

# Anglais langue seconde Voie B

## Écriture – 6<sup>e</sup> année

### Échelle d'appréciation

Éléments essentiels	Niveau 1	Niveau 2	Niveau 3 (visé à la fin d'année)	Niveau 4
<b>Ideas</b> (Clarity, focus, details, development and originality)	<ul style="list-style-type: none"> <li>- The student has difficulty communicating ideas clearly.</li> <li>- The student uses simple vocabulary and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- The student communicates ideas with clarity and detail, although some information may be superfluous or missing.</li> <li>- The student uses appropriate vocabulary and expressions, but details are limited.</li> </ul>	<ul style="list-style-type: none"> <li>- The student is able to write about a variety of topics and address specific audiences.</li> <li>- The student communicates clear, detailed ideas that engage the reader through well-developed content and word choice.</li> </ul>	<ul style="list-style-type: none"> <li>- The student is able to write about a wide range of topics using a variety of personalized forms and styles.</li> <li>- The student uses rich and vivid vocabulary and expressions to communicate detailed ideas to a variety of readers.</li> </ul>
<b>Organization</b> (sequence, strategy and structure)	<ul style="list-style-type: none"> <li>- The student presents ideas that are loosely structured.</li> <li>- Paragraphs may be improperly organized and/or ideas may be presented in run-on sentences.</li> <li>- The student may randomly transition from one idea to the next; the conclusion is usually missing.</li> </ul>	<ul style="list-style-type: none"> <li>- The student structures ideas logically, but may use simple sentence forms or the occasional run-on sentence.</li> <li>- The student organizes ideas into simple paragraphs.</li> <li>- Transitions from one paragraph to another are occasionally awkward; an appropriate conclusion may be lacking.</li> </ul>	<ul style="list-style-type: none"> <li>- The student structures ideas logically and transitions easily from one idea to the next.</li> <li>- A variety of sentence forms are used.</li> <li>- Paragraphs are well-developed; successful sequencing leads to an appropriate conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses a variety of transitions from one idea or paragraph to the next.</li> <li>- A variety of stylistic sentence forms are used.</li> <li>- Paragraphs are well structured, logically sequenced, and the conclusion keeps the reader engaged.</li> </ul>
<b>Conventions</b> (grammar, punctuation, spelling and syntax)	<ul style="list-style-type: none"> <li>- The student rarely attempts to use basic conventions to convey ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- The student attempts to use appropriate, basic conventions to convey basic ideas and messages.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses a variety of appropriate, basic conventions to convey ideas and messages.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses a variety of stylistic conventions to convey ideas and messages.</li> <li>- Consistently uses proper grammar, capitalization and</li> </ul>

<p>**Conventions and notions are evaluated according to grade level content. **</p>	<p>- Few attempts are made to revise texts or check spelling, grammar and/or punctuation.</p>	<p>- Attempts are made to use proper grammar, capitalization and punctuation.</p> <p>- Spelling errors occasionally interfere with understanding.</p>	<p>- Grammar, capitalization and punctuation are used correctly; occasional errors do not interfere with meaning;</p> <p>- Spelling errors do not interfere with understanding.</p>	<p>punctuation; errors, if any, are infrequent.</p> <p>- Spelling errors, if any, are relatively few.</p>
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**\*\* for example** : simple and compound sentences. Capitalization-I, beginning of sentence, proper names. Final punctuation, comma items in a series. Plural of words. Subject and verb agreement in sentence.