

Échelle d’appréciation

Essential elements	Level 1	Level 2	Level 3	Level 4
Ideas	<p>The student rarely uses proper form, style or content to communicate his or her ideas for specific audiences and purposes.</p> <p>The student rarely attempts to organize his or her ideas into paragraphs.</p> <p>The student has difficulty writing short stories that include characters and a series of events.</p>	<p>The student attempts to use proper form, style and appropriate content to communicate his or her ideas for specific audiences and purposes.</p> <p>The student organizes his or her ideas, stories and texts into paragraphs.</p> <p>The student attempts to write short stories that include characters and a series of events.</p>	<p>The student uses proper form, style and content to communicate his or her ideas for specific audiences and purposes.</p> <p>Ideas, texts and stories are well structured (paragraphs) and, for the most part, sequenced logically.</p> <p>The student is able to write short stories that include characters and a series of events.</p>	<p>The student independently uses a wide range of forms, styles, and content to communicate his or her ideas and writes intentionally for specific audiences and purposes.</p> <p>Ideas, texts and stories are well structured (paragraphs) and logically sequenced (flow).</p> <p>The student writes a variety of short stories that include characters and a series of events.</p>
Sentence Structure	<p>The student rarely writes a series of complete sentences on a familiar subject.</p> <p>The student attempts to use correct word order.</p>	<p>The student uses simple, short sentence structures to write about familiar subjects.</p> <p>The student generally uses correct word order.</p>	<p>The student uses a variety of complete short sentence structures to write about familiar subjects;</p> <p>The student occasionally attempts to use more</p>	<p>The student uses a variety of sentence structures and expressions to write about a variety of topics.</p> <p>The student generally uses complex or sophisticated</p>

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)**

			<p>complex sentence structures, with varying degrees of success.</p> <p>The student uses correct word order in a variety of sentences, although word order may be more challenging in longer sentences.</p>	<p>sentence structures successfully.</p> <p>The student uses correct word order.</p>
Word Choice	The student rarely uses proper vocabulary and expressions.	The student sometimes uses proper vocabulary and expressions.	The student generally uses proper vocabulary and expressions.	The student writes using proper vocabulary and expressions.
<p>Conventions</p> <ul style="list-style-type: none"> - Coordinating conjunctions (but, and, if, so, or, ...) - Verbs (present, past, future, imperative) - 5W (who, how, how much, why, when, where) and the words that follow (can, be, do, have, etc.) - Familiar words, spelling, Capitalization, Punctuation. 	The student rarely attempts to use appropriate conventions.	<p>The student attempts to use appropriate, basic conventions in order to convey his or her message.</p> <p>Accuracy may fluctuate between partial and complete.</p>	<p>The student generally uses appropriate, basic conventions to convey his or her message.</p> <p>Accuracy may fluctuate between partial and complete depending on the complexity of the conventions, style, genre, etc., attempted.</p>	<p>The student uses a variety of appropriate, basic conventions to convey his or her message.</p> <p>While mostly accurate, accuracy may fluctuate depending on the complexity of the conventions, style, genre, etc. attempted.</p>

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