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| **Competency 1****Evaluation Criteria** | **Participation in oral interaction** | **Content of the message** | **Articulation of the message** | **Use of strategiesand resources\*****(Feedback only)** |
|  **Information**   **clarifying the criteria****Student Names** | Use of English at all times | Contribution throughout interaction | Reaction to what others say | Pertinence of the message | Coherence of message | Development of ideas and viewpoints | Building on what others say | Language Fluency | Accuracy of the message | Intelligibility of the message | Use of idiomatic language(Enriched programs only) | Use of strategies\* | Use of resources\* |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 12. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 20. |  |  |  |  |  |  |  |  |  |  |  |  |  |

Interacts Orally in English

 Secondary Cycle One

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Secondary Cycle One

Interacts Orally in English

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| **Competency 1****Evaluation Criteria** | **Participation in oral interaction** | **Content of the message** | **Articulation of the message** | **Use of strategiesand resources\*****(Feedback only)** |
|  **Information**   **clarifying the criteria****Student Names** | Use of English at all times | Contribution throughout interaction | Reaction to what others say | Pertinence of the message | Coherence of message | Development of ideas and viewpoints | Building on what others say | Language Fluency | Accuracy of the message | Intelligibility of the message | Use of idiomatic language (Enriched programs only) | Use of strategies\* | Use of resources\* |
| 21. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 22. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Cycle Two

Interacts Orally in English

Interacts Orally in English

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| **Competency 1****Evaluation Criteria** | **Participation in oral interaction** | **Content of the message** | **Articulation of the message** | **Management of strategiesand resources\*** |
|  **Information**   **clarifying the criteria****Student Names** | Use of English at all times | Contribution throughout interaction | Reaction to what others say | Pertinence of the message | Coherence of message | Development of ideas and viewpoints | Building on what others say | Language Fluency | Accuracy of the message | Intelligibility of the message | Use of idiomatic language | Management of strategies\* | Management of resources\* |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Secondary Cycle Two

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interacts Orally in English

Interacts Orally in English

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| **Competency 1****Evaluation Criteria** | **Participation in oral interaction** | **Content of the message** | **Articulation of the message** | **Management of strategiesand resources\*****(Feedback only)** |
|  **Information**   **clarifying the criteria****Student Names** | Use of English at all times | Contribution throughout interaction | Reaction to what others say | Pertinence of the message | Coherence of message | Development of ideas and viewpoints | Building on what others say | Language Fluency | Accuracy of the message | Intelligibility of the message | Use of idiomatic language | Management of strategies\* | Management of resources\* |
| 21. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 22. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Secondary Cycle One

Reinvests Understanding of Texts

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| **Competency 2****Evaluation Criteria** | **Evidence of understanding of texts through the response process** | **Use of knowledge from texts in a reinvestment task** | **Use of strategiesand resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Preparation for listening to, reading or viewing texts\***(Feedback only)** | Individual construction of meaning\***(Feedback only)** | Negotiation of meaning with others\***(Feedback only)** | Adjustment of understanding\***(Feedback only)** | Demonstration of understanding of texts | **Selection** of information/ideas and language from the texts, relevant to task | Coherence of **organization** of selected information/ideas | Combination of information/ideas and language selected in texts with own ideas and language (**adaptation**) | Use of text components | Accurate use of information drawn from texts | Use of strategies\* | Use of resources\* |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |
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GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Secondary Cycle One

Reinvests Understanding of Texts

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| --- | --- | --- | --- |
| **Competency 2****Evaluation Criteria** | **Evidence of understanding of texts through the response process** | **Use of knowledge from texts in a reinvestment task** | **Use of strategiesand resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Preparation for listening to, reading or viewing texts\***(Feedback only)** | Individual construction of meaning\***(Feedback only)** | Negotiation of meaning with others\***(Feedback only)** | Adjustment of understanding\***(Feedback only)** | Demonstration of understanding of texts | **Selection** of information/ideas and language from the texts, relevant to task | Coherence of **organization** of selected information/ideas | Combination of information/ideas and language selected in texts with own ideas and language (**adaptation**) | Use of text components | Accurate use of information drawn from texts | Use of strategies\* | Use of resources\* |
| 21. |  |  |  |  |  |  |  |  |  |  |  |  |
| 22. |  |  |  |  |  |  |  |  |  |  |  |  |
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*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Secondary Cycle Two

Reinvests Understanding of Texts

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| **Competency 2****Evaluation Criteria** | **Evidence of understanding of texts through the response process** | **Use of knowledge from texts in a reinvestment task** | **Management of strategiesand resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Preparation for listening to, reading or viewing texts\***(Feedback only)** | Individual construction of meaning\***(Feedback only)** | Negotiation of meaning with others\***(Feedback only)** | Adjustment of understanding\***(Feedback only)** | Demonstration of understanding of texts | **Selection** of information/ideas and language from the texts, relevant to task | Coherence of **organization** of selected information/ideas | Combination of information/ideas and language selected in texts with own ideas and language (**adaptation**) | Use of text components | Accurate use of information drawn from texts | Management of strategies\* | Management of resources\* |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |
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*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reinvests Understanding of Texts

 Secondary Cycle Two

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| **Competency 2****Evaluation Criteria** | **Evidence of understanding of texts through the response process** | **Use of knowledge from texts in a reinvestment task** | **Management of strategiesand resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Preparation for listening to, reading or viewing texts\***(Feedback only)** | Individual construction of meaning\***(Feedback only)** | Negotiation of meaning with others\***(Feedback only)** | Adjustment of understanding\***(Feedback only)** | Demonstration of understanding of texts | **Selection** of information/ideas and language from the texts, relevant to task | Coherence of **organization** of selected information/ideas | Combination of information/ideas and language selected in texts with own ideas and language (**adaptation**) | Use of text components | Accurate use of information drawn from texts | Management of strategies\* | Management of resources\* |
| 21. |  |  |  |  |  |  |  |  |  |  |  |  |
| 22. |  |  |  |  |  |  |  |  |  |  |  |  |
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🟏 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 car

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writes and Produces Texts

 Secondary Cycle One

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| **Competency 3****Evaluation Criteria** | **Participation in the writing and production processes\*****(Feedback only)** | **Content of the message** | **Formulation of the message** | **Use of strategies and resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Use of the writing and production processes\***(Feedback only)** | Cooperation with others\***(Feedback only)** | Giving and receiving feedback\***(Feedback only)** | Pertinence of message/text in light of: topic purpose audience | Coherence of message/text | Organization of ideas | Development of ideas and viewpoints | -Accuracy of targeted or familiar language rep-ertoire (**core** **programs**)-Accuracy of language repertoire (**enriched** **programs**) | Clarity of message | Use of text components appropriate to text form | Use of elements of style (e.g. voice, varied structures and vocabulary)(**enriched** **programs** only) | Use of strategies\* | Use of resources\* |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Secondary Cycle One

Writes and Produces Texts

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| **Competency 3****Evaluation Criteria** | **Participation in the writing and production processes\*****(Feedback only)** | **Content of the message** | **Formulation of the message** | **Use of strategies and resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Use of the writing and production processes\***(Feedback only)** | Cooperation with others\***(Feedback only)** | Giving and receiving feedback\***(Feedback only)** | Pertinence of message/text in light of: topic purpose audience | Coherence of message/text | Organization of ideas | Development of ideas and viewpoints | -Accuracy of targeted or familiar language rep-ertoire (**core** **programs**)-Accuracy of language repertoire (**enriched** **programs**) | Clarity of message | Use of text components appropriate to text form | Use of elements of style (e.g. voice, varied structures and vocabulary)(**enriched** **programs** only) | Use of strategies\* | Use of resources\* |
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*🟏 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.*

GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writes and Produces Texts

 Secondary Cycle Two

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| **Competency 3****Evaluation Criteria** | **Participation in the writing and production processes\*****(Feedback only)** | **Content of the message** | **Formulation of the message** | **Management of strategies and resources\*****(Feedback only)** |
|  **Information  clarifying the criteria****Student Names** | Use of the writing and production processes\***(Feedback only)** | Cooperation with others\***(Feedback only)** | Giving and receiving feedback\***(Feedback only)** | Pertinence of message/text in light of: topic purpose audience | Coherence of message/text | Organization of ideas | Development of ideas and viewpoints | -Accuracy of targeted or familiar language rep-ertoire (**core** **programs**)-Accuracy of language repertoire (**enriched** **programs**) | Clarity of message | Use of text components appropriate to text form | Use of elements of style (e.g. voice, varied structures and vocabulary)(**enriched** **programs** only) | Management of strategies\* | Management of resources\* |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Writes and Produces Texts

 Secondary Cycle Two

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| **Competency 3****Evaluation Criteria** | **Participation in the writing and production processes\*****(Feedback only)** | **Content of the message** | **Formulation of the message** | **Management of strategies and resources\*****(Feedback only)** |
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