

Anglais langue seconde Voie B

Écriture – 7^e année

Échelle d'appréciation

Éléments essentiels	Niveau 1	Niveau 2	Niveau 3 (visé à la fin d'année)	Niveau 4
Ideas (Clarity, focus, details, development and originality)	<ul style="list-style-type: none"> - The student has difficulty communicating ideas. - Basic details and examples are frequently missing. - The student makes few attempts to vary word choice or use proper expressions. 	<ul style="list-style-type: none"> - The student uses simple forms and styles to communicate ideas. - Supporting details and examples are limited. - Attempts are made to use a range of vocabulary and expressions. 	<ul style="list-style-type: none"> - The student uses a variety of forms and styles to communicate ideas on diverse topics. - Supporting details and examples enrich the text and are sequenced logically. - The student uses a wide range of vocabulary and expressions. 	<ul style="list-style-type: none"> - The student uses a variety of personalized forms and styles to communicate ideas on diverse topics. - Supporting details and examples enrich the text, contribute to the flow and engage the reader. - The student uses rich and vivid vocabulary and expressions.
Organization (sequence, strategy and structure)	<ul style="list-style-type: none"> - The student makes few attempts to organize ideas into paragraphs; ideas may be presented in run-on sentences. - The student may randomly transition from one idea to the next; the conclusion is usually missing. 	<ul style="list-style-type: none"> - The student presents ideas logically and organizes texts into paragraphs; run-on sentences are sometimes used to express ideas. - Transitions from one paragraph to another are occasionally awkward; an appropriate conclusion may be lacking. 	<ul style="list-style-type: none"> - The student structures ideas logically and transitions easily from one paragraph to the next. - Paragraphs are well-developed and complete; successful sequencing leads to an appropriate conclusion. 	<ul style="list-style-type: none"> - The student uses a variety of transitions from one idea or paragraph to the next. - Paragraphs are well-structured and logically sequenced and the conclusion keeps the reader engaged.
Conventions (grammar, punctuation, spelling and syntax) **Conventions and notions are corrected according to grade level content. **	<ul style="list-style-type: none"> - The student rarely attempts to use basic conventions, such as basic grammar, word order, a variety of sentence structures, capitalization, subject-verb agreement, spelling or appropriate punctuation. 	<ul style="list-style-type: none"> - The student attempts to use appropriate, basic conventions, such as proper grammar, word order, a variety of sentence structures, capitalization, subject-verb agreement, spelling or punctuation. 	<ul style="list-style-type: none"> - As a general rule, the student is able to use proper grammar, word order, a variety of sentence structures, capitalization, subject-verb agreement, spelling, appropriate punctuation, etc. 	<ul style="list-style-type: none"> - The student uses a variety of conventions such as proper grammar, word order, a variety of sentence structures, capitalization, subject-verb agreement, spelling, appropriate punctuation, etc.

****** Simple and compound sentences, Capitalization-I, beginning of sentence, proper names and nouns. End punctuation, comma items in a series, introductory clause, etc. Plural of words (regular and irregular). Subject and verb agreement in paragraphs. Uses possessive form appropriately, etc. Adjective and adverb placement, etc.