

Analysis **must** deal with prescribed angle, not general topic or guiding question from the Preparation Booklet.

Verify accuracy of information using the *Guide de correction*.

Verify in the *Guide de correction* that content has not been copied or patchwritten from research materials.

Determine which descriptor best fits the student's performance. Where the rubric allows it, add a "+" beside the letter grade (e.g. B+) if the student's performance demonstrates elements of the higher descriptor without quite reaching it.

The only marks that may be allotted for a given level are those indicated in the rubric. No other marks may be allotted.

¹ Use the rubrics even if the student's text is not a feature article. The student will likely be penalized in the tailoring of the content (as the information/ideas will probably not be developed and shaped in light of the prescribed purpose and audience), and in the use of required text components and language register.

² *Tailoring* means developing and shaping the information/ideas drawn from the research materials provided in order to achieve the purpose, i.e. to provide the target audience with a critical overview of the topic from the prescribed angle.

³ In this context, *original* means the student adapts the information/ideas to the task, therefore not copying it/them verbatim or patchwriting from research materials.

⁴ Text components must be more than simply present; they must be purposeful and be an asset to the article. Inappropriate or poorly used text components weigh down or detract from the article, often misleading or confusing readers. For example, a headline that reflects the prescribed angle of the article AND is catchy enhances the article. However, a headline that is too general or that indicates an angle other than the one prescribed does not enhance the article and can be puzzling. An image that is useful will enhance the article, while one that is merely decorative will not.

⁵ Mechanics include capitalization, punctuation and spelling.

⁶ Readability is impeded when the reader has to slow down but does not have to stop reading. Understanding is impeded when the reader has to either stop reading to figure out what the student meant or reread a passage in order to understand it.

⁷ Idiomatic language refers to language and sentence structures that are typical of the English language, e.g. use of gerunds, tag endings, phrasal verbs. It goes beyond inserting a few expressions into the text.

In an issues-and-trends feature article, examine _____.										
	Task Requirements ¹	A+	A	B+	B	C+	C	D+	D	E
Rubric for Competency 2, <i>Reinvests understanding of texts</i> Evaluation criterion: Use of knowledge from texts in a reinvestment task	Analysis of the topic from the prescribed angle AND Tailoring² of the content to the purpose and the target audience Select relevant information/ideas from the research materials provided (print and audio). AND Develop and shape the selected information/ideas into an original, ³ coherent feature article that provides the target audience with a critical overview of the topic from the prescribed angle .	The analysis provides the target audience with a sophisticated overview of the topic from the prescribed angle. Lapses, if any, are very few and have no impact on the overall effectiveness of the article. Analysis displays all or most of the following: <ul style="list-style-type: none">accurate contentcontent that is relevant to prescribed angle and is sometimes insightfulcontent that is developed around a clear controlling idea that stems from prescribed anglecontent that is skilfully shaped in light of prescribed angle and target audiencecontent that is not copied verbatim or patchwritten from research materials provided		The analysis provides the target audience with a solid overview of the topic from the prescribed angle. Lapses are few and have only a minor impact on the overall effectiveness of the article. Analysis displays all or most of the following: <ul style="list-style-type: none">accurate contentcontent that is satisfactory and relevant to prescribed anglecontent that is developed around a clear controlling idea that stems from prescribed anglecontent that is adequately shaped in light of prescribed angle and target audiencecontent that is not copied verbatim or patchwritten from research materials provided		The analysis provides the target audience with a general overview of the topic from the prescribed angle. Lapses have a moderate impact on the overall effectiveness of the article. Analysis displays one or more of the following: <ul style="list-style-type: none">minor inaccuraciessome content that is irrelevant to prescribed anglesome content that is repetitive or too generalinformation that is slightly misleading or contradictorysome content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient explanation or clarification)very little content that is copied verbatim or patchwritten from research materials provided		The analysis provides information but leaves the audience confused or ill-informed. Lapses have a significant impact on the overall effectiveness of the article. Analysis displays one or more of the following: <ul style="list-style-type: none">significant inaccuraciesmuch content that is irrelevant to prescribed anglemuch content that is repetitive or too generalinformation that is seriously misleading or contradictorycontent that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient explanation or clarification)text that, for the most part, reads like an opinion piecesome content that is copied verbatim or patchwritten from research materials provided		Text is incomplete. OR Text presents little content drawn from research materials provided. OR Text shows poor understanding of issues, research materials provided or task requirements. OR Content is mostly irrelevant to prescribed angle.
		50	46	43	40	35	30	27	22	15
Rubric for Competency 3, <i>Writes and produces texts</i> Evaluation criteria: Content and formulation of the message	Text form Use the required text components ⁴ to structure and enhance the article: headline, secondary headline, controlling idea, lead, grouping of ideas into paragraphs (with or without subheads), close, at least one direct or indirect quotation AND at least two relevant additional components (i.e. image with or without a caption, pull-quote or sidebar).	All or all but one of the components are present and work or mostly work together to structure and enhance the article (i.e. all or most components are an asset to the article). AND A few components stand out because they are particularly engaging.		All or all but one of the components are present and work or mostly work together to structure and enhance the article (i.e. all or most components are an asset to the article).		All or most components are present and sometimes work together to structure and enhance the article (i.e. components are only partially effective).		Several components are missing OR components rarely enhance the article.		Poor use or lack of components makes the text confusing or misleading.
	Language repertoire (vocabulary and language conventions) Use correct vocabulary, grammar and mechanics. ⁵	Errors, if any, are few and do not impede readability or understanding. ⁶		Errors and/or awkward structures do not or very rarely impede readability AND do not impede understanding.		Errors and/or awkward structures sometimes impede readability AND/OR very rarely impede understanding.		Errors and/or awkward structures frequently impede readability AND/OR sometimes impede understanding.		Errors and/or awkward structures frequently impede understanding.
	Language repertoire (language register and idiomatic language)⁷ Use proper register in light of purpose and target audience , as well as idiomatic language.	Register is appropriate AND language is idiomatic.		Register is appropriate AND language is mostly idiomatic.		Register is appropriate or mostly appropriate AND language is sometimes idiomatic.		Register is mostly inappropriate AND/OR language is rarely idiomatic.		Register is inappropriate (regardless of accuracy of language conventions or use of idiomatic language) AND/OR language is not idiomatic.
	15	14	13	12	11	9	8	6	4	

Special Cases

For the special cases below, write the allotted mark in the section entitled *Note finale accordée selon la grille* in the Final Copy Booklet.

- If most of the text is incomprehensible to an English-speaking reader, allot 5/50 for each competency.
- If the text does not take the target audience into account (refer to the writing guidelines in the Writing Booklet):
 - allot 5/50 for Competency 2 if the content is inappropriate
 - allot 5/50 for Competency 3 if the language is inappropriate
- If most of the text is written in a language other than English, allot 0/50 for each competency.
- If a student does not carry out the task, i.e. hands in a blank sheet or writes only a few lines, allot 0/50 for each competency.
- If a large portion of the text is copied or patchwritten from research materials, allot 5/50 for each competency.
- If only a **few** passages are copied or patchwritten from research materials but **several** are written by the student, use the rubrics but ignore copied passages when evaluating Competency 3.