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

**Secondary I and II Core ESL Program**

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| **Content of the Message** | **Task Requirements** | **A** | | **A** | | **B+** | | **B** | | **C+** | **C** | **D+** | **D** | **E** |
| Develop and shape ideas into a coherent text that is tailored1 to the topic, purpose and target audience.  The text is pertinent, well-developed and well-organized. | The student provides the  target audience with a **solid text** that **clearly** answers the question. | | | | The student provides the  target audience with a **solid text** that answers the question. | | | | The student provides the  target audience with an **acceptable text** that partially answers the question. | | The student’s text leaves the target audience **confused or ill-informed** anddoes answer the question clearly. | | The text is incomplete.  OR  The text shows poor understanding of the task requirements.  OR  The text is mostly irrelevant to the task. |
| The text displays **all** of the following: | | | | The text displays **most** of the following: | | | | The text displays **all or some** of the following: | | The text displays **all or some** of the following: | |
| * content is accurate and relevant **(pertinence)** * content that is focused (i.e. clearly developed in light of the purpose and target audience) **(development)** * content that is well-organized and flows **(organization)** | | | | * content is accurate and relevant * content that is focused (i.e. clearly developed in light of the purpose and target audience) * content that is well-organized and flows | | | | * some content is inaccurate and/or is irrelevant * content that is partially focused (i.e. developed in light of the purpose and target audience) * some content is unevenly developed (e.g. lack of focus, listing of ideas, insufficient information) and does not flow * some content is repetitive  or too general | | * much content is inaccurate and irrelevant * content, for the most part,  is poorly developed (e.g. lack of focus, listing of ideas, insufficient information) * much content is repetitive  or too general | |
| **25** | | **23** | | **22** | | **20** | | **18** | **15** | **13** | **11** | **8** |
| **Formulation of the Message** | **Text form**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The required **text components** structure the text:   * text component 1 * text component 2 * text component 3 | | All required text components are included, are appropriate and effectively enhance the fluidity of the text. | | | | All the required text components are included and are appropriate to organize the structure of the text. | | | One required text components is missing or lacks appropriate structure. | | More than one required text component is missing or text is poorly structured. | | Missing or unsuitable text components make the text confusing.  **OR** The text does not correspond to the required text form.  **OR** The text shows no visible structure. |
| **10** | | | | **8** | | | **6** | | **4** | | **0-2** |
| **Language repertoire**  Accuracy of vocabulary, mechanics2 and grammatical structures and clarity of the message. | | Some errors may be present but do not impede readability3 or understanding. | | | | Some errors may impede readability2 but not understanding. | | | Errors and/or awkward structures **sometimes** impede readability2 and understand-ding. Text is understood with some interpretation. | | Errors and/or awkward structures repeatedly impede readability2 and/or  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** |

1 *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.

2 Mechanics refers to capitalization, punctuation and spelling.

3 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.

Inspired by the *Competency 2 Rubric, Reinvests understanding of texts – Secondary III, IV and V Core and Enriched ESL Programs, MÉES and Competency 3 rubric, secondary 5 uniform examination, Evaluation MÉES.* ***Working Document***