

ANALYTICAL RUBRIC
Competency 1, Interacts orally in English
Task 1 and 4a

Criteria for the LES	Goes Beyond Expectations A	Meets Expectations B	Satisfactorily Meets Expectations C	Partially Meets Expectations D	Does not Meet Expectations E
1. Participation in oral interaction	Actively participates in the discussion by asking others questions and reacting to their answers.	Participates in the discussion by occasionally asking others questions and reacting to their answers.	Participates in the discussion by minimally asking others questions and reacting to their answers.	Participates mostly when prompted.	Does not contribute to the discussion in English or says only a few words.
2. Content of the message	Always expresses relevant personal ideas and examples related to the topic.	Usually expresses relevant personal ideas and examples related to the topic.	Sometimes expresses relevant personal ideas and examples related to the topic.	Expresses relevant personal ideas and examples related to the topic when prompted.	Rarely expresses relevant personal ideas and examples related to the topic.

Task 2 and 3

Criteria for the LES	Goes Beyond Expectations A	Meets Expectations B	Satisfactorily Meets Expectations C	Partially Meets Expectations D	Does not Meet Expectations E
1. Participation in oral interaction	Actively participates in the discussion by asking others questions and reacting to their answers.	Participates in the discussion by occasionally asking others questions and reacting to their answers.	Participates in the discussion by minimally asking others questions and reacting to their answers.	Participates mostly when prompted.	Does not contribute to the discussion in English or says only a few words.

Competency 2: Reinvests Understanding of texts

	Criteria for the LES:	Goes Beyond Expectations A	Meets Expectations B	Satisfactorily Meets Expectations C	Partially Meets Expectations D	Does not Meet Expectations E
Task 1b Evaluation based on the PROCESS	1. Participation in the response process (Evidence of understanding of texts)	Participates in the response process by completing the <i>Response Sheet (p.2)</i> and by contributing to the team discussion with well-developed and relevant ideas that are clearly linked to the clips.	Participates in the response process with some support by completing the <i>Response Sheet (p.2)</i> and by contributing to the team discussion with relevant ideas that are linked to the clips.	Participates in the response process with some support by completing the <i>Response Sheet (p.2)</i> and by contributing to the team discussion with a minimum of relevant ideas that are linked to the clips.	Has difficulty participating in the response process, even when prompted and with support. The <i>Response Sheet (p.2)</i> is partially completed . Contributes little to team discussion. Ideas are occasionally linked to the clips.	Is unable to participate in the response process, even with much support. The <i>Response Sheet (p.2)</i> is incomplete. Does not contribute to team discussion. Ideas are not linked to the clips.
	Task 3 and 4b Evaluation based on PROCESS and PRODUCT	2. Evidence of understanding of texts	Constructs meaning of the ads by identifying the internal and external features with little or no support from the teacher.	Constructs meaning of the ads by identifying the internal and external features with some support from the teacher.	Constructs meaning of the ads by identifying the internal and external features with support from the teacher.	Constructs partial meaning of the ads by identifying the internal and external features with a lot of support from the teacher.
	4. Management of strategies (e.g.: Infer, activates prior knowledge, and resources (e.g.: dictionary, notes)	Effectively uses strategies and resources with little or no support .	Uses strategies and resources with some support .	Uses strategies and resources with support.	Uses strategies and resources when prompted and with a lot of support .	Is unable to use strategies and resources, even with a lot of support.

Competency 3: Writes and produces texts

Criteria for the LES:	Goes Beyond Expectations A	Meets expectations B	Satisfactorily Meets Expectations C	Partially meets expectations D	Does not meet expectations E	
1. Participation in the writing and production process	Uses the production process effectively and autonomously.	Uses the production process adequately with some support .	Uses the production process with support .	Uses the production process partially with a lot of support .	Doesn't use the production process even with much support .	Task 5-6 Note: Evaluation is based on the PROCESS (i.e. Student in action).
4. Management of strategies and resources	Manages strategies and resources effectively and autonomously .	Manages strategies and resources adequately with some support .	Manages strategies and resources with support, when prompted .	Manages strategies and resources with difficulty , even with support.	Doesn't manage strategies and resources, even with much support.	
2. Content of the message	The text goes beyond the requirements of the task. Student creates a new ad by effectively taking into account the text's features.	The text corresponds to the requirements of the task. Student creates a new ad by taking into account the text's features.	The text corresponds minimally to the requirements of the task. Student creates a new ad by taking into account most of the text's features.	The text partially corresponds to the requirements of the task. Student creates a new ad by taking into account some of the text's features.	The text does not correspond to the requirements of the task. Student is unable to create a new ad.	Evaluation is based on the PRODUCT (i.e. Final version of the text). Task 7 Note:
3. Formulation of the message	The text is well constructed with adequate examples of language, images and media conventions related to ads. The ad can be easily understood and does not need interpretation by reader.	The text is well constructed with simple but adequate examples of language, images and media conventions related to ads. To be understood, it may need some interpretation by reader.	The text is mostly well constructed with a basic examples of language, images and media conventions related to ads. Reader can understand it with interpretation.	The text is loosely constructed with a basic examples of language, images and media conventions related to ads. It can be partially understood with a lot of interpretation by reader.	The text is poorly constructed with a limited examples of language, images and media conventions related to ads. Reader cannot understand it, even with interpretation.	

Competency 3: Writes and produces texts (What makes a good or a bad ad?)

Criteria for the LES:	Goes Beyond Expectations A	Meets expectations B	Satisfactorily Meets Expectations C	Partially meets expectations D	Does not meet expectations E
2. Content of the message	The text goes beyond the requirements of the task. Student writes an essay to critique an ad by effectively taking into account characteristics of what makes a good or bad ad.	The text corresponds to the requirements of the task. Student writes an essay to critique an ad by taking into account the characteristics of what makes a good or bad ad.	The text corresponds minimally to the requirements of the task. Student writes an essay to critique an ad taking into account the characteristics of what makes a good or bad ad.	The text partially corresponds to the requirements of the task. Student writes an essay to critique an ad taking into account the characteristics of what makes a good or bad ad.	The text does not correspond to the requirements of the task. Student is unable to write an essay.
3. Formulation of the message	Student uses expanding language repertoire. The text is well-structured with complex or compound sentences, with little or no errors in form (subject-verb agreement, spelling and punctuation).	Student uses a personalized language repertoire. The text is well-structured and contains some complex or compound sentences with a few errors in form.	Student uses adequate but basic vocabulary. The text contains simple sentence structures and occasionally requires some interpretation due to errors in form.	Student uses limited language repertoire. The text requires interpretation to be understood with many errors in form.	Student uses vocabulary copied from source and includes expressions translated word for word. Errors in spelling, punctuation and s-v agreement make the text impossible to understand.
4. Management of strategies and resources	Manages strategies and resources effectively and autonomously .	Manages strategies and resources adequately with some support .	Manages strategies and resources with support, when prompted .	Manages strategies and resources with difficulty , even with support.	Doesn't manage strategies and resources, even with much support.

Observation Grid

Competency : _____

Names	Task	Task	Task	Task	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

List of Observable Elements in the Production Process

Evaluation Criteria	Observable elements	Comments
Participation in the production process	Pre production Production Postproduction	Focus sentence Group log Individual responsibility in the team
Content of the message	Magazine ad Audience Pertinent to the topic Coherent ideas Requirements of the task (magazine ad, target audience,	
Formulation of the message	Short text Vocabulary appropriate to the text : (language to persuade) Accuracy of language conventions : imperatives (informal invitations), contractions, Magazine ad components : Short text, image, target audience, colour, catchy sentence, etc.	
Management of strategies and resources	List of characteristics Construct and deconstruct handout Models of ads Strategies: Cooperate, Recombine, etc.	