to provide an opportunity for students to demonstrate their knowledge and competency, and to give teachers the opportunity to judge the extent of literacy development. As determined by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES), 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 certain distinctive features:

- It is 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 distinctive tasks that stem from both context and guiding questions or statements used to establish a situation and a focus for the tasks, which are linked through related activities and discussions. Students are required to read and respond to a text, and to compose a narrative.
- Two tasks will be formally assessed: response to literature and narrative writing.

2 MATERIALS

2.1 Materials Provided for the Examination

Materials for the Teacher	Materials for the Students
<ul style="list-style-type: none">• <i>Teacher's Guide</i>• Media components• Posters A-G	<ul style="list-style-type: none">• <i>Literature Booklet</i> (1 per student)• <i>Processfolio</i> (1 per student)• Caption strips A-G handout (1 per group of 4 students)• Mini-posters handout (1 per student)• Consent forms
N.B. Schools must ensure access to equipment for viewing the media components. ¹	

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** should be allocated for this section of the examination, as well as preparation time prior to the task.

3.2 Narrative Writing

Writing performance will be assessed through a narrative writing task that requires students to craft a story for a peer audience. This task requires students to draw upon their knowledge of the structures and features of narrative writing (story) and language conventions; students should consider how these two important elements interact to inform/entertain their peer audience. They 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** should be allocated for this section of the examination, which includes activities to set the context.

3.3 Using Language to Communicate and to Learn

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

¹ **New** - As for previous exam sessions, the media components will be provided in a physical DVD format but, for the June 2019 exam session, the media components will also be available for download from the secure website of the Direction de la sanction des études.

4 CONDITIONS AND PROCEDURES FOR ADMINISTERING THE EXAMINATION

Schools are responsible for administering the examination according to the guidelines provided in the *Teacher's Guide*. All tasks are to be completed on the school premises, preferably in the regular classroom setting, unless otherwise indicated. In the case of combined classes, that is, classes made up of Cycle Three students from both Year 1 and Year 2, teachers are instructed to administer the Cycle Three examination **only** to Year 2 students. For students of Year 1, teachers may provide other work during the examination period.

During the examination, students are strictly forbidden to have in their possession any electronic device (smart phone, portable media player, smart watch, etc.) that can be used to communicate, surf the Internet, translate texts, or create, save or consult data.²

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 for preparation activities. More time may be allocated, if necessary. Teachers will need to designate blocks of time accordingly, during which they will administer the examination in a sustained, continuous manner.

It should be noted that **sustained blocks of time** for the performance of tasks are 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 blocks of 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 different needs. As some tasks, such as composing and revising a narrative text, may take more time to complete, schools are asked to adjust their schedules accordingly. Planning and collaboration among teachers and administrators may be required in order to provide optimal conditions.

N.B. Planning, collaboration and flexibility among school administrators and cycle teams, particularly in French immersion contexts, is necessary to provide optimal examination conditions.

5 STUDENTS WITH SPECIAL NEEDS

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

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

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 the uniform interpretation of the criteria and indicators, as well as equity and reliability. It also offers an excellent opportunity for professional development in evaluation as teachers work collaboratively to select anchor papers drawn directly from the students' work. The anchor papers, representative samples of each level of competency, serve as benchmarks for the subsequent marking of students' work. Scoring criteria (rubrics) are found in this document and in the *Teacher's Guide*.

6.2 Criterion-Referenced Rubrics

Rubrics for scoring the two evaluated tasks are provided in this document. As in past examinations, each rubric will describe five levels of performance. Teachers are required to determine the overall performance level for each task evaluated. Please note that, throughout the year, students should be using rubrics that reflect the evaluation criteria using student-friendly language.

Whereas the performance criteria are developed using pedagogical terminology, teachers will find that examining exemplars with their students provides an ideal opportunity to help students understand the expectations and see samples of quality work, as well as to explain the criteria using plain language.

6.3 Exemplars

Annotated student exemplars drawn from the May 2016 examination are available to teachers on the secure website of the Direction de l'évaluation des apprentissages. This website is password protected and is accessible to either the school board consultant or the individual responsible for evaluation in the school or school board. The exemplars also includes excerpts from students' responses and narratives. The exemplars and excerpts provide teachers with samples of student work for each level of performance.

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 mark³ on the compulsory examination is made up of the marks obtained for the following two competencies of the [Elementary English Language Arts program](#):

- 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 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

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

³ A student's compulsory examination mark is worth 20% of his/her final mark.

Responding to Literature

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.

When students write their response, 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 become familiar with the roles of the writer and listener.

Role of the Writer:

- considers the specific feedback requested
- reads parts of his/her draft to the partner or group 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

Role of 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 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 rubrics are task specific and describe five levels of performance. Teachers are to use the level descriptors at the top of the rubrics to anchor their evaluation, and then to use the criteria to determine where in that level a student's work best fits. The pluses and minuses allow for the score to indicate where the performance falls within each level.

Working with exemplars gives students and teachers concrete examples of quality work. It also provides assistance with the vocabulary used in the rubrics. Teachers may wish to examine the evaluation criteria with their students and apply them to exemplars.

Converting Levels of Performance to Percentage Values

The Ministère requires that the overall level of performance for each task be converted to a percentage value. Therefore, the examination components Written Response to Literature 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 percentage values indicated can be assigned a score. For example, if the overall level of performance for the task is scored as 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.10-14 of this document were designed to assess the two specific tasks as indicated. When scoring students' work, teachers must be familiar with the required tasks and rubrics, noting the criteria for each performance level, as well as the level descriptors at the top of the rubrics.

Determine the Level of Performance

- Examine the preselected anchor papers that have already been scored, along with the rubrics provided for each task.
- After reading the student's work, refer first to the level descriptor at the top of the rubric to determine the student's performance level.
- Read down through the criteria to find evidence in order to determine the score within the level.

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 information/ideas in the text and the context in which the tasks are set.

- 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 language conventions, then determine where the performance best fits in one of three *Descriptors for Scoring Language Conventions* (see p.14). If the use of language conventions best fits in the **Partial** performance level, the score for the overall writing task may not exceed **Level 3- (60%)**.
- This weighting should be applied after the narrative writing task has been scored. Therefore, refer to language conventions **only after** selecting a performance level for the writing using the *Rubric for Scoring Narrative Writing*.

APPENDIX IV

Rubric for Scoring Written Response to Literature

LEVEL 5 – ADVANCED		LEVEL 4 – THOROUGH (Competency)			LEVEL 3 – ACCEPTABLE													
The reader draws comprehensive meaning from the text.		The reader draws clear meaning from the text.			The reader draws general meaning from the text.													
Determine the profile level that best describes the student’s overall performance and assign the corresponding score.																		
N.B. Not all criteria need to be present in the response.																		
CRITERIA	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.											
	5+		5		5-		4+		4		4-		3+		3		3-	
Score	100%		95%		90%		85%		80%		75%		70%		65%		60%	

Rubric for Scoring Written Response to Literature (cont.)

LEVEL 2 – PARTIAL		LEVEL 1 – MINIMAL	
The reader draws literal meaning from the text.		The reader suggests a rudimentary understanding of the text.	
Determine the profile level that best describes the student’s overall performance and assign the corresponding score.			
N.B. Not all criteria need to be present in the response.			
CRITERIA	<p>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.</p>		<p>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.</p>
Score	2+	2	1
	55%	50%	40%

Rubric for Scoring Narrative Writing

		LEVEL 5 – ADVANCED	LEVEL 4 – THOROUGH (Competency)	LEVEL 3 – ACCEPTABLE						
		The writer demonstrates comprehensive understanding of narrative writing.	The writer demonstrates clear understanding of narrative writing.	The writer demonstrates general understanding of narrative writing.						
Determine the profile level that best describes the student’s overall performance and assign the corresponding score.										
CRITERIA	Organization and Ideas	The writer sustains a solid 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.	The writer sustains a clear focus on unfolding events to create the story. Interesting details enhance development and lend originality to the story. Effective transitions lead to a sound conclusion.	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 and lead to an adequate conclusion.						
	Voice	The writer speaks to the audience in a memorable and compelling voice that contributes to the narrative. A strong sense of purpose is revealed through his/her voice.	The writer speaks to the audience in an expressive voice that lends clarity to the narrative. A clear sense of purpose is revealed through his/her voice.	The writer speaks to the audience in a discernible voice that holds attention at times. An occasional sense of purpose is revealed through his/her voice.						
	Structures and Features	The writer uses narrative structures and features in a deliberate manner; effective choice of plot, setting, characterization and other structures and features enriches the narrative. The writer displays a unique style.	The writer uses narrative structures and features in a sustained manner; attention to plot, setting, characterization and other structures and features elaborates the narrative. The writer experiments with style.	The writer uses narrative structures and features in a wavering manner; attention to plot, setting, characterization and other structures and features may undermine the narrative at times.						
	Score	5+ 100%	5 95%	5- 90%	4+ 85%	4 80%	4- 75%	3+ 70%	3 65%	3- 60%
	Language Conventions	When considering the writer’s control of language conventions, refer to the <i>Descriptors for Scoring Language Conventions</i> on page 14.								

Rubric for Scoring Narrative Writing (cont.)

		LEVEL 2 – PARTIAL	LEVEL 1 – MINIMAL	
		The writer demonstrates partial understanding of narrative writing.	The writer demonstrates little understanding of narrative writing.	
Determine the profile level that best describes the student’s overall performance and assign the corresponding score.				
CRITERIA	Organization and Ideas	The writer’s story requires further development; story elements are loosely connected. Details are strung together. Transitions lead to a simple conclusion.	The writer’s ideas are disjointed and confusing. Details are disconnected and/or random.	
	Voice	The writer addresses the audience unevenly and fails to connect with the reader. An indistinct sense of purpose is evident through the writer’s voice.	The writer disregards the audience for the most part; voice is flat or absent. A sense of purpose and direction is lacking.	
	Structures and Features	The writer uses narrative structures and features through a simple sequence; attempts to use plot, setting and characterization are evident but confusing.	The writer suggests a series of loosely connected events or actions that allude to the story. Use of narrative structures and features is, for the most part, lacking.	
	Score	2+ 55%	2 50%	1 35%
	Language Conventions	When considering the writer’s control of language conventions, refer to the <i>Descriptors for Scoring Language Conventions</i> on page 14.		

Descriptors for Scoring Language Conventions

The writer must demonstrate sufficient control of language conventions, as detailed in the *Progression of Learning in Elementary School*. If the use of language conventions is scored as **Partial**, the overall writing task cannot be scored higher than **Level 3- (60%)**.

ADVANCED CONTROL

The writer demonstrates advanced control of language conventions (i.e. spelling, punctuation, capitalization, syntax, paragraphs and sentence structure). They are applied consistently, guiding the reader smoothly through the text. Errors in language conventions rarely occur and do not interfere with meaning.

ACCEPTABLE CONTROL

The writer demonstrates acceptable control of language conventions (i.e. spelling, punctuation, capitalization, syntax, paragraphs and sentence structure). They are applied consistently. Errors in language conventions may occur and rarely interfere with meaning.

PARTIAL CONTROL

The writer demonstrates partial control of language conventions (i.e. spelling, punctuation, capitalization, syntax, paragraphs and sentence structure). They are neglected or applied inconsistently. Frequent errors in language conventions impede meaning overall.

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.

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

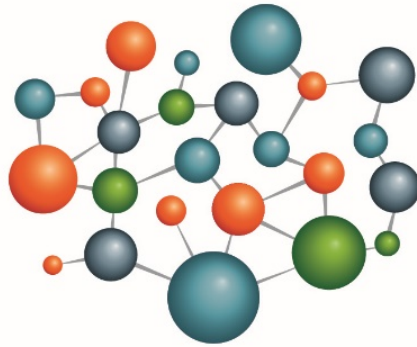
The student clearly shares thoughtful ideas that guide the conversation. He/she uses key vocabulary effectively and asks pertinent questions that encourage discussion. The student paraphrases ideas and builds on the ideas of others. He/she is respectful of others and contributes positively to the tone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



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