

Anglais langue seconde Voie B

Écriture - 3^e année

Please note : Level 1 (it should be verified that although the student's oral communication is at a B level, he or she may be writing at the Voie A level. If so, adjustments should be made to support learning to write at the A level as he or she transitions to Voie B in writing)

Échelle d'appréciation

Essentiels Elements	Level 1	Level 2	Level 3 (Expected)	Level 4
Ideas	<p>The student rarely attempts to use ideas, information or events related to a topic and has difficulty following models.</p> <p>He or she makes few attempts to reuse language in new contexts.</p>	<p>The student attempts to use limited ideas, information or events related to a topic correctly, and is usually able to follow models.</p> <p>The student occasionally attempts to reuse language in new contexts, though not always successfully.</p>	<p>The student generally demonstrates the ability to use ideas, information, or events related to a topic correctly and is able to follow models.</p> <p>The student attempts to reuse language in new contexts, though not always successfully.</p>	<p>The student demonstrates ability to use a variety of ideas, information, and events related to a topic, correctly following models.</p> <p>The student reuses language in new contexts.</p>
Word Choice	<p>The student rarely uses basic, familiar vocabulary to express ideas adequately.</p> <p>The student sporadically uses words in French.</p>	<p>The student uses basic, familiar vocabulary and common expressions to express ideas.</p>	<p>The student uses familiar vocabulary, common expressions and a variety of descriptive words (adjectives) to express ideas.</p>	<p>The student uses a broad range of vocabulary, expressions and descriptive words (adjectives) to express ideas.</p>
Sentence Structure	<p>The student makes few attempts to use a variety of short sentences.</p> <p>The student has little or no knowledge of where to</p>	<p>The student makes limited attempts to use a variety of short sentences.</p>	<p>The student generally uses a variety of short, simple sentences.</p> <p>The student attempts to use descriptive words</p>	<p>The student uses different short sentences following guided models.</p>

	use descriptive words (adjectives) in sentences.	The student has limited knowledge of where to use descriptive words (adjectives) in sentences.	(adjectives) in sentences though not always successfully.	The student is able to use a variety of descriptive words (adjectives) in a variety of sentences.
Conventions	<p>The student makes few or no attempts to use correct punctuation (period and question mark) and capitalization (beginning of the sentence and pronoun I).</p> <p>The student spells some familiar words correctly.</p> <p>The student makes limited attempts to use pronouns and adjectives.</p>	<p>The student makes limited attempts to use correct punctuation (period and question mark) and capitalization (beginning of the sentence and pronoun I).</p> <p>The student spells several familiar words correctly.</p> <p>The student attempts to use pronouns and adjectives.</p>	<p>The student uses correct punctuation (period and question mark) and capitalization (beginning of the sentence and pronoun I).</p> <p>The student spells majority of familiar words correctly.</p> <p>The student uses pronouns and adjectives.</p>	<p>The student uses correct punctuation (period and question mark) and may attempt dialogue or exclamation marks, and uses proper capitalization (beginning of the sentence and pronoun I) and attempts to use other styles not seen in the programme.</p> <p>The student spells familiar words correctly.</p> <p>The student uses pronouns and adjectives not seen in the programme.</p>