

**Competency 2 Rubric,¹ Reinvests understanding of texts
Secondary III, IV and V,² Core and Enriched ESL Programs**

TASK: _____

TASK REQUIREMENTS		A+	A	B+	B	C+	C	D+	D	E					
Evaluation criterion: Use of knowledge from texts in a reinvestment task	Select relevant information/ideas from the texts provided. AND Develop and shape the information/ideas into an original, ³ coherent text that is tailored ⁴ to the purpose and target audience.	The student provides the target audience with a sophisticated text. Lapses,⁵ if any, are very few and have no impact on the overall effectiveness of the text. The text displays all or most of the following: <ul style="list-style-type: none"> accurate content content that is relevant and sometimes insightful content that is focused (i.e. clearly developed in light of the purpose and target audience) content that is skilfully shaped content that is not copied verbatim or patchwritten⁶ 	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 text displays all or most of the following: <ul style="list-style-type: none"> accurate content content that is relevant and satisfactory content that is focused content that is adequately shaped content that is not copied verbatim or patchwritten 	The student provides the target audience with an acceptable text. Lapses have a moderate impact on the overall effectiveness of the text. The text displays one or more of the following: <ul style="list-style-type: none"> minor inaccuracies some content that is irrelevant some content that is repetitive or too general information/ideas that are slightly misleading or contradictory some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) a very small amount of content that is copied verbatim or patchwritten 	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 displays one or more of the following: <ul style="list-style-type: none"> 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, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) some content that is copied verbatim or patchwritten 	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.	50	46	43	40	35	30	27	22	15

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¹ This generic rubric may be used with most reinvestment tasks for Secondary III, IV and V students in the Core and Enriched ESL programs. The reinvestment task given to students determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc.

² To mark the Secondary V Enriched ESL uniform examination, teachers must use the official examination rubric, which has significant differences as it is a task-specific rubric.

³ 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.

⁴ *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.

⁵ A lapse is a slip or deviation from the expected standard.

⁶ 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.