

Rubric for Reading/Writing (continued)

Categories	Criteria (expectation links)	Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> inquiry skills (e.g., formulating questions, planning, selecting strategies and resources, analyzing, interpreting and assessing information; forming conclusions) 	<p>The student...</p> <ul style="list-style-type: none"> demonstrates critical thinking skills by identifying issues and values in reading selections, locating and analyzing root causes, and expressing their views. (R5) 	<p>The student...</p> <ul style="list-style-type: none"> applies few of the skills involved in an inquiry process. 	<p>The student...</p> <ul style="list-style-type: none"> applies some of the skills involved in an inquiry process. 	<p>The student...</p> <ul style="list-style-type: none"> applies most of the skills involved in an inquiry process. 	<p>The student...</p> <ul style="list-style-type: none"> applies all or almost all of the skills involved in an inquiry process.
<p>Communication</p> <ul style="list-style-type: none"> communication of information and ideas use of language 	<p>The student...</p> <ul style="list-style-type: none"> writes clearly and effectively to express ideas and opinions in short written texts. (OEW1) creates short written texts in structured and open-ended situations. (OEW2) uses language effectively to convey meaning. (W5) 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with limited clarity. uses language with limited accuracy and effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with some clarity. uses language with some accuracy and effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with considerable clarity. uses language with considerable accuracy and effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with a high degree of clarity. uses language with a high degree of accuracy and effectiveness.

Rubric for Reading/Writing (continued)

Categories	Criteria (expectation links)	Level 1	Level 2	Level 3	Level 4
<p>Application</p> <ul style="list-style-type: none"> • application of knowledge and skills in familiar contexts • use of the language in new contexts • making connections (e.g., between personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school) 	<p>The student...</p> <ul style="list-style-type: none"> • correctly uses specified language structures and vocabulary in familiar contexts. (W5, 7) • recognizes and uses appropriate language structures in new contexts with accuracy. (R7) • determines the meaning of unfamiliar words and idiomatic expressions from context. (R9) • makes connections throughout their responses that go beyond scope of required material. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary with numerous errors. • recognizes and uses appropriate language structures in new contexts with limited accuracy. • makes connections with limited effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary with some errors. • recognizes and uses appropriate language structures in new contexts with some accuracy. • makes connections with moderate effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary with occasional errors. • recognizes and uses appropriate language structures in new contexts with considerable accuracy. • makes connections with considerable effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> uses specified language structures and vocabulary with few or no errors. • recognizes and uses appropriate language structures with a high degree of accuracy. • makes connections with a high degree of effectiveness. • makes connections with a high degree of effectiveness.

Note:
This rubric is recommended for the evaluation of reading comprehension activities which require students to produce short written texts in response to the reading, e.g., *Compréhension, Partie B* of the *Cahier*.

Comments/Next Steps:

Custom this rubric on our Web site at www.pearsoned.ca/school/fsl