

# Anglais langue seconde Voie B

## Écriture – 8<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)	- 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.	- 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.	- 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.	- 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.
<b>Organization</b> (sequence, strategy and structure)	- 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.	- 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.	- 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.	- 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.
<b>Conventions</b> (grammar, punctuation, spelling and syntax)  **Conventions and notions are corrected according to grade level content.	- 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.	- 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.	- 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.	- 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, compound, complex sentences. Capitalization-I, beginning of sentence, proper names, nouns and start of stories. End punctuation, comma items in a series, introductory clause, proper uses of colon and semi-colon, properly punctuate dialogue. Plural of words. Subject and verb agreement in entire text. Always uses possessive form appropriately. Adjective and adverb placement used correctly.