INFORMATION DOCUMENT

Uniform Examination

English Language Arts

Secondary V

January 2022 – June 2022 – August 2022

Reading   612-520
Production   612-530

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INTRODUCTION

This document conveys information concerning the Secondary V English Language Arts uniform examinations scheduled for January, June and August. Its primary aim is to provide general information about the examinations for the purpose of uniform administration. This document should be distributed without delay to all Secondary V English Language Arts teachers and consultants, and to all personnel concerned with examination scheduling and the distribution of the examination documents.

The Ministère de l'Éducation is responsible for producing uniform examinations for the three examination sessions, in January, June and August. The development of the examinations 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. Feedback and information collected from previous examinations were also used in this process. In addition, the Ministère enlists teachers and education consultants representing different schools to contribute to the development of the examination.

This examination evaluates the development of two of the three competencies of the Secondary English Language Arts program for Cycle Two:
Competency 2: Reads and listens to written, spoken and media texts
Competency 3: Produces texts for personal and social purposes

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

Schools must administer each uniform examination in accordance with the official schedule for the examination sessions.

Information Specific to the Examinations for the 2021-2022 School Year

The uniform examinations are in line with the *Learning to Be Prioritized at the Secondary Level for the 2021-2022 School Year in the Context of the Pandemic*.

The knowledge that could be used in the examination is indicated in Appendix I of this document.

The weighting assigned to uniform examinations has been reduced to 20%. Clarifications in this regard are provided in Section 6.2.

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1.   STRUCTURE OF THE UNIFORM EXAMINATION

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

- It retains the integrated aspects of language arts instruction and evaluation.
- It was developed following an inquiry approach to provide purpose and context for the tasks.
- It is a context-based examination that incorporates the processes and strategies commonly associated with reading, viewing, discussing, responding and writing.
- It is made up of a reading task and a writing task that are linked through talk and discussions. It requires using criterion-referenced rubrics, an approach that can ensure consistent and uniform grading among individual markers. Consistency and uniformity are achieved through the use of anchor papers and agreed upon interpretations of the criteria.
- It places students in a context that establishes the situation and a focus for the tasks.

2.   MATERIALS PROVIDED FOR THE UNIFORM EXAMINATION

Materials for the Invigilator/Teacher
Instructions for the Teacher or Invigilator on the Collection of Examination Materials   *Invigilator and Teacher's Guide*   *Marking Guide*   - Video to be used during Part II of the examination*[1]   - Envelopes for storing student materials, one per student (provided by the school)   - Student identification labels, three per student to be affixed to *Student Booklets I, II* and *III* **   *Schools must ensure access to equipment for viewing the video. **Schools/school boards that register students for the June examination prior to the deadline will be supplied with labels that are already printed with student codes. Schools/school boards that register students after the deadline are urged to provide identification labels with the students' permanent codes as a way of controlling inadmissible papers. The Ministère will not provide identification labels for the January and August examinations.

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[1] The video will be available on the secure website of the Direction de la sanction des études. A physical copy (DVD) can be provided to educational institutions that request it.

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Materials for the Students

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- *REACT* magazine
- *Student Booklet I — Response to a Literary Text****
- *Student Booklet II — Reading for Stance****
- *Student Booklet III — Written Production****

***Students will write the tasks in the student booklets that are designed for each part of the examination.

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3.   CONDITIONS FOR ADMINISTERING THE UNIFORM EXAMINATION

3.1   Times for the Uniform Examinations

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

*January, June and August Examination Sessions

Part I RESPONSE TO A LITERARY TEXT	Part II READING FOR STANCE	Part III WRITTEN PRODUCTION
(3-hour block)	**(3-hour block)**	**(3-hour block)**
Reading a literary text and making notes (1 h) **Discussing the text** and adding notes (20 min)	**Viewing** a video, discussing it and making notes (1 h) **Reading** a magazine, discussing it and making notes (1 h 40 min)	**Draft of the Written Production** (1 h 20 min)
Response to a literary text (1 h 40 min) Approximately 500-700 words	**Organizing Ideas** from the video and texts as preparation for the Written Production (20 min)	**Final Version of the Written Production** (1 h 40 min) Approximately 600-800 words

∗ Schools must administer each uniform examination in accordance with the official schedule for the examination sessions.

3.2   Description of the Tasks

Response to a Literary Text

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

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

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

Reading for Stance

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

Written Production

- **Draft of the Written Production:** In Part III of the examination, using *Student Booklet II — Reading for Stance*, students will draft an article of approximately 600 to 800 words for publication in a future issue of a magazine for young adults. The number of words indicated serves as a guideline only; a word count will not be taken. The article, in the form of a feature, an analysis, a commentary or an opinion piece, will address a guiding question or statement related to the topic explored in the resource materials. This article must reflect the purpose for the inquiry: students present a personal stance for a specific audience, while respecting the codes and conventions of an article (see *Codes and Conventions of an Article* on pp. 13-14 in the Appendix).

- **Suggestions for Revision of the Written Production:** Using *Student Booklet II — Reading for Stance*, and working autonomously, students will refer to the *Suggestions for Revision of the Written Production* (see p. 16 in the Appendix) in order to determine the extent of the revision needed to improve their draft of the written production. They will then proceed to revise and edit their work in order to write a final version of the article.

- **Final Version of the Written Production:** Students will produce the final version of their article in *Student Booklet III — Written Production* in Part III of the examination.

4. PROCEDURES FOR ADMINISTERING THE UNIFORM EXAMINATION

4.1 Invigilation

- Teachers and invigilators **unfamiliar** with the English Language Arts examination should be thoroughly coached in the format of the English Language Arts Secondary V uniform examination. They should receive a copy of the *Invigilator and Teacher's Guide* **at least one day before** the official starting date.

- Throughout the preparatory activities for the reading and writing tasks, students read the texts autonomously and silently. Teachers or invigilators do not read texts aloud, nor do they permit students to do so.

- In **Part I** of the examination, after they have read the literary text, students are permitted to discuss ideas from the text in small groups. Discussion is an essential part of the response process. Students may make notes while they read silently and after the discussions, **but not during them**.

- In **Part II** of the examination, after both viewing the video and reading the magazine, students are given time to discuss ideas from the texts. Students may make notes throughout this process.

- In **Part III** of the examination, the draft and the final version of the written production are to be done silently and independently. Students will not have access to the final written production once it is completed and submitted, and they must return all the materials provided.

- It is forbidden to disclose any information about the content of a ministerial examination to anyone who is not directly involved in its administration, or to distribute any examination document, in whole or in part, at any time or by any means whatsoever, including social media.

- It is the teachers' or invigilators' responsibility to monitor for cheating.

- In the interests of equity and justice, any intervention on the part of teachers and invigilators must be of the same nature and scope for all students across Québec. It is thus forbidden for anyone to help students in any way, for example by clarifying a question or rewording instructions. Examinations in which a teacher or any other school staff member is deemed to have overstepped the boundaries of their role may be declared invalid by the Ministère.

- Teachers and invigilators must ensure that students work exclusively with the materials provided specifically for the examination. At the end of each of the three examination parts, students must use the envelopes provided to hand in all the materials distributed to them. These are then collected by the teacher or invigilator and stored in a secure place.

- With the exception of a dictionary (unilingual or bilingual), and a thesaurus, students may not bring outside materials into the examination room at any time throughout this examination, nor are they allowed to take any papers out of the examination room. Although students may bring their own reference materials, they will not be permitted to share them with others.

- Certain digital tools (electronic dictionaries, word-processing software, etc.) may be used under certain conditions. Further details will be provided by the Direction de la sanction des études.

- During the examination, students are strictly forbidden to have in their possession any digital device (smartphone, wireless headphones or earbuds, smartwatch, etc.) that can be used to communicate, access the Internet, translate text, or create, save or consult data. Any student who is caught in possession of unauthorized materials will be expelled from the examination room for cheating and will receive a mark of 0% on the examination. This rule applies even if a student who is found in possession of a digital device is not using the device or has turned it off.

- Teachers and invigilators must advise students that they are not permitted to leave the examination room during the first 90 minutes of the examination. If it is deemed necessary for a student to leave the examination room, the student must be accompanied by a staff member and his/her name and code must be recorded in the space provided on the form included in the *Instructions for the Teacher or Invigilator on the Collection of Examination Materials*.

- As stated in the [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations (2015 edition)](), students are permitted an extra 15 minutes, if needed, to complete the tasks for each three-hour examination block.

- Examination conditions, for regular students, must be the same for every version. The procedures and protocols outlined in this section must be put into place and followed.

- Identification labels should be affixed to *Student Booklets I, II* and *III*. It is important to ensure the security of examination papers and envelopes throughout the course of the examination. The Ministère will not provide identification labels for the **January** and **August** examinations.

4.2 Students With Special Needs

Measures that adapt the conditions for administering the ministerial examinations may be taken to enable students with special needs 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 (2015 edition)]().

5. MARKING PROCEDURES

5.1 Marking Centre

School boards and private schools are responsible for marking the Response to a Literary Text and the Written Production. For marking papers, it is recommended that Secondary V English Language Arts teachers come together, when possible, in a marking centre to collaborate on the scoring of the students' performances. This opportunity to analyze and discuss students' work ensures uniform interpretation of the criteria and indicators, as well as equity and reliability. It also offers an excellent opportunity for professional development in evaluation as teachers work collaboratively to select anchor papers drawn directly from the students' work. The anchor papers, representative samples of each level of competency, serve as benchmarks for the subsequent marking of students' work.

5.2 Criterion-Referenced Rubrics

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

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

5.3   Exemplars

Annotated student exemplars drawn from the June 2014 Secondary V English Language Arts examination are available on a secure website of the Ministère. This site is password protected and is accessible to either the school board consultant or the individual responsible for evaluation in the school/school board.

6.   SCORING THE UNIFORM EXAMINATION

6.1   Procedures for Scoring Students' Work

- To prepare for scoring student papers, assemble to discuss the procedure and practise scoring the examination using exemplars or benchmark papers. Use the rubrics on pp. 17-21 to score the tasks. This same procedure may be followed when working with students.

- Determine the level of performance: read the profile describing each level of performance. Then, using an exemplar or benchmark paper and working with the rubric, evaluate the writing to identify an overall level of performance while considering the strengths and shortcomings of the paper.

- Working horizontally across the levels, read the descriptive indicators carefully. This is to verify whether the initial placement coincides with the level indicators and with the calibrated descriptors for the proposed level.

- Adjust the placement, if necessary, by moving to a higher or lower level profile to determine the "best fit." The level that best describes the student's work is one in which the majority of the indicators are met.

- Interim levels may be indicated when the indicators are distributed over two or more levels by indicating + or – for the level that best describes the work.

- For the written production, students must demonstrate sufficient control of written language conventions. A detailed rubric is provided to help teachers evaluate the students' knowledge of written language conventions. This rubric will be applied **after** the *Rubric for Scoring an Article for the Magazine* has been applied. The guideline for the combined scores is as follows: if the writing conventions are scored at Level 2 or Level 1, the final score for the writing task may not exceed Level 3- (60%). Detailed instructions for scoring student performance are provided in the *Marking Guide*.

6.2   Calculating the English Language Arts Mark

Owing to exceptional circumstances, for the 2021-2022 school year, the student's mark on the uniform examination will count for 20%, instead of the usual 50%, of the final mark for the competencies Reads and listens to written, spoken and media texts and Produces texts for personal and social purposes. The moderated school mark will thus count for 80% of the final mark.

The weighting of the competencies can be found in the <u>Framework for the Evaluation of Learning</u>.

Students earn graduation credits for the course if they obtain a subject mark of at least 60%. Additional information in this regard is available in the <u>Processing of results</u> section on the website of the Ministère.

APPENDIX I

Knowledge That Could Be Used in the Uniform English Language Arts Examinations for the 2021-2022 School Year		
(The elements of Secondary Cycle Two encompass those of Cycle One.) The information below presents the elements of the Progression of Learning for English Language Arts, which may be used for exam purposes. Note that these elements are related to the content of *Learning to Be Prioritized at the Secondary Level for the 2021-2022 School Year in the Context of the Pandemic*. It should be noted that the layout differs from that of the original document and that some labels have been grouped together so that the presentation is concise.		
Language-Learning Processes	**Required Genres: Structures, Features, Codes and Conventions**	**Conventions of Language**
Reading Process: Interpreting Texts and Production Process	**Text Types: Planning, Reflective, Narrative, Explanatory, Reports, Expository, Argumentative**	**Written Language**
Reading Profile The student applies the stages of the reading process to interpret a spoken, written, media and multimodal and/or multigenre text.	**Structures, Features Codes and Conventions** The student understands the purpose of a variety of genres structures, features, codes and conventions and uses this knowledge to construct meaning when reading and writing/producing texts.	**Conventions of Language** The student understands and applies conventions of written language to express thoughts, ideas and information for a specific purpose and intended/target audience, in own reading and writing.
First reading/initial response The student extends/supports/scaffolds first reading/initial response by examining details in the text (e.g. draws on own reading profile; uses information gained through rereading, immersion into texts and exchanges/discussion with other readers).	**Planning** The student conferences with peers and teacher, creating notes, organization, categorization, collation and sequencing of ideas/information.	**Organization** The student organizes writing to employ: a variety of paragraphing strategies, a strong introduction, supportive details, smooth transitions and a clear resolution.

Language-Learning Processes	**Required Genres: Structures, Features, Codes and Conventions**	**Conventions of Language**
Reading Process: Interpreting Texts and Production Process	**Text Types: Planning, Reflective, Narrative, Explanatory, Reports, Expository, Argumentative**	**Written Language**
Usage Conventions The student connects significant facts/information in relation to main idea(s), hypothesis, thesis statement or stance conveyed by writer/producer (i.e. means through which writer/producer interprets information or uses argument or persuasion to move the reader). The student analyzes implications and/or impact and/or influence of stereotyping or cliché, false representation, gender bias and/or power relations within a text on the meaning(s)/message(s) communicated. The student identifies dominant discourses and how they shape the writer's/producer's intended meanings/messages (i.e. recognizes whose voices are heard and whose voices are ignored or marginalized in a given text).	**During Reading/Viewing** The student relies on common structures and features of media texts to construct meaning. **Reflective** Texts reflect on values, experiences, ideas, opinions, state of society today. **Narrative** Narratives in prose form are derived from personal or historical experiences. **Explanatory** Texts provide explanations of a process or "how to." **Reports** Text can be a descriptive report, news report, research report or interview.	**Syntax and Usage** The student uses the following parts of speech correctly: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. The student uses a variety of sentence structures and transitional words or phrases to reinforce relationships among ideas and to enhance the flow of the writing. The student uses the active and passive voice to good effect (e.g. uses the passive voice in a research report to create a sense of authenticity). **Mechanics** The student applies capitalization rules, including proper nouns, abbreviations and acronyms, literary titles and other titles in modern usage such as official titles, song titles, etc. The student applies spelling rules, patterns and punctuation.
Interpretation of the text The student organizes elements of own interpretation to achieve coherence and communicate clearly. The student cites evidence from the text to substantiate own ideas, statements, questions and opinions. The student draws coherent conclusions by making inferences and generalizations.	**Expository** Texts provide explanations of a process or "how to." **Argumentative** Texts deal with personal and social concerns such as editorials, blogs and research thesis.	**Word Choice/Diction** The student uses words that consistently support style, intended meaning and the organizational structure of the genre. The student demonstrates an extensive, varied vocabulary.

Language-Learning Processes	Required Genres: Structures, Features, Codes and Conventions	Conventions of Language
Reading Process: Interpreting Texts and Production Process	**Text Types: Planning, Reflective, Narrative, Explanatory, Reports, Expository, Argumentative**	**Written Language**
Production Process The student applies the stages of the production process to produce a written text. **Preproduction** The student examines model texts to guide production decisions. **Production** The student uses knowledge of structures, features, codes and conventions of a specific text to communicate clearly and enhance the impact of the text on the reader. **Postproduction** The student considers draft/version critically and makes relevant adjustments to enhance meaning(s)/message(s).		

<div align="right">**APPENDIX II**</div>

Instructions for Distributing the Materials

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

During the examination, students are strictly forbidden to have in their possession any digital device (smartphone, wireless headphones or earbuds, smartwatch, etc.) that can be used to communicate, surf the Internet, translate text, or create, save or consult data. Any student who is caught in possession of unauthorized materials will be expelled from the examination room for cheating and will receive a mark of 0% on the examination. This rule applies even if a student who is found in possession of a digital device is not using the device or has turned it off.

Please respect the schedule for the distribution of the examination materials in order to maintain the confidentiality of the content of this examination. *Student Booklets I, II* and *III* and *REACT* magazine are not to be distributed until the students begin the Response to a Literary Text task and, later on, the Written Production task. Nor should the guiding question/statement be revealed to students prior to the official calendar date for the tasks.

N.B. Schools must ensure access to equipment for viewing the video[2] and provide students with the three identification labels to be affixed to *Student Booklets I, II* and *III.*

Schedule
The examination materials, specified below, should be distributed to the teacher/invigilator at the times indicated in the [official schedule]().
On the day preceding the examination, distribute the following materials to the teachers and/or invigilators: The *Invigilator and Teacher's Guide*, the envelopes in which students will store their materials and three identification labels per student.

Part I	Distribute *Student Booklet I — Response to a Literary Text*
Part II	Distribute *REACT* magazine and *Student Booklet II — Reading for Stance*
Part III	Distribute *Student Booklet II* (for draft), *Student Booklet III — Written Production* (for final production) and the *Marking Guide*

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[2] The video will be available on the secure website of the Direction de la sanction des études. A physical copy (DVD) can be provided to educational institutions that request it.

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

Headlines

- are striking and attention-catching
- use precise verbs, most often in the present tense, but may also be in the future or past tense
- accurately reflect an important aspect of the article
- may demonstrate humour and wit
- may use devices such as alliteration, metaphor, personification, etc.

Byline

- attributes the work to a person, e.g. "By Elizabeth Wilson," usually at the beginning, between the headline and the lead

Lead (the opening sentence or sentences of an article)

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

Structure*

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

*N.B. The structure differs greatly from a news article, which highlights the "5 W's and H" and takes the inverted pyramid form of information in descending order of importance.

Development

- may have short paragraphs for effect and/or clarity
- is clear and logical; e.g. cause-effect, problem-solution, comparison, chronological (related to time), spatial (related to location or place) or simply a logical, easily followed train of thought
- may lead with reference to a specific person; the development will put that person into a broader context, then expand with information from other sources and a discussion of implications
- closes with a return to the original topic mentioned in the lead
- leads the reader toward acquiring an enlightened understanding or a new perspective, and/or taking action

Language

- is clear and crisp
- demonstrates precision in vocabulary, particularly with verbs and nouns
- has a strong voice
- often takes third-person perspective if the writer is not personally implicated in the subject
- may take first-person perspective when the writer is personally implicated in the subject and if it adds value and interest, particularly in an opinion article
- uses a consistent tone whether serious, humorous, authoritative, light, dark, dry, satirical, conversational, formal, philosophical or whimsical
- may quote people's spoken words as sources of information or to add "colour" and human interest, especially in a feature article
- demonstrates judicious and appropriate use of engaging devices such as puns, personification, alliteration, metaphor, onomatopoeia
- integrates a variety of sentence beginnings and sentence lengths
- may demonstrate judicious and appropriate use of questions and exclamations for effect
- uses active tense rather than passive
- may be descriptive, sophisticated and/or artistic

Using Rubrics to Evaluate Performance

Rubrics

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

Calibration

- Indicators are calibrated, that is, the descriptors are expressed in relative terms to show the essential differences between the levels of performance. The calibrated terms help to determine the level that best describes or establishes the student's work. This is often referred to as the "best fit" between the indicator and the work being evaluated.
- The rubrics are task-specific and describe five levels of performance for each criterion, from minimal to advanced.
- Rubrics guide both instruction and student performance. They provide details about the task and describe the possible range of performance levels for the task, while conveying information about expectations and goals. By using rubrics with students, teachers help students become knowledgeable about what they must do to demonstrate development of competency and to achieve success.

Evaluation Tools

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

Scoring

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

<div align="right">**APPENDIX V**</div>

Suggestions for Revision of the Written Production

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

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

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

Rubric for Scoring a Response to a Literary Text*

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

Score	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%

*N.B. This is a provisional rubric which is subject to change following the validation process in January 2022. Updated versions will be made available at that time.

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

	LEVEL 2 – PARTIAL		LEVEL 1 – MINIMAL
Profile	The reader demonstrates a limited understanding of the text through unsubstantiated interpretations and little explanation of ideas, with vague references to the text.		The reader demonstrates an inadequate understanding of the text based on irrelevant interpretations that are not supported with references to the text.
Indicators that support the profile	(The student response does not need to satisfy all the criteria.)		
	The reader's understanding of the meaning of the text is undeveloped and their interpretations consist mainly in retelling or summarizing the text. Their personal reactions are unexplored. Their opinion is unclear and unsupported. The reader mentions the codes and conventions of the text and shows little awareness of their impact on meaning. They make vague associations between the text and other issues, events and/or texts.		The reader's interpretation of the text is inaccurate and unfocused. Their opinion is confusing or missing. The reader makes little or no reference to the codes and conventions of the text. They make unrelated associations, if any, between the text and other issues, events and/or texts.
Score	**2+**	**2**	**1**
	55%	50%	35%

*N.B. This is a provisional rubric which is subject to change following the validation process in January 2022. Updated versions will be made available at that time.

Rubric for Scoring an Article for the Magazine*

	LEVEL 5 – ADVANCED			LEVEL 4 – THOROUGH			LEVEL 3 – ACCEPTABLE		
Profile	The writer demonstrates an extensive understanding of the task, its purpose and its intended audience, and exhibits significant control of the codes and conventions of an article.			The writer demonstrates a solid understanding of the task, its purpose and its intended audience, and exhibits strong control of the codes and conventions of an article.			The writer demonstrates an adequate understanding of the task, its purpose and its intended audience, and exhibits satisfactory control of the codes and conventions of an article.		
Organization of Ideas	The writer produces a perceptive article that is highly engaging and flows smoothly; the writing has insightful content with critical examination of themes, events, actions, people and/or aspects of life.			The writer produces an article that is focused and well structured; the writing has clear content with well-developed ideas about events, actions, people and/or experiences.			The writer produces an article that is suitable but formulaic; the writing has some relevant and/or general ideas about events, actions, people and/or experiences.		
Purpose, Audience and Voice	The writer's voice is compelling; discerning views and interpretations contribute to a memorable article; the purpose and audience are skilfully addressed; the article sustains the reader's interest throughout.			The writer's voice is convincing; distinctive views and interpretations support the development of a credible article; the purpose and audience are clearly addressed; the article engages the reader's interest.			The writer's voice is identifiable; views and interpretations support the development of an article; the purpose and audience are evident; the article holds the reader's interest inconsistently.		
Codes and Conventions	The writer critically selects elements to craft an authentic and credible article that sustains the reader's interest; the writer uses the techniques and devices of an article in a deliberate and sophisticated manner to enhance the writing.			The writer thoughtfully uses elements to structure an article that engages the reader; the writer uses the techniques and devices of an article in a thorough manner to develop the writing.			The writer's use of elements to present an article that interests the reader is evident but rudimentary; the writer uses the techniques and devices inconsistently.		
Score	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%

The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows:

- Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3- (60%).**
- This weighting should be applied after the article has been scored.

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

	LEVEL 2 – PARTIAL		LEVEL 1 – MINIMAL
Profile	The writer demonstrates a limited understanding of the task, its purpose and its intended audience, and exhibits a tenuous control of the codes and conventions of an article.		The writer demonstrates an inadequate understanding of the task, its purpose and its intended audience, and exhibits little or no control of the codes and conventions of an article.
Organization of Ideas	The writer retells events and/or restates ideas with little context to orient the reader; the content is vague and unfocused.		The writer produces an incomplete article with few or no ideas about the topic.
Purpose, Audience and Voice	The writer's voice is uncertain; the purpose and audience are suggested; the writing task is partially addressed; the article holds the reader's attention sporadically.		The writer's voice is indistinct or vague; the purpose, audience and writing task are not addressed; the needs of the reader are not addressed.
Codes and Conventions	The writer demonstrates ineffective control of the codes and conventions of an article; the writer inserts undeveloped and/or ineffective techniques or devices.		The writer demonstrates little or no awareness of the codes and conventions of an article.
Score	**2+**	**2**	**1**
	55%	50%	35%

The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows:

- Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3- (60%).**

- This weighting should be applied after the article has been scored.

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Rubric for Scoring Language Conventions*

	LEVEL 5 – ADVANCED	LEVEL 4 – THOROUGH	LEVEL 3 – ACCEPTABLE	LEVEL 2 – PARTIAL	LEVEL 1 – MINIMAL
Grammar and Syntax	Demonstrates superior control of grammar and syntax throughout the text; uses correct verb tenses and subject-verb agreement; uses run-on sentences and/or fragments appropriately for effect or emphasis; makes consistent, accurate use of plurals, verb forms, possessives, contractions and/or pronouns.	Demonstrates consistent control of grammar and syntax; minor errors may occur in verb tenses and/or subject-verb agreement; avoids inappropriate use of run-on sentences and fragments; makes infrequent errors in use of plurals, verb forms, possessives, contractions and/or pronouns.	Demonstrates adequate control of grammar and syntax; occasional errors may occur with verb tenses, subject-verb agreement, run-on sentences or fragments; some repetitive errors with plurals, verb forms, possessives, contractions and/or pronouns may occur.	Demonstrates tenuous control of grammar and syntax; errors with verb tenses, subject-verb agreement and sentence structure are frequent and affect meaning; errors with plurals, verb forms, possessives, contractions and/or pronouns are frequent and varied.	Demonstrates erratic control of grammar and syntax; errors are extensive, including verb tenses, subject-verb agreement, run-on sentences or fragments.
Paragraphs	Indicates paragraphs consistently and accurately; internal structure is effective; transitional words or phrases enhance meaning; skilfully crafts varied sentences showing stylistic control.	Indicates paragraphs regularly throughout, providing a well-developed text; internal structure includes transitional words or phrases that support meaning; sentence structures are varied to enhance the overall effect of the text.	Provides some indication of paragraphs with basic internal structure; occasional transitions assist in the progression of the text; sentence structures use repetitive patterns for the most part.	Uses paragraphs erratically and may include more than one main idea; internal structure is inconsistent and obscures the intended meaning; basic sentence structures are used throughout.	Indicates paragraphs rarely; progression of ideas is tentative and disorganized and obscures the meaning; uses simple sentence structures.
Spelling and Punctuation	Produces few and insignificant punctuation, spelling and/or capitalization errors, if any.	Produces noticeable but infrequent punctuation, spelling and/or capitalization errors.	Repeats similar punctuation, spelling and/or capitalization errors.	Makes frequent punctuation, spelling and/or capitalization errors of high-frequency words and words with basic spelling patterns.	Makes multiple and repeated punctuation, spelling and/or capitalization errors.
Usage	Demonstrates accurate and consistent word choice, including homonyms; vocabulary contributes to the coherence of the text; the reader is guided smoothly through the text.	Demonstrates obvious control of word choice, including homonyms; vocabulary is effective and meaning is clearly expressed; the text is unified.	Demonstrates acceptable control of word choice, including homonyms, although occasional errors occur; vocabulary is adequate and contributes to meaning; the meaning of the text is clear.	Demonstrates consistent problems with word choice; vocabulary is often inappropriate and obscures meaning.	Demonstrates serious and extensive problems with word choice; vocabulary problems are extensive and meaning is lost.

Score	5+	5	5-	4+	4	4-	3+	3	3-	2+	2	1
	100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	35%

The guidelines for scoring a student's performance of the writing task, with consideration for use of the written language conventions, are as follows:

- Consider the student's ability to apply the written language conventions, then determine in which of the five levels the student's performance best fits. If the use of written language conventions is scored at either Level 2 or Level 1, the overall score cannot be higher than **Level 3- (60%).**
- This weighting should be applied after the article has been scored.

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