Anglais langue seconde Voie A
Écriture – 8e année

Essential elements	Level 1	Level 2	Level 3 (expected)	Level 4
Ideas	- 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.	- The main ideas usually evident. - Student's ideas can be at times sporadically placed within the text. - Some information or ideas are not pertinent to the topic and/or some information is missing.	-The main idea is clear and easy to follow. - Student is able to communicate ideas for a specific audience or purpose. -Ideas and information are pertinent.	- Student presents a series of well-developed ideas related to the main idea and stays on topic. - Student communicates intentionally for a specific audience and purpose. - Information is pertinent and engages the reader.
Word Choice	- 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.	- Student has some difficulty using the appropriate words and expressions, though the message can still be understood. - Occasionally uses words from the first language or invented words.	- Student appropriately uses choice words, verbs, adjectives and familiar expressions. - No words, or very few words, from the first language are used to convey meaning.	- 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	The text is difficult to understand as it is usually limited to run-on sentences or a series of incomplete sentences. - Word order frequently leads to misunderstanding.	- Most sentences are complete (few run-on or fragmented sentences). - Student sometimes has difficulty placing words in the correct order, but the sentence can still be understood. - Ideas may be loosely presented in one long paragraph or in a series of disconnected sentences.	- Student writes a variety of complete sentences. - Student places words in the correct order. - Student organizes ideas logically and uses paragraphs.	- Student writes a variety of complete sentences and conveys meaning using more complex and sophisticated sentence structures, although not always accurately. - Student uses paragraphs to logically convey meaning and engage the reader.
Conventions *	- Student rarely uses the right conventions.	- Student has difficulty using conventions seen in class; however, the message can still be understood.	- Student 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).

* (Coordinating conjunctions (and, but, etc.), verb tense (present, past, future, imperative), 5W (who, what, etc.), capitalization, plurals, prepositions (in, on, under, etc.), spelling)