

Anglais langue seconde – Voie A
Écriture – 7^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. - Very few ideas are presented in the text. - Most information is not pertinent or too much information is missing. 	<ul style="list-style-type: none"> - The main idea is not always clear. - The student's ideas are not always logically sequenced. - Some ideas or information are not pertinent to the topic and/or some information is missing. 	<ul style="list-style-type: none"> - The main idea is clear and easy to follow. - The student is able to communicate ideas for a specific audience or purpose. - Ideas and information are pertinent. 	<ul style="list-style-type: none"> - The student presents a series of well-developed ideas related to the main idea and stays on topic. - The student communicates intentionally for a specific audience and purpose. - Information is pertinent and engages the reader.
Word Choice (Vocabulary)	<ul style="list-style-type: none"> - The student uses very basic, repetitive and/or incorrect words. - Numerous words in the L1 (i.e., French) are used to communicate ideas and is no longer considered an English text. 	<ul style="list-style-type: none"> - The student has some difficulty using basic familiar words, verbs and adjectives; some errors in using his or her word selection leads to misunderstanding. - Occasionally uses words from the first language or invented words. 	<ul style="list-style-type: none"> - The student appropriately uses familiar words, verbs, adjectives and expressions. - No words, or very few words, from the first language are used to convey meaning. 	<ul style="list-style-type: none"> - In addition to appropriately using familiar phrases, words, verbs and adjectives, the student takes risks and uses a broader vocabulary not necessarily seen in class.
Sentence Structure (Punctuation, word order, etc.)	<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 incorrect. 	<ul style="list-style-type: none"> - Most simple sentences are short but complete. - The student has difficulty placing words in the correct order - Simple sentence structures are used repeatedly. - Ideas may be loosely presented in one long paragraph or in a series of disconnected sentences. 	<ul style="list-style-type: none"> - The student writes a variety of complete, simple sentences. - The student usually places words in the correct order. - The student organizes ideas logically and uses paragraphs. 	<ul style="list-style-type: none"> - The student writes a variety of complete sentences and attempts to convey meaning using more complex and sophisticated sentence structures, although not always accurately. - The student uses paragraphs to logically convey meaning and engage the reader.

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Conventions *	- Student rarely uses the right conventions.	- Student has difficulty using basic conventions seen in class; however, the message can still be understood.	- Student generally uses appropriate conventions seen in class; occasional phonetic approximations for difficult words and/or occasional basic errors do not hinder understanding.	- Student accurately uses conventions seen in class. - Student takes risks with more complex language (although not always accurately).

* **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*; commonly-used adjectives & adverbs, etc.