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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 1**  **Evaluation Criteria** | **Participation in oral interaction** | | | **Content of the message** | | | | **Articulation of the message** | | | | **Use of strategies and 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 10. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 18. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 strategies and 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 27. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 31. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 32. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 33. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 34. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 35. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 36. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 37. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 38. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 39. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40. |  |  |  |  |  |  |  |  |  |  |  |  |  |

*🟏 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 strategies and 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 18. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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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 strategies and 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 26. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 32. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 33. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 34. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 35. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 36. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 37. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 38. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 39. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40. |  |  |  |  |  |  |  |  |  |  |  |  |  |

*🟏 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 strategies and 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. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  | |  |  |  |  |  |  |  |
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| 8. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  | |  |  |  |  |  |  |  |
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| 16. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 17. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 18. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  | |  |  |  |  |  |  |  |
| 20. |  |  |  |  |  | |  |  |  |  |  |  |  |

*🟏 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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 2**  **Evaluation Criteria** | **Evidence of understanding of texts  through the response process** | | | | | **Use of knowledge from texts in a reinvestment task** | | | | | | **Use of strategies and 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. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 25. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 26. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 27. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 28. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 29. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 30. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 31. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 32. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 33. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 34. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 35. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 36. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 37. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 38. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 39 |  |  |  |  |  | |  |  |  |  |  |  |  |
| 40. |  |  |  |  |  | |  |  |  |  |  |  |  |

*🟏 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 strategies and 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. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 13. |  |  |  |  |  | |  |  |  |  |  |  |  |
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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 strategies and 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. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  | |  |  |  |  |  |  |  |
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| 27. |  |  |  |  |  | |  |  |  |  |  |  |  |
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| 29. |  |  |  |  |  | |  |  |  |  |  |  |  |
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| 31. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 32. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 33. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 34. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 35. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 36. |  |  |  |  |  | |  |  |  |  |  |  |  |
| 37. |  |  |  |  |  | |  |  |  |  |  |  |  |
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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. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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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\* |
| 19. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 31. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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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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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\* |
| 19. |  |  |  |  |  |  |  |  |  |  |  |  |  |
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