

## Adapted Achievement Chart

| Subject | Strands    | Grade                  | Student Name | Level of achievement | Date |
|---------|------------|------------------------|--------------|----------------------|------|
| English | A, B, C, D | 10 <sup>th</sup> grade |              |                      |      |

### Summative Assessment Task

Create a brief notice (150–200 words) about the school’s new Focus Hour initiative. Define your audience, purpose, and tone clearly, and include a short reflection explaining your creative decisions and the revisions you made.

| Expectations   | Comments (strengths, areas for improvement, next steps) |
|--|---|
| <ul style="list-style-type: none"> <li>• Generate and develop an original idea for a specific audience and purpose.</li> <li>• Make intentional creative decisions about tone, voice, and structure.</li> <li>• Communicate a clear message suited to the intended audience.</li> <li>• Reflect on the effectiveness of creative decisions and revisions.</li> </ul> |   |

## **Knowledge and Understanding**

Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

| <b>Categories</b>  | <b>Level 1<br/>50-59%</b>                                  | <b>Level 2<br/>60-69%</b>                               | <b>Level 3<br/>70-79%</b>                                       | <b>Level 4<br/>80-100%</b>                                  |
|--|--|---|---|---|
| <p><b>Knowledge of content</b> (e.g., <i>morphology; syntax; text features; text forms and genres; strategies used when understanding and responding to texts and when expressing ideas and creating texts</i>).</p> <p>The student demonstrates knowledge of writing concepts related to purposeful communication, including audience, purpose, tone, structure, and the writing process.</p> | The student demonstrates limited knowledge of content.     | The student demonstrates some knowledge of content.     | The student demonstrates considerable knowledge of content.     | The student demonstrates thorough knowledge of content.     |
| <p><b>Understanding of content</b> (e.g., <i>concepts; opinions; facts; perspectives; relationships among facts, ideas, concepts, themes</i>).</p> <p>The student demonstrates understanding of how creative decisions (tone, audience, and structure) influence how a message is interpreted by a specific audience.</p>  | The student demonstrates limited understanding of content. | The student demonstrates some understanding of content. | The student demonstrates considerable understanding of content. | The student demonstrates thorough understanding of content. |

## Thinking

The use of critical and creative thinking skills and/or processes.

| <b>Categories</b>   | <b>Level 1<br/>50-59%</b>                                      | <b>Level 2<br/>60-69%</b>                                   | <b>Level 3<br/>70-79%</b>   | <b>Level 4<br/>80-100%</b>  |
|---|--|---|---|---|
| <p><b>Use of planning skills</b> (e.g., <i>identifying the purpose for reading; identifying the topic, purpose, audience, form, and medium for writing; generating ideas; gathering information; researching; organizing information and ideas</i>)<br/>The student plans and organizes ideas for the communication task by identifying a clear audience, defining a purpose, and selecting appropriate tone and structure.</p> | The student uses planning skills with limited effectiveness.   | The student uses planning skills with some effectiveness.   | The student uses planning skills with considerable effectiveness.   | The student uses planning skills with a high degree of effectiveness.   |
| <p><b>Use of processing skills</b> (e.g., <i>making inferences, interpreting, analyzing, identifying bias, synthesizing, evaluating, forming conclusions</i>)<br/>The student analyzes how different writing choices affect meaning and develop ideas that support the intended message and audience.</p>   | The student uses processing skills with limited effectiveness. | The student uses processing skills with some effectiveness. | The student uses processing skills with considerable effectiveness. | The student uses processing skills with a high degree of effectiveness. |

**Beyond Words: An Educator’s Guide to Teaching English Language to English Language Learners in French-Language Schools – End of Course Summative Assessment**

| <b>Categories</b>   | <b>Level 1<br/>50-59%</b>  | <b>Level 2<br/>60-69%</b>   | <b>Level 3<br/>70-79%</b>   | <b>Level 4<br/>80-100%</b>  |
|---|--|---|---|---|
| <p><b>Use of critical/creative thinking processes</b> (<i>e.g., researching; comparing and evaluating strategies and tools used by various creators; creating; considering and appreciating diverse perspectives; reflecting on their learning</i>)</p> <p>The student generates and develops an original idea, makes intentional creative decisions, and reflects on how revisions improve clarity and impact.</p> | <p>The student uses critical/creative thinking processes with limited effectiveness.</p> | <p>The student uses critical/creative thinking processes with some effectiveness.</p> | <p>The student uses critical/creative thinking processes with considerable effectiveness.</p> | <p>The student uses critical/creative thinking processes with a high degree of effectiveness.</p> |

## Communication

The communication of ideas and information through various forms and mediums.

| <b>Categories</b>   | <b>Level 1<br/>50-59%</b>  | <b>Level 2<br/>60-69%</b>   | <b>Level 3<br/>70-79%</b>   | <b>Level 4<br/>80-100%</b>  |
|---|--|---|---|---|
| <p><b>Expression and organization of ideas and information</b> (e.g., <i>clarity, logic, coherence</i>) <b>in oral, non-verbal, visual, and/or written forms, including digital and media forms</b></p> <p>The student communicates ideas clearly and organizes the message logically in a written or multimodal format suited to the chosen audience.</p>            | <p>The student expresses and organizes ideas and information with limited effectiveness.</p>     | <p>The student expresses and organizes ideas and information with some effectiveness.</p>     | <p>The student expresses and organizes ideas and information with considerable effectiveness.</p>     | <p>The student expresses and organizes ideas and information with a high degree of effectiveness.</p>     |
| <p><b>Communication for different audiences and purposes</b> (e.g., <i>use of style, voice, images, gestures, prosody</i>) <b>in oral, non-verbal, visual, and/or written forms, including digital and media forms</b></p> <p>The student communicates intentionally for a specific audience and purpose through appropriate tone, voice, and structural choices.</p> | <p>The student communicates for different audiences and purposes with limited effectiveness.</p> | <p>The student communicates for different audiences and purposes with some effectiveness.</p> | <p>The student communicates for different audiences and purposes with considerable effectiveness.</p> | <p>The student communicates for different audiences and purposes with a high degree of effectiveness.</p> |

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|---|--|---|---|---|
| <p><b>Use of conventions</b> (<i>e.g., grammar, spelling, punctuation</i>), <b>vocabulary, and terminology of the discipline in oral, non-verbal, visual, and written forms, including digital and media forms</b></p> <p>The student uses appropriate vocabulary, sentence structure, and language conventions to communicate ideas clearly and effectively.</p> | <p>The student uses conventions, vocabulary, and terminology of the discipline with limited effectiveness.</p> | <p>The student uses conventions, vocabulary, and terminology of the discipline with some effectiveness.</p> | <p>The student uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness.</p> | <p>The student uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness.</p> |

## Application

The use of knowledge and skills to make connections within and between various contexts.

| <b>Categories</b>   | <b>Level 1<br/>50-59%</b>   | <b>Level 2<br/>60-69%</b>  | <b>Level 3<br/>70-79%</b>  | <b>Level 4<br/>80-100%</b>   |
|---|---|--|--|--|
| <p><b>Application of knowledge and skills</b> (e.g., <i>concepts, strategies, processes</i>) <b>in familiar contexts</b><br/>The student applies writing strategies and communication skills to develop a purposeful message for a defined audience.</p>  | The student applies knowledge and skills in familiar contexts with limited effectiveness.     | The student applies knowledge and skills in familiar contexts with some effectiveness.     | The student applies knowledge and skills in familiar contexts with considerable effectiveness.     | The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.     |
| <p><b>Transfer of knowledge and skills</b> (e.g., <i>use of technology, oral communication, writing and reading processes</i>) <b>to new contexts</b><br/>The student transfers writing strategies and creative decision-making processes learned during the sequence to design an original communication.</p>  | The student transfers knowledge and skills to new contexts with limited effectiveness.        | The student transfers knowledge and skills to new contexts with some effectiveness.        | The student transfers knowledge and skills to new contexts with considerable effectiveness.        | The student transfers knowledge and skills to new contexts with a high degree of effectiveness.        |
| <p><b>Making connections within and between various contexts</b> (e.g., <i>between the text and their own knowledge and lived experiences, other texts, the world around them, and First Nations, Métis, and Inuit perspectives and ways of knowing; between disciplines</i>)<br/>The student connects ideas from the course to a real-world communication context and explains how creative choices influence how messages are interpreted by an audience.</p> | The student makes connections within and between various contexts with limited effectiveness. | The student makes connections within and between various contexts with some effectiveness. | The student makes connections within and between various contexts with considerable effectiveness. | The student makes connections within and between various contexts with a high degree of effectiveness. |