

Anglais intensif – 5e année
Écrire (RAG AI-6)

Échelle d’appréciation

	Outcome correlation	Level 1	Level 2	Level 3 (visé en fin d’année)	Level 4
Trait	RAS	The student <i>does not meet minimum programme expectations</i> in regards to fluency and accuracy. He/she...	The student who <i>meets minimum programme expectations</i> is able to produce a short, comprehensible text in English despite regular errors in fluency or accuracy; and...	The student who <i>meets programme expectations</i> is able to produce a developed, comprehensible text which is relatively accurate and fluent despite frequent gaps or errors; and...	The student who <i>easily meets programme expectations</i> is able to quite accurately and fluently convey meaning throughout a writing performance; and...
Ideas	6.1 6.2 6.3 6.4 5.7 3.2 2.6	<ul style="list-style-type: none"> ○ Attempts to include limited or few ideas. ○ Strays off topic. 	<ul style="list-style-type: none"> ○ Includes limited ideas or events related to a topic/subject (may have major gaps in information or details). 	<ul style="list-style-type: none"> ○ Includes a series of ideas/information /events related to the topic as well as details to begin to develop or expand on a topic (may have some gaps in information). ○ Demonstrates ability to reuse language in new contexts. 	<ul style="list-style-type: none"> ○ Includes a series of ideas/information/events and many details to make the text flow and easy to understand. ○ Maintains focus on the topic.
Organisation	6.3 6.4 6.7 6.8 1.2.7	<ul style="list-style-type: none"> ○ Presents ideas in an unorganized fashion making the writing difficult to follow. ○ Includes limited information. 	<ul style="list-style-type: none"> ○ Demonstrates one of the three concepts of a beginning, middle and ending in his/her writing. ○ Presents ideas loosely - generally in an unorganized paragraph. 	<ul style="list-style-type: none"> ○ Presents ideas, information or events in a sequence that may be followed relatively easily. ○ Uses a few linking words or phrases to connect ideas. ○ Demonstrates the three concepts of a beginning, middle and ending in his/her writing. ○ Presents ideas generally in one paragraph. ○ May attempt to use dialogue; use is generally inaccurate and may be difficult to follow. 	<ul style="list-style-type: none"> ○ Presents ideas, information or events in a logical sequence. ○ Uses linking words, expressions and/or phrases to connect ideas and create flow to the writing. ○ Includes a beginning, middle and ending. ○ Presents ideas in more than one paragraph. ○ May include dialogue, although not always accurately.

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Word Choice	6.1 6.2 3.2 3.6	<ul style="list-style-type: none"> Limits word choice to repetitive, high frequency vocabulary with little success and repetitive use. 	<ul style="list-style-type: none"> Demonstrates use of basic, familiar vocabulary to express ideas adequately. Sporadically uses the first language or invented words: using more than 10 words in French is not considered an English text. Uses a limited variety of verbs, and may use them redundantly. 	<ul style="list-style-type: none"> Demonstrates use of sufficient vocabulary, adjectives and verbs/action words to express ideas adequately. Reinvests words he/she frequently reads, hears or says in class. May use the occasional word in the L1 (French): up to 5 words is permitted. 	<ul style="list-style-type: none"> Demonstrates ability to use a variety of vocabulary, adjectives and verbs/action words to develop and enrich the topic. Reinvests words he/she frequently reads, hears or says in class and beyond.
Sentence Structure	6.2 6.7 5.3 3.6	<ul style="list-style-type: none"> Generally presents ideas in one long, run-on sentence or in two disjointed, repetitive sentences. 	<ul style="list-style-type: none"> Generally uses short, repetitive sentence structures. May attempt complex sentences with limited degrees of success. 	<ul style="list-style-type: none"> Generally uses short sentences with ease. May attempt complex sentences with varying degrees of success. Demonstrates risk-taking and may attempt to do something that is more sophisticated (although unsuccessful). 	<ul style="list-style-type: none"> Often uses compound and/or complex sentences. Demonstrates risk-taking in the creation of new sentences and ideas.

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Conventions	6.5 6.6 3.5	<ul style="list-style-type: none"> ○ Spelling and language use is invented, inconsistent or in some cases, unintelligible. Phonetic approximations may be attempted. 	<ul style="list-style-type: none"> ○ Makes limited attempts to use correct punctuation and capitalization. ○ Spells majority of familiar words correctly. ○ Will usually spell words using phonetic approximations. ○ Demonstrates limited understanding of subject-verb agreement and use. ○ Uses subject pronouns occasionally. 	<ul style="list-style-type: none"> ○ Generally uses correct punctuation and capitalization. ○ Spells majority of familiar words correctly. ○ May often spell difficult words using phonetic approximations. ○ Attempts to use pronouns and adjectives. ○ Attempts to use subject-verb agreement although not always accurate. ○ Attempts to use the past or future verb tenses, but use is not accurate. ○ Occasional misuse of subject pronouns. 	<ul style="list-style-type: none"> ○ Uses appropriate punctuation and capitalization and may attempt to use other styles not seen in the programme. ○ Spells familiar words correctly. ○ May spell complex or less familiar words using phonetic approximations. ○ Attempts to demonstrate some understanding of the concept of adjective or adverb placement. ○ Demonstrates an understanding of subject-verb agreement although use may not be consistent. ○ Uses past or future verb tenses but without total accuracy. ○ Uses subject pronouns with relative accuracy.