**Competency 2 – *Reinvests Understanding of Texts***

Teacher Version

**Secondary III, IV and V Enriched ESL Program**

Task:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation criterion: Use of knowledge from texts in a reinvestment task** | **Task Requirements** | **Ay+** | **Ay** | **B+** | **B** | **C+** | **C** | **D+** | **D** | **E** |
| Select relevant information/ideas from the texts provided.  **AND**  Develop and shape the information/ideas into an original,1 coherent text that is tailored2 to the purpose and target audience. | The student provides the target audience with a **sophisticated text.**  Lapses3, if any, are very few and have no impact on the overall effectiveness of the text. | | The student provides the target audience with a **solid text.**  Lapses are few and have only a minor impact on the overall effectiveness of the text. | | The student provides the target audience with an **acceptable text.**  Lapses have a moderate impact on the overall effectiveness of the text. | | The student’s text leaves the target audience **confused or ill-informed.**  Lapses have a significant impact on the overall effectiveness of the text. | | The text is incomplete.  OR  The text presents little content drawn from the texts provided.  OR  The text shows poor understanding of the texts provided or the task requirements.  OR  The text is mostly irrelevant to the task. |
| The text displays **all or most** of the following: | | The text displays **all or most** of the following: | | The text displays **all or more** of the following: | | The text displays **all or more** of the following: | |
| * accurate content * content that is relevant and sometimes insightful4 | | * accurate content * content that is relevant and satisfactory | | * minor inaccuracies * some content that is irrelevant * some content that is repetitive or too general * information/ideas that are slightly misleading or contradictory | | * significant inaccuracies * much content that is irrelevant * much content that is repetitive or too general * information/ideas that are seriously misleading or contradictory | |
| * content that is focused (i.e. clearly developed in light of the purpose and target audience) * content that is skillfully shaped | | * content that is focused * content that is adequately shaped | | * some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) | | * content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) | |
| * content that is not copied verbatim or patchwritten5 | | * content that is not copied verbatim or patchwritten5 | | * a very small amount of content that is copied verbatim or patchwritten5 | | * some content that is copied verbatim or patchwritten5 | |
| **50** | **46** | **43** | **40** | **35** | **30** | **27** | **22** | **15** |

1 In this context, *original* means to adapt the information/ideas to the task, therefore not copying it/them verbatim or patchwriting from the texts provided.

2 *Tailor* means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

3 A lapse is a slip or deviation from the expected standard.

4 *Insightful content* shows a deep understanding of the source texts that goes beyond the obvious.

5 Using phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one’s own writing.

Reference: Based on *Competency 2 Rubric, Reinvests understanding of texts – Secondary III, IV and V Core and Enriched ESL Programs, MEES.*

**Competency 3 – *Writes and Produces Texts* Rubric**

Teacher Version

**Secondary III, IV and V Enriched ESL Program**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation criterion: Formulation of the message** | **Ay+** | **Ay** | **B+** | **B** | **C+** | **C** | **D+** | **D** | **E** |
| **Text form**  The required text components used to structure the text should include:  (Include qualitative text components appropriate to the text form)   * text component 1 * text component 2 * text component 3 | All the required text components are in place, are appropriate and effectively enhance the fluidity of the text. | | All the required text components are in place and are appropriate to organize the structure of the text. | | One required text component is missing or lacks appropriate structure. | | More than one required text component is missing or is poorly structured. | | Missing or unsuitable text components make the article confusing.  OR  The text does not correspond to the required text form.  OR  The text shows no visible structure. |
| **5** | | **4** | | **3** | | **2** | | **0** |
| **Language repertoire**  Accuracy of vocabulary, mechanics1 and grammatical structures.  Clarity of the message. | Some errors may be present but do not impede readability2 or understanding. | | Some errors may impede readability2 but not understanding. | | Errors andor awkward structures **sometimes** impede readability2 and understanding, but text is understood with some interpretation. | | Errors andor awkward structures repeatedly impede readability2 andor understanding. Text is understood with a significant degree of interpretation. | | Very little of the text can be understood even after rereading.  OR  Most passages are copied from the source texts. |
| **15** | **14** | **13** | **11** | **10** | **9** | **8** | **6** | **0-5** |
| **Language repertoire**  Use idiomatic language3 | Language is idiomatic. | | Language is mostly idiomatic. | | Language is sometimes idiomatic. | | Language is rarely idiomatic. | | Language is not idiomatic. |
| **5** | | **4** | | **3** | | **2** | | **0** |

1 Mechanics refers to capitalization, punctuation and spelling.

2 Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop his or her reading to figure out what the student meant or reread a passage in order to understand it.

3  Idiomatic language refers to expressions and sentence structures that are typical of the English language, e.g. use of gerund, tag endings, phrasal verbs. It goes beyond inserting a few expressions in the text.

Note: This generic C3 rubric evaluates only “Formulation of the message” and is generally combined with a C2 rubric for evaluation of C2-C3 task. For a C3 task only, a rubric that contains both “Content of the message” and “Formulation of the message” should be used.