

Rubric for Opinion Piece
Competency 3, *Writes and produces texts*

Target Audience
Readers of an online magazine for young adults who are not familiar with the topic and have not read the texts in the Preparation Booklet

Magazine's Writing Guidelines
The opinion piece must:

- present a firm position
- be engaging and convincing
- be approximately 225 words in length
- be free from inappropriate language or content (e.g. profanity, personal attacks, hate speech)
- be written with the magazine's audience in mind

Task Requirements	A	B	C	D	E
Write an introduction that presents the topic and takes a firm position ¹ on the examination question in a way that is engaging and appropriate to the text form and to the target audience.	Introduction presents topic, takes a firm position on question AND is captivating and appropriate to text form and target audience. 5 marks (A)	Introduction presents topic, takes a firm position on question AND is engaging and appropriate to text form and target audience. 4 marks (B)	Introduction presents topic and takes a firm position or states a clear opinion on question BUT is clumsy, flat or not entirely appropriate to text form and target audience. 3 marks (C)	Topic and/or position are not clear upon first reading of introduction, but position is pertinent to question. OR Introduction is not appropriate to text form and target audience OR is confusing. 2 marks (D)	Topic and/or position are unclear, missing or not pertinent to question. OR There is no apparent introduction. 0 marks (E)
Through choice and organization of content, build a case that is convincing, focused on the examination question, and developed with the target audience in mind (e.g. unfamiliar with the topic).	Reasoning is compelling and shows a strong sense of purpose and audience throughout. Supporting evidence is credible; it is skilfully organized and developed. 15 marks (A)	Reasoning is convincing and shows a clear sense of purpose and audience. Supporting evidence is credible; it is mostly well organized and developed. 14 marks (B+) or 12 marks (B)	Reasoning shows an uneven sense of purpose and audience. Some supporting evidence is poorly organized, poorly developed or weak (e.g. is not really credible, does not support position, is repetitive). 11 marks (C+) or 9 marks (C)	Reasoning reveals a mostly weak sense of purpose and audience. Most supporting evidence is poorly organized, poorly developed or weak (e.g. is not really credible, does not support position, is repetitive). OR Reasoning contains fallacies or is meandering or disjointed. 8 marks (D+) or 6 marks (D)	Reasoning does not address question or does not support position stated. OR Body of text is not suited to task (e.g. student does not present a case). 0 marks (E)
Write a conclusion that is linked to the examination question and to the position taken, and has the desired impact on the audience.	Conclusion is linked to question and to position taken, and leaves audience with a lasting impression. 5 marks (A)	Conclusion is linked to question and to position taken, and has desired impact. 4 marks (B)	Conclusion is linked to question and to position taken, but is trivial, flat, clumsy or predictable. 3 marks (C)	Conclusion is linked to question and to position taken, but is difficult to pinpoint. OR Some content is not suitable for the conclusion (e.g. introduces a new argument). 2 marks (D)	Conclusion is not linked to question, to position taken or to task, OR is missing OR introduces a change in position. 0 marks (E)
Use a language repertoire ² that ensures clarity of text for the magazine's audience, which is English-speaking: use correct vocabulary, mechanics ³ and grammatical structures.	Some errors may be present but they do not impede readability or understanding. ⁴ AND Several typical English forms are used correctly (e.g. <i>Ever since I was little . . .</i> , <i>Being too short, she . . .</i>). 25 marks (A)	Some errors and/or awkward structures may impede readability but not understanding. 23 marks (B+) or 20 marks (B)	Errors and/or awkward structures sometimes impede readability and understanding, but text is understood with some interpretation. 18 marks (C+) or 15 marks (C)	Errors and/or awkward structures repeatedly impede readability and/or understanding, but text is understood with considerable interpretation. 13 marks (D+) or 10 marks (D)	Errors and/or awkward structures repeatedly impede understanding. Most of the text is understood with considerable interpretation. 8 marks (E)

Notes:

- 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.

Examples of Unsuitable Introductions

- An introduction written for a narrative text would be inappropriate.
- If a student answers a yes/no question by "I agree" without specifying what the agreement is about.

For example, student merely repeats their arguments.

Special Cases

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

- If most of the text is incomprehensible to an English-speaking reader, allot 5/50.
- If the text does not take the target audience into account (e.g. the content or language is inappropriate), allot 5/50.
- If most of the text is written in a language other than English, allot 0/50.
- 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.

¹ Taking a firm position means the student lets readers know exactly where they stand on the examination question. It does not necessarily mean being entirely for or against. For example, in response to the question "Do professional athletes make too much money?" the statement "Professional athletes deserve every penny they get" is a firm position, and "Only a few professional athletes deserve their high salaries" is a nuanced but firm position. However, "It depends" and "Sometimes yes, sometimes no" are not firm positions.

² Allot a maximum of 15 marks if the text is too short to demonstrate a consistently proficient use of language repertoire.

³ Mechanics include spelling, punctuation and capitalization.

⁴ 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.