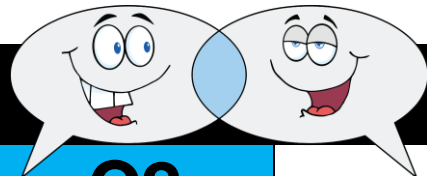


Generic C2 Rubric – Beginning of Year – Grade 6

35%

| C2 | Observable elements | A | B | C | D | E |
|---|--|---|--|--|--|--|
| Evidence of understanding of texts | Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language (FL) and words drawn from the texts. | Shows/shares an excellent understanding using lots of FL and many words/expressions from texts. | Shows/shares an understanding using FL and words/expressions from texts. | Shows/shares some understanding using basic FL, words/expressions from texts. | Shows/shares little understanding using little FL and a few words /expressions from texts. | Shows/shares poor understanding using FL, words/expressions from texts, inappropriately OR using only a few words from texts. |
| Use of knowledge from texts in a reinvestment task | Uses texts and available resources as sources of inspiration to express feelings, ideas, interests, opinions, etc. | Effectively and autonomously uses texts and resources. | Uses texts and resources autonomously. | Uses texts and resources with teacher support. | Uses texts and resource when guided by the teacher. | Does not use texts and resources. |
| | Selects and organizes information and ideas taken from texts and available resources. | Effectively, and with ease, selects and organizes information/ideas from texts/ resources. | Effectively selects and organizes information/ideas from texts/ resources. | Selects and organizes some information/ideas from texts/ resources with teacher support. | Selects and organizes some information/ideas from texts/ resources when guided by the teacher. | The student's text does not contain information/ideas from texts/ resources. OR The student's text is mostly copied from the texts read. |
| Use of strategies (for feedback only) | Uses contextual cues to construct meaning. | Effectively uses cues from a variety of texts. | Uses cues from a variety of texts. | Uses cues from a variety of texts with teacher support. | Uses cues from a variety of texts when guided by the teacher. | Does not use cues from a variety of texts to construct meaning. |
| | Applies learning strategies | Effectively applies newly-modelled strategies. | Applies newly-modelled strategies. | Applies newly-modelled strategies with teacher support. | Applies newly-modelled strategies when guided by the teacher. | Applies newly-modelled strategies when closely guided by the teacher. |



Generic C2 Rubric – End of Year – Grade 6

35%

| C2 | Observable elements | A | B | C | D | E |
|--|---|---|--|--|---|--|
| Evidence of understanding of texts | Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language and words drawn from the texts. | Identifies and thoroughly describes most or all key elements. Shows/shares a thorough understanding of overall meaning. | Identifies and briefly describes many key elements. Shows/shares solid understanding of overall meaning. | Identifies and briefly describes some key elements. Shows/shares basic understanding of overall meaning. | Identifies and briefly describes a few key elements. Shows/shares little understanding of overall meaning. | Has difficulty identifying/describing key elements and shows/shares misunderstanding of overall meaning. |
| Use of knowledge from texts in a reinvestment task | Selects, organizes and summarizes information, develops ideas and expands on his or her range of words and expressions using texts and available resources. | Effectively, and with ease, selects, organizes and summarizes information/ ideas/language from texts/resources. | Effectively selects, organizes and summarizes information/ ideas/language from texts/ resources. | Selects, organizes and summarizes some information/ideas/language from texts/resources with teacher support. | Selects, organizes and summarizes some information/ideas/language from texts/ resources when guided by the teacher. | The student's text does not contain information/ideas/language from texts/ resources. OR The student's text is mostly copied from the texts/resources. |
| Use of strategies (for feedback only) | Uses contextual cues to construct meaning. | Consistently and autonomously uses cues. | Frequently and autonomously uses cues. | Autonomously uses some cues. | Inconsistently uses cues. | Very limited use of cues OR Does not use cues. |
| | Applies strategies. | Effectively applies appropriate strategies practised during both cycles. | Applies appropriate strategies practised during both cycles. | Sometimes applies appropriate strategies practised during both cycles. | Applies some appropriate strategies practised during both cycles with teacher support. | Applies some appropriate strategies practised during both cycles when guided by the teacher. |