

## C2 REINVESTS UNDERSTANDING OF TEXTS

Criteria	Information Clarifying the Criteria	A Exceeds requirements of task(s) 20 marks	B Clearly meets requirements of task(s) 16 marks	C Meets minimal requirements of task(s) 12 marks	D Falls short of minimal requirements of task(s) 8 marks	E Clearly falls short of minimal requirements of task(s) 4 marks
Evidence of understanding of texts through the response process /20	<ul style="list-style-type: none"> <li>Preparation for listening to, reading or viewing texts*</li> <li>Individual construction of meaning*</li> <li>Negotiation of meaning with others*</li> <li>Adjustment of understanding*</li> <li>Demonstration of understanding of texts</li> </ul>	<p>Demonstrates understanding of overall meaning of text and of <b>all</b> of the key elements of texts.</p> <p><b>Always</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to <b>many aspects</b> of the text.</p> <p>Shares <b>many</b> appropriate thoughts, feelings and opinions about texts.</p> <p><b>Perseveres</b> in trying to understand texts.</p>	<p>Demonstrates understanding of overall meaning of text and of <b>most</b> of the key elements of texts.</p> <p><b>Often</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to <b>some aspects</b> of the text.</p> <p>Shares <b>some</b> appropriate thoughts, feelings and opinions about texts.</p> <p><b>Makes a lot of effort</b> in trying to understand texts.</p>	<p>Demonstrates <b>some</b> understanding of overall meaning of text and of <b>some</b> of the key elements of texts.</p> <p><b>Sometimes</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to <b>one or two aspects</b> of the text.</p> <p>Shares <b>few</b> appropriate thoughts, feelings and opinions about texts.</p> <p><b>Makes some effort</b> in trying to understand texts.</p>	<p>Demonstrates <b>limited</b> understanding of overall meaning of text and of <b>few</b> of the key elements of texts.</p> <p><b>Rarely</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes <b>inappropriate</b> personal links to the text.</p> <p>Shares <b>inappropriate</b> thoughts, feelings and opinions about texts.</p> <p><b>Makes limited effort</b> in trying to understand texts.</p>	<p>Demonstrates <b>no evidence of</b> understanding of overall meaning of text and of <b>very few if any</b> of the key elements of texts.</p> <p><b>Never</b> supports answers / arguments / opinions with direct links to texts.</p> <p><b>Does not</b> make any links to any of the text.</p> <p><b>Does not</b> share thoughts, feelings and opinions about texts.</p> <p><b>Makes no effort</b> in trying to understand texts.</p>
Use of knowledge from texts in a reinvestment task /20	<ul style="list-style-type: none"> <li>Selection of information/ideas and language from the texts, relevant to task</li> <li>Coherence of organization of selected information/ideas</li> <li>Combination of information/ideas and language selected in texts with own ideas and personal language repertoire</li> <li>Use of text components/text features (ex: headline)</li> <li>Accurate use of information drawn from texts</li> </ul>	<p><b>Always</b> selects the information from texts relevant to task.</p> <p><b>Always</b> reuses information <b>accurately</b> combined with own ideas.</p> <p><b>Always</b> organizes information coherently using proper text components/features</p> <p><b>Always</b> reuses language from texts <b>accurately</b>.</p>	<p><b>Frequently</b> selects the information from texts relevant to task.</p> <p><b>Most of the time</b> reuses information <b>accurately</b> combined with own ideas.</p> <p><b>Most of the time</b>, organizes information coherently using proper text components/features</p> <p>Reuses language from texts <b>accurately most of the time</b></p>	<p>Selects <b>some</b> of the information from texts relevant to task.</p> <p>Reuses <b>some</b> information <b>sometimes</b> combined with own ideas.</p> <p><b>Sometimes</b>, organizes information coherently using proper text components/features.</p> <p><b>Sometimes</b> reuses language from texts <b>accurately</b>.</p>	<p><b>Rarely</b> selects the information from texts relevant to task.</p> <p>Reuses <b>some</b> information <b>but it is rarely</b> combined with own ideas.</p> <p><b>Rarely</b> organizes information coherently even if proper text components/features are present.</p> <p><b>Rarely</b> reuses language from texts <b>accurately</b>.</p>	<p><b>Never</b> reuses information from texts relevant to task.</p> <p><b>Never</b> combine information used to own ideas.</p> <p><b>Does not</b> organize information coherently. Proper text components/features are missing.</p> <p><b>Does not</b> reuse language from texts <b>accurately</b>.</p>
Use of strategies and resources* (Cycle One)	Use of strategies and resources to: - construct meaning of texts - plan and carry out a reinvestment task	<b>Manages</b> strategies <b>autonomously</b> . Uses provided resources <b>autonomously</b> and efficiently.	Uses <b>targeted</b> strategies <b>autonomously</b> . Uses provided resources <b>autonomously and efficiently</b> , <b>sometimes with support</b> .	Uses <b>targeted</b> strategies <b>with support from peers and the teacher</b> . Uses provided resources <b>with support</b> .	Rarely uses <b>targeted</b> strategies. Rarely uses provided resources.	Never uses <b>targeted</b> strategies. Never uses provided resources.

Final result: /40

## C3 WRITES AND PRODUCES TEXTS

Criteria	Information Clarifying the Criteria	A Exceeds requirements of task(s) 20 marks	B Clearly meets requirements of task(s) 16 marks	C Meets minimal requirements of task(s) 12 marks	D Falls short of minimal requirements of task(s) 8 marks	E Clearly falls short of minimal requirements of task(s) 4 marks
Content of the message /20	<ul style="list-style-type: none"> <li>Pertinence of message/text in light of:               <ul style="list-style-type: none"> <li>topic</li> <li>purpose</li> <li>audience</li> </ul> </li> <li>Coherence of message/text</li> <li>Organization of ideas</li> <li>Development of ideas and viewpoints</li> </ul>	<p>Writes or produces texts that correspond to <b>all</b> of the requirements of the task by always taking the topic, purpose and audience into consideration.</p> <p>Text is <b>always</b> coherent and ideas are well-organized.</p> <p>Content is <b>rich</b>; ideas <b>developed with elaboration and detail</b>.</p>	<p>Writes or produces texts that correspond to <b>most</b> of the requirements of the task in terms of taking the topic, purpose and audience into consideration.</p> <p>Text is <b>generally</b> coherent and ideas generally well-organized.</p> <p>Content is <b>appropriate</b>; ideas <b>adequately developed</b> with some elaboration and detail.</p>	<p>Writes or produces texts that correspond to <b>some</b> of the requirements of the task, in terms of taking the topic, purpose and audience into consideration.</p> <p>Text may <b>lack some</b> coherence but an organizational structure is present.</p> <p>Content is <b>somewhat adequate</b> and mostly appropriate; basic ideas expressed but sometimes without <b>elaboration</b> or detail.</p>	<p>Writes or produces texts that correspond to <b>few</b> of the requirements of the task (goes off topic, lacks purpose, and/or rarely takes audience into consideration).</p> <p>Text coherence and/or organizational structure is considerably lacking, requiring interpretation.</p> <p>Content is <b>frequently undeveloped</b> and/or <b>somewhat repetitive</b>.</p>	<p>Writes or produces texts that correspond to <b>very few or none</b> of the requirements of the task (topic, purpose, audience).</p> <p>Little or no coherence or organization.</p> <p>Content is <b>undeveloped</b> and <b>repetitive</b>.</p>
Formulation of the message /20	<ul style="list-style-type: none"> <li>Accuracy of targeted or familiar language repertoire (Core programs)</li> <li>Clarity of message</li> <li>Use of text components/text features appropriate to text form</li> </ul>	<p><b>Consistently</b> uses language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses <b>extensive</b> vocabulary.</p> <p>Message is <b>always</b> clear however errors may be present considered normal for the level of development.</p> <p>Text incorporates <b>all</b> components/features appropriate to text form.</p>	<p><b>Generally</b> uses language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses <b>appropriate</b> vocabulary.</p> <p>Message is <b>generally</b> clear however errors may be present considered normal for the level of development.</p> <p>Text incorporates <b>most</b> components/features appropriate to text form.</p>	<p><b>Some irregularities</b> in the use of language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses <b>adequate</b> vocabulary; <b>some words usage irregularities</b>.</p> <p>Message is <b>sometimes unclear and sometimes needs some attention in order to be understood</b>.</p> <p>Enough text components/features are presents for the purpose of the task and need some interpretation in order to be understood.</p>	<p><b>Rarely</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses <b>functional vocabulary only</b>.</p> <p>The message is <b>often unclear</b> and requires significant interpretation.</p> <p>The use of text components/features is inappropriate or insufficient for the purpose of the task.</p>	<p><b>Rarely</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses <b>limited</b> vocabulary.</p> <p>The message consistently unclear and despite particular attention message is not understood.</p> <p>No text components/features are used or are inappropriate for the purpose of the task.</p>
Use of strategies and resources* (Cycle One)	<ul style="list-style-type: none"> <li>Use of strategies and resources to:               <ul style="list-style-type: none"> <li>prepare to write a text</li> <li>write the draft, revise and edit the text</li> </ul> </li> </ul>	<p><b>Manages</b> strategies <b>autonomously</b>. Uses provided resources <b>autonomously</b>.</p>	<p>Uses <b>targeted</b> strategies <b>autonomously</b>. Uses provided resources <b>autonomously and sometimes with support</b>.</p>	<p>Uses <b>targeted</b> strategies <b>with support from peers and the teacher</b>. Uses provided resources <b>with support</b>.</p>	<p><b>Rarely</b> uses <b>targeted</b> strategies. <b>Rarely</b> uses provided resources.</p>	<p><b>Never</b> uses <b>targeted</b> strategies. <b>Never</b> uses provided resources</p>

Final result: /40