

Anglais langue seconde Voie A
Écriture – 6^e année

Échelle d'appréciation

Essential elements	Level 1	Level 2	Level 3 (expected)	Level 4
Ideas (Content)	<ul style="list-style-type: none"> - The main idea is not evident. - Student attempts to include limited or few ideas in the text. - Information is not pertinent or too much information is missing. 	<ul style="list-style-type: none"> - The main idea is not always clear. - Student's ideas are at times sporadically placed within the text. - Some information is not pertinent and/or some information is missing. 	<ul style="list-style-type: none"> - The main idea is clear and easy to follow. - Student is able to communicate ideas for a specific audience or purpose. - Information is pertinent. 	<ul style="list-style-type: none"> - Student presents a series of related ideas and stays on topic. - Student easily communicates for a specific audience and purpose. - Information is pertinent and engages the reader.
Word Choice (Vocabulary)	<ul style="list-style-type: none"> - Student uses very basic, repetitive and/or incorrect words. - Numerous words in the L1 (i.e., in French) are used to communicate ideas and is no longer considered an English text. 	<ul style="list-style-type: none"> - Student has some difficulty using familiar words, verbs and adjectives, with some errors in using his or her own word choice. - Sporadically uses the first language or invented words. - Uses a limited number of verbs or words and may use them repeatedly. 	<ul style="list-style-type: none"> - Student uses a variety of familiar words, verbs and adjectives accurately. - The occasional French word (or from another language) may be used to support communication. 	<ul style="list-style-type: none"> - In addition to appropriately using familiar words, verbs and adjectives, student attempts to use more sophisticated words such as adverbs. - No L1 (i.e., French) is used, except in the case of a proper noun.
Sentence Structure (Punctuation)	<ul style="list-style-type: none"> - The text is difficult to understand as it is usually limited to one or two run-on sentences or a limited number of incomplete sentences. - Word order is frequently not used logically in the sentence. 	<ul style="list-style-type: none"> - Most simple sentences are complete (few run-on or fragmented sentences) but sentence structure is repetitive. - Student has difficulty placing words in the correct order, but the sentence can still be understood. - Ideas are presented in a loosely structured paragraph or in a series of sentences. 	<ul style="list-style-type: none"> - Student writes a variety of complete simple sentences. - Student almost always places words in the correct order within sentences. - Student attempts to organize ideas in a structured paragraph. 	<ul style="list-style-type: none"> - Student writes a variety of complete sentences and attempts to convey meaning through more complex, sophisticated sentence structures, though not always accurately. - Student places words in the correct order. - Student logically organizes ideas into paragraphs.
Conventions* (see below)	<ul style="list-style-type: none"> - Student rarely implements correct conventions. 	<ul style="list-style-type: none"> - Student has difficulty using basic conventions seen in class; however, the message can still be understood. 	<ul style="list-style-type: none"> - Student generally attempts to use the appropriate conventions; phonetic approximations for difficult words or basic errors in subject-verb agreements, for example, do not hinder understanding. 	<ul style="list-style-type: none"> - Student accurately uses most simple conventions seen in class, and spells frequently used words accurately. - Student may run into difficulty attempting to use complex vocabulary and/or complex/compound sentence patterns.

* **Convention examples that may have been instructed in class**, such as – using connecting words such as *- and, but, or, because -*; familiar verb tenses in the present, past, future; common question words *- who, what, where, when, why, how, how much, how many*; spelling of familiar words; capitalization of familiar proper nouns and the subject pronoun *I*; regular plurals; familiar prepositions *- in, on, under, etc.*