



Elementary Cycle Two Rubric — C3

Inclusive description. (e.g. If does B, is able to do C)

C3: TO WRITE TEXTS	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	<i>(Very effective & always effective)</i>	<i>(Effective most of the time)</i>	<i>(Somewhat effective some of the time)</i>	<i>(Rarely effective)</i>	<i>(Ineffective)</i>
<u>Application of targeted language conventions</u> <ul style="list-style-type: none"> Use of grammar targeted for tasks (word order, plurals, etc.) Use of punctuation targeted for tasks Spelling words from provided models & available resources Capitalization 	Writes short, complete sentences using simple language. Checks the grammar, spelling and/or punctuation targeted for the task and corrects some language errors, using the resources provided.	Selects and combines words, expressions and ideas to personalize texts. Checks the grammar, spelling and punctuation targeted for the task and corrects some language errors using resources.	Correctly copies words from explicit models. Applies most language conventions targeted for tasks with support.	Repeatedly uses the same sentence structures found in models. Applies some of the language conventions targeted for tasks with support from the teacher.	Copies some familiar words correctly. Uses capitals and periods inconsistently. Spells phonetically and reverts to French to fill in for unknown words.
<u>Characteristics of written texts</u> <ul style="list-style-type: none"> is on topic includes all task's requirements is well structured takes the intended purpose and audience into account is creative 	Writes texts that have a logical sequence, often surpassing task requirements. Writes a personalized text that is creative and goes beyond ideas discussed or presented in models.	Write texts that meet all task requirements and are easy to understand.	Writes short texts that are on topic and follows instructions with support. Personalizes writing to some extent through the choice of words and expressions taken from resources.	Chooses words that are similar to mother tongue to write texts.	Writes texts that meet a few task requirements. Randomly chooses sentences or words from models, which lack coherence within the text. Uses vocabulary and expressions from mother tongue or the same words repeatedly throughout texts.
<u>Use of learning strategies*</u> <ul style="list-style-type: none"> Use of strategies to prepare to write a text Use of strategies to compose and revise text 	Provides support to peers when needed. Frequently uses appropriate strategies during the writing process.	Refers to a plan during the writing process. Uses available resources, when needed. Asks for support.	Refers to a checklist or outline when reminded.	Requires support from teacher to write and complete short texts.	Requires continuous teacher guidance to write and complete short texts.

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.