

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

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">Pertinence of message/text in light of:<ul style="list-style-type: none">topicpurposeaudienceCoherence of message/textOrganization of ideasDevelopment of ideas and viewpoints	<p>Writes or produces texts that correspond to all of the requirements of the task by always taking the topic, purpose and audience into consideration.</p> <p>Text is always coherent and ideas are well-organized.</p> <p>Content is rich; ideas developed with elaboration and detail.</p>	<p>Writes or produces texts that correspond to most of the requirements of the task in terms of taking the topic, purpose and audience into consideration.</p> <p>Text is generally coherent and ideas generally well-organized.</p> <p>Content is appropriate; ideas adequately developed with some elaboration and detail.</p>	<p>Writes or produces texts that correspond to some of the requirements of the task, in terms of taking the topic, purpose and audience into consideration.</p> <p>Text may lack some coherence but an organizational structure is present.</p> <p>Content is somewhat adequate and mostly appropriate; basic ideas expressed but sometimes without elaboration or detail.</p>	<p>Writes or produces texts that correspond to few 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 frequently undeveloped and/or somewhat repetitive.</p>	<p>Writes or produces texts that correspond to very few or none of the requirements of the task (topic, purpose, audience).</p> <p>Little or no coherence or organization.</p> <p>Content is undeveloped and repetitive.</p>
Formulation of the message /20	<ul style="list-style-type: none">Accuracy of targeted or familiar language repertoire (Core programs)Clarity of messageUse of text components/text features appropriate to text form	<p>Consistently uses language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses extensive vocabulary.</p> <p>Message is always clear however errors may be present considered normal for the level of development.</p> <p>Text incorporates all components/features appropriate to text form.</p>	<p>Generally uses language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses appropriate vocabulary.</p> <p>Message is generally clear however errors may be present considered normal for the level of development.</p> <p>Text incorporates most components/features appropriate to text form.</p>	<p>Some irregularities in the use of language convention targeted or familiar (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses adequate vocabulary; some words usage irregularities.</p> <p>Message is sometimes unclear and sometimes needs some attention in order to be understood.</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>Rarely uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses functional vocabulary only.</p> <p>The message is often unclear and requires significant interpretation.</p> <p>The use of text components/features is inappropriate or insufficient for the purpose of the task.</p>	<p>Rarely uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p> <p>Uses limited 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">Use of strategies and resources to:<ul style="list-style-type: none">prepare to write a textwrite the draft, revise and edit the text	<p>Manages strategies autonomously. Uses provided resources autonomously.</p>	<p>Uses targeted strategies autonomously. Uses provided resources autonomously and sometimes with support.</p>	<p>Uses targeted strategies with support from peers and the teacher. Uses provided resources with support.</p>	<p>Rarely uses targeted strategies. Rarely uses provided resources.</p>	<p>Never uses targeted strategies. Never uses provided resources</p>

Final result: /40