

COMPULSORY EXAMINATION

Elementary Cycle Three

Appendix - June 2012

English Language Arts

Elementary 6

514-600



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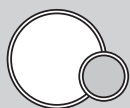
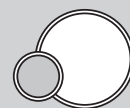


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RUBRICS



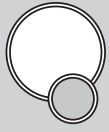
Rubric for Written Response

PROFILES	LEVEL 5 ADVANCED	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE
	The reader draws comprehensive meaning. He/she reflects on ideas presented in the text; insightful reasoning and perceptive connections enhance meaning. Ideas are justified with key references from the text.	The reader draws clear meaning. He/she considers the ideas presented in the text; sound reasoning and relevant connections deepen meaning. Ideas are supported with thoughtful references from the text.	The reader draws coherent meaning. He/she addresses the ideas presented in the text; logical connections and references from the text loosely support meaning.
Criteria			
MEANING	Examines the concepts/ideas in the text; makes inferences drawing on key ideas to support meaning. Integrates own understanding in light of the ideas in the text. Justifies ideas with insightful reasoning and references.	Explores the concepts/ideas in the text and attends to underlying ideas to support meaning. Offers own opinions in light of the ideas in the text. Justifies ideas with sound reasoning and thoughtful references.	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 by integrating own experiences and other sources; perceptively connects them to the ideas in the text, suggesting a worldview.	Extends meaning by drawing on own experiences and other sources; clearly connects them to the ideas in the text.	Supports meaning by associating own experiences; connects them to the text in a general way.
STRUCTURES AND FEATURES	Draws meaning from subtle cues; explains how the structures and features (author's craft) enhance meaning.	Makes assumptions from cues; relates how particular structures and features (author's craft) contribute to meaning.	Identifies structures and features (author's craft); observations are general and loosely support meaning.
JUDGMENT/ SYNTHESIS	Examines the effectiveness of the text. Offers a personal insight connected to new understandings that go beyond the text and apply to life in general.	Evaluates the text offering a personal opinion and draws perceptive conclusions.	Reacts to the text offering a logical judgment/opinion. Draws conclusions that are general in nature.
OVERALL SCORE	5+	4+	3+
	100%	88%	72%
	5	4	3
	93%	83%	67%
			60%
Determine the level that best describes the student's overall performance and assign the corresponding numeric (%) score.			



RUBRICS

(cont.)



Rubric for Written Response

PROFILES	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
	The reader draws a literal meaning. He/she offers random ideas from the text suggesting a rudimentary understanding; connections and references are ambiguous and unsupported for the most part.		
Criteria			
MEANING	Draws a literal meaning from the text; some ideas suggest a limited understanding. 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, 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.	
JUDGMENT/ SYNTHESIS	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.			

RUBRICS

Rubric for Narrative Writing

PROFILES	LEVEL 5 ADVANCED		LEVEL 4 THOROUGH		LEVEL 3 ACCEPTABLE	
	The writer demonstrates a complete understanding of the task, purpose and audience; clearly, the writer's intent is to entertain, engage and convince the reader through an exemplary piece of writing.		The writer demonstrates a clear understanding of the task, purpose and audience; the story entertains and holds the reader's attention through a well-thought-out and convincing piece of writing.		The writer demonstrates some understanding of the task, 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 an entertaining story. Carefully selected details enrich development and lend authenticity to the story, captivating and convincing the reader from beginning to end.		Establishes a clear connection between story elements and ideas; sustains a focus on unfolding events to create an interesting and convincing 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 a believable, if not convincing 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 entertains and 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 entertains and 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, at times entertaining, 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	4+	4	3+	3-
	100%	93%	88%	83%	72%	60%

Students must demonstrate sufficient control of written language conventions.

The guidelines for scoring a student's performance for the writing task 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 profiles. (Profile A, B or C) If the use of written language conventions best fits in **Profile C (Partial)**, it does not allow a score higher than a **Level 3+ (72%)** on the overall writing task. Determine the level that best describes the student's overall performance.



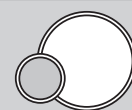
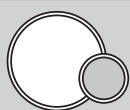
RUBRICS

(cont.)



Rubric for Narrative Writing

PROFILES	LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
	The writer demonstrates limited understanding of the task in general; the writing is underdeveloped and 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, unconvincing, 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.		Disregards the reader for the most part; the writer's voice is flat or absent.
STRUCTURES 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%
Students must demonstrate sufficient control of written language conventions. The guidelines for scoring a student's performance for the writing task 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 profiles. (Profile A, B or C) If the use of written language conventions best fits in Profile C (Partial), it does not allow a score higher than a Level 3+ (72%) on the overall writing task. Determine the level that best describes the student's overall performance.			



Profiles for 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 profiles. If the use of written language conventions best fits in **Profile C (Partial)**, it does not allow a score higher than a **Level 3+ (72%)** on the overall writing task.

PROFILE A: 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.

PROFILE B: 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, 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.

PROFILE C: 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.



APPRENDRE
BOUGER
LIRE
SAVOIR
PARTAGER
PERFORMER
RÉUSSIR
MARCHER
SAUTER
SE DÉPASSER
S'AMUSER
COURIR
JOUER
SAVOIR
PARTAGER
PERFORMER
RÉUSSIR
MARCHER
SAUTER
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