

# Elementary Cycle Three Generic<sup>1</sup> Evaluation Tool for Competency 3, *To write texts*

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

For marks and feedback purposes		For feedback purposes + = good job   - = to work on		
Evaluation criteria: Characteristics of the written text and Application of targeted language conventions	<b>› Comprehension of the text by an anglophone</b> 10 The text is easily understood despite errors, if any. 8 The text is understood with <b>some</b> interpretation. 6 The text is understood with <b>considerable</b> interpretation. One or two sentences may not be understood. 4 Parts of the text are not understood despite interpretation.	→	<b>Content</b> + - clarity + - detail + - flow + - paragraphing + - pertinence + - other: _____	<b>Form</b> + - articles + - capitalization and/or punctuation + - prepositions + - pronouns / possessive adjectives / possessive forms + - sentence structure (e.g. word order) + - singular/plural + - spelling + - verbs (e.g. tense, agreement) + - vocabulary + - other: _____
	<b>› Introduction or introductory sentence</b> 1 Effective 0 Ineffective 0 Missing	→	+ appropriate + catchy + original + useful + other: _____	- does not make sense - inappropriate or not pertinent to the task or context - incomplete - unclear - other: _____
	<b>› Body of the text</b> 3 Effective 2 Mostly effective 1 Mostly ineffective 0 Ineffective	→	+ accurate + complete (all necessary information) + easy to follow + pertinent + well developed + well organized + other: _____	- essential information missing - inaccuracies - insufficient detail or development - lack of logic - lack of organization - poor paragraphing - repetition - some content that does not make sense, is confusing or is not understood - some content that is inappropriate or not pertinent to the task - task requirements missing - other: _____
	<b>› Conclusion or closing</b> 1 Effective 0 Ineffective 0 Missing	→	+ appropriate + original + useful + other: _____	- does not make sense - inappropriate or not pertinent to the task or context - incomplete - repetitive - unclear - other: _____
	<b>› Adaptation of the text to purpose and audience (task)</b> 5 Entirely 3 Mostly 1 Somewhat 0 Not at all	→	+ well-selected content + well-adapted content + well-selected language + other: _____	- some inappropriate content - some poorly adapted content - some inappropriate language - other: _____
	<b>Total mark for Competency 3</b>		<b>/20</b>	

## Special cases

If you are unable to fairly evaluate the text using the tool, select one of the following descriptors and allot 6/20.

- Most or all of the text cannot be understood, despite interpretation.
- The text is incomplete or too short.
- The text is off task.

## Main challenges

<sup>1</sup> If this evaluation tool is used along with a Competency 2 tool, do not evaluate "Body of the text" or "Adaptation of the text to purpose and audience," in order to avoid an overlap in evaluation, as these two elements will be addressed in the Competency 2 tool.

## Using the Evaluation Tool

This generic evaluation tool is suitable for most writing tasks. It may be used with Elementary 5 or 6 students. You may adjust the level of difficulty through task choice, design, requirements and expectations.

This tool was designed for two purposes:

- 1) to allow teachers to collect marks on students' writing skills for the report card
- 2) to help teachers support student learning by providing specific feedback

The left-hand column is used to assess the texts and provide marks. In the right-hand column, you may provide specific feedback that will allow students to have a better idea of what they are doing well (+ sign) and what they still need to work on (– sign), and enable you to base your assessment on observable elements.

For each section of the evaluation tool, first determine which descriptor best represents the student's text, and circle the corresponding mark. Next, in the right-hand column, circle the elements that were particularly strong and those that were the most problematic. The goal is to identify which elements stood out and which should be tended to, not to catch each mistake or weakness. Finally, add up the marks in the left-hand column to obtain the final result for the task.

## Notes on the Descriptors

### › *Comprehension of the text by an anglophone*

You must read the text in its entirety as if you were an anglophone with little or no knowledge of French or the task.

**Easily understood** – You do not have to infer to understand the text.

**Despite errors, if any** – Errors, if any, do not affect the comprehension of the text.

**Some interpretation** – You must infer to understand parts of the text but most of the text requires no interpretation.

**Considerable interpretation** – You must make a substantial effort to understand several parts, or a significant portion of, the text.

**Parts of the text are not understood despite interpretation** – Even though you try to infer meaning, part of the text remains unclear.

### › *Introduction or introductory sentence*

Depending on the form of text that students are required to write, the introduction may simply consist of an introductory sentence (e.g. *I'm writing to propose a new activity for the school* or *Once upon a time there lived a little girl*).

Do not use this section (and adjust the total marks) if:

- the text does not call for any introduction or introductory sentence (e.g. poster)
- students merely reproduce an introduction from a model provided to them

## › **Body of the text**

No matter what form of text students are required to write, the body of the text must meet certain requirements: the content must be relevant to the task and sufficiently developed; ideas must be clear and grouped in a logical manner so the reader can easily follow them; information must be accurate, etc. To determine the degree of effectiveness, refer to the task and the set requirements. Refer to the sidebar if the task involves Competency 2.

### **Note about integrated tasks**

If the task that students carry out involves Competency 2, *To reinvest understanding of written and oral texts*, two sections of the tool will not be used in order to avoid an overlap in evaluation: “Body of the text” and “Purpose and audience.” These sections will be addressed in the Competency 2 tool.

## › **Conclusion or closing**

Depending on the form of text that students are required to write, the conclusion may simply consist of a brief sentence that appropriately brings the text to a close (e.g. *I hope this information will be useful* or *They lived happily ever after*).

Do not use this section (and adjust the total marks) if:

- the text does not call for any conclusion or closing (e.g. poster)
- students merely reproduce a conclusion or a closing from a model provided to them

## › **Adaptation of the text to purpose and audience**

All texts are written for a purpose and a target audience. The purpose can be basic (e.g. to remind someone of an upcoming event) or more complex (e.g. to convince someone to do something). The target audience can be a single person, a group or the public at large.

You can determine whether or not a text was written in light of the purpose and audience by asking yourself a few questions. For example:

- Does the text accomplish what it was supposed to accomplish? For example, if the student was meant to explain a concept, was the concept explained well so that the reader will easily understand?
- Is the language used appropriate to the purpose and audience? For example, are words too technical for the target audience? Is slang used in a formal text?
- Is necessary background provided (if applicable)? For example, does the audience need to know certain facts about the topic to understand the text?
- Is there too much irrelevant or extraneous information, thus confusing the reader?
- Is information detailed enough for the audience to understand? For example, if a decision is presented in the text, is it explained? Are opinions supported?
- Is the information too specialized or technical for the reader, hindering his or her comprehension?
- Is the information organized in a way that the reader can easily follow and understand?