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Information Document

MINISTERIAL EXAMINATION

English Language Arts
Secondary V

Reading	612-520
Production	612-530

January 2026 – June 2026 – August 2026

Coordination and content

Direction de l'évaluation des apprentissages
Direction générale de la formation générale des jeunes et des adultes
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INTRODUCTION

This document provides information on the Secondary V English Language Arts ministerial examinations. It is designed to ensure that these examinations are administered in a uniform manner. It should be distributed without delay to all Secondary V English Language Arts teachers and consultants, and to all personnel concerned with examination scheduling and the distribution of the examination documents.

The Ministère de l'Éducation is responsible for developing ministerial examinations for the three examination sessions, that is, in January, June and August.

Each examination is based on the [Framework for the Evaluation of Learning](#), the [Progression of Learning](#) and the [Québec Education Program](#). Information gathered on examinations administered in previous years is also taken into account in the development of examinations. In addition, the Ministère enlists teachers and education consultants representing different schools to contribute to this process.

This examination evaluates the development of two of the three competencies of the [Secondary English Language Arts program](#) for Cycle Two:

Competency 2: *Reads and listens to written, spoken and media texts*

Competency 3: *Produces texts for personal and social purposes*

Rubrics for evaluating student performance for both competencies listed above are provided in the Appendices of this document. Also provided in the Appendices are related documents such as *Instructions for Distributing the Materials* and *Using Rubrics to Evaluate Performance* to ensure confidentiality and equity during the formal administration of the examinations.

Educational institutions must administer each ministerial examination in accordance with the [official schedule](#).

For the 2025-2026 school year, the weighting assigned to the Secondary IV and V ministerial examinations will be 50% for the competency or competencies evaluated.

1. STRUCTURE OF THE EXAMINATION

The format of the Secondary V English Language Arts ministerial examination was revised in January 2025. The examination now takes place over the course of two days rather than three, *REACT* magazine has been shortened and renamed *The REACT File*, small group discussion has been removed, and the Written Production task and the related rubric have changed. The Secondary V English Language Arts examination has the following distinctive features:

- It retains the integrated aspects of language arts instruction and evaluation.
- It was developed following an inquiry approach to provide purpose and context for the tasks.
- It is a context-based examination that incorporates the processes and strategies commonly associated with reading, responding and writing.
- It is made up of a reading task and a writing task. It requires using criterion-referenced rubrics, an approach that can ensure consistent and uniform grading among individual markers. Consistency and uniformity are achieved through the use of anchor papers and agreed-upon interpretations of the criteria.
- It places students in a context that establishes the situation and a focus for the tasks.

2. MATERIALS PROVIDED FOR THE EXAMINATION

Materials for the Invigilator/Teacher

- *Instructions for the Invigilator*
- *Invigilator and Teacher’s Guide*
- *Marking Guide*
- Envelopes for storing student materials (one per student)*

* Since students are not allowed to take documents out of the examination room and must have them in hand for each part of the examination, the school must provide each student with an envelope to store their documents. Please note that alternate methods of organizing and storing examination materials are accepted in the event that envelopes are not available (e.g. paper clips).

Materials for the Students

- *The REACT File*
- *Student Booklet I – Response to a Literary Text***
- *Student Booklet II – Reading for Stance***
- *Student Booklet III – Written Production***

** Students will complete the tasks in the student booklets that are designated for each part of the examination.

3. CONDITIONS FOR ADMINISTERING THE EXAMINATION

3.1 Times of the examination

The schedule below must be respected in order to maintain the confidentiality and integrity of the tasks.

January, June and August Examination Sessions

DAY 1 – Part I RESPONSE TO A LITERARY TEXT (612-520)	DAY 1 – Part II READING FOR STANCE (612-530)	DAY 2 – Part III WRITTEN PRODUCTION (612-530)
(2.5-hour block)	(30-minute block)	(3-hour block)
<p>Reading a literary text, making notes and organizing ideas (1 h)</p> <p>Response to a literary text (1 h 30 min) Approximately 500-700 words</p>	<p>Reading <i>The REACT File</i>, making notes and organizing ideas as preparation for the Written Production (30 min)</p>	<p>Draft of the Written Production (1 h 20 min)</p> <p>Final Version of the Written Production (1 h 40 min) Approximately 600-800 words</p>

Schools must administer each ministerial examination in accordance with the [official schedule](#).

3.2 Description of the tasks

Response to a Literary Text (612-520)

Students are required to read and interpret a literary text found in *Student Booklet I – Response to a Literary Text*. The reading response requires students to think critically and respond to a literary text. The process draws students deeper into their thinking in order to arrive at meaning. Students are expected to move beyond their initial understanding of the text to a more thoughtful and perceptive interpretation of it.

Students read the literary text silently and independently. They may make notes while reading the text and are encouraged to read the text more than once. Before writing the response, students may organize their ideas.

Working independently, students will write a response of approximately 500 to 700 words to the literary text. The numbers indicated serve as a guideline only; a word count will not be taken.

Reading for Stance (612-530)

Students are required to read *The REACT File*, a five-page collection of texts that explores a topic. These resource materials offer different viewpoints, opinions and information on a topic. The content of the texts helps students develop a stance or position in light of the guiding topic. In *Student Booklet II – Reading for Stance*, they may make notes while reading the texts. Students may also organize their ideas as preparation for writing an **expository text that takes a position** in Part III of the examination.

Written Production (612-530)

- **Draft of the Written Production:** Using *Student Booklet II – Reading for Stance*, students will draft an **expository text that takes a position**. The text should be approximately 600 to 800 words, but this serves as a guideline only; a word count will not be taken. As indicated in the [Secondary English Language Arts program for Cycle Two](#) (p. 10), expository texts (such as persuasive or argumentative texts) are deliberately crafted to convince readers of a particular position and may also inspire them to act or behave in a certain way. Students may select from the following genres but are not limited to this list: argumentative essay, commentary article, open letter, opinion article, persuasive essay or persuasive speech. Students may not write fiction or non-prose texts such as poetry. See Appendix II for the definition of the expository text types. The expository text will address a guiding topic related to the content explored in *The REACT File*. Students may refer to ideas or information from *The REACT File* to support their position. If they choose to include content from the texts, they should ensure that their own analysis and interpretation are clearly expressed and go beyond summarizing or quoting. They should not copy large sections of text from *The REACT File*. A clear stance or position must be developed while addressing the audience. Codes and conventions of writing an authentic expository text must also be considered.
- **Suggestions for Revision of the Written Production:** Using *Student Booklet II – Reading for Stance*, and working independently, students will refer to the *Suggestions for Revision of the Written Production* (see Appendix IV) in order to determine the extent of the revision needed to improve their draft of the written production. They will then proceed to revise and edit their work in order to write a final version of the **expository text that takes a position**.
- **Final Version of the Written Production:** Students will write the final version of their **expository text that takes a position** in *Student Booklet III – Written Production*.

4. PROCEDURES FOR ADMINISTERING THE EXAMINATION

4.1 Invigilation

- Teachers and invigilators **unfamiliar** with the English Language Arts examination should be thoroughly coached in the format of the English Language Arts Secondary V ministerial examination. They should receive a copy of the *Invigilator and Teacher's Guide* **at least one day before** the official starting date.
- Throughout the preparatory activities for the reading and writing tasks, students read the texts silently and independently. Teachers or invigilators do not read texts aloud, nor do they permit students to do so.
- In **Part I** of the examination, students read the literary text, make notes, organize their ideas, and write a response. This is to be done silently and independently. They are encouraged to read the literary text more than once. At the end of Part I, the invigilator will collect all the examination materials.
- In **Part II** of the examination, students read *The REACT File*, make notes and organize their ideas as preparation for the written production. This is to be done silently and independently. At the end of Part II, the invigilator will collect all the examination materials. They will be redistributed to the students at the beginning of Part III.
- In **Part III** of the examination, the draft and the final version of the written production are to be done silently and independently. Students will not have access to the final written production once it is completed and submitted. At the end of Part III, the invigilator will collect all the examination materials.
- It is forbidden to disclose any information about the content of a ministerial examination to anyone who is not directly involved in its administration. It is also forbidden to distribute, adapt or translate any examination document, in whole or in part, at any time or by any means whatsoever, including social media.
- It is the teachers' or invigilators' responsibility to monitor for cheating.
- In the interests of equity and justice, the examination must be administered under the same conditions to all students across Québec. It is thus forbidden for anyone to help students in any way, for example by clarifying a question or rewording instructions. Examinations in which a teacher or any other school staff member is deemed to have overstepped the boundaries of their role may be declared invalid by the Ministère.
- Teachers and invigilators must ensure that students work exclusively with the materials provided specifically for the examination. At the end of Part I – *Response to a Literary Text*, students must hand in Student Booklet I. At the end of Part II – *Reading for Stance* and Part III – *Written Production*, students must use the envelopes provided to hand in all the materials distributed to them (*The REACT File*, *Student Booklet II* and *Student Booklet III*). These are then collected by the teacher or invigilator and stored in a secure place.
- With the exception of a dictionary (unilingual and/or bilingual) and a thesaurus, students may not bring outside materials into the examination room at any time throughout this examination, nor are they allowed to take any papers out of the examination room. It is forbidden for students to lend or to borrow any materials.
- Certain digital tools (electronic dictionaries, word-processing software, etc.) may be used under the conditions set by the Direction de la sanction des études.

- During the examination, students are strictly forbidden to have in their possession any personal mobile device (smartphone, wireless headphones or earbuds, smartwatch, etc.). Any student who is caught in possession of unauthorized materials during the examination will be expelled from the examination room for cheating and will receive a mark of 0% on the examination. This rule applies even if a student who is found in possession of a personal mobile device is not using the device or has turned it off.
- In accordance with the [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations](#), an additional five minutes per hour must be allowed beyond the duration set in the official calendar. Thus, in the context of this exam, an extra 10 minutes to complete Part I – *Response to a Literary Text*, an extra 5 minutes to complete Part II – *Reading for Stance* and an extra 15 minutes to complete Part III – *Written Production*.
- Examination conditions must be the same for all students. The procedures and protocols outlined in this section must be put into place and followed for all three examination sessions.
- It is important to ensure the security of examination papers and envelopes throughout the course of the examination.

4.2 Adaptation measures

Measures that adapt the conditions for administering ministerial examinations may be taken to enable students with specific needs to demonstrate their learning. For further information on the implementation of these measures, please refer to the documents made available to schools by the Direction de la sanction des études.

5. MARKING PROCEDURES

5.1 Marking centre

School boards and private schools are responsible for marking the Response to a Literary Text and the Written Production. It is recommended that Secondary V English Language Arts teachers come together, when possible, in a marking centre, to collaborate on the scoring of the students' performances. This opportunity to analyze and discuss students' work ensures uniform interpretation of the criteria and indicators, as well as equity and reliability. It also offers an excellent opportunity for professional development in evaluation as teachers work collaboratively to analyze and discuss anchor papers drawn directly from the students' work. The anchor papers, representative samples of each level of competency, serve as benchmarks for the subsequent marking of students' work.

5.2 Criterion-referenced rubrics

Rubrics for scoring both tasks are provided in Appendices V and VI and in the *Marking Guide*. These were developed on the basis of significant indicators that have been reorganized into a marking grid to facilitate the evaluation and interpretation of student performance.

Each performance level is divided, with up to three possible scores provided as a numeric value. The corresponding percentage value must be recorded as the student's score. For example, if the overall level of performance for the task is scored as Level 5-, the percentage score is recorded as 90%; 92% is not a valid score.

5.3 Determining the level of performance

To determine a student’s level of performance, teachers must first read the descriptive paragraph (profile/snapshot) located above each column in the rubrics in Appendices V and VI. Then, using exemplars or benchmark papers as a reference point as well as the rubrics, they assess the student’s work by considering both strengths and shortcomings in order to determine the student’s overall level of performance.

Working horizontally across the levels, teachers must read the descriptive indicators carefully. This is to verify whether the initial placement coincides with the level indicators and with the calibrated descriptors for the proposed level.

They then adjust the placement, if necessary, by moving to a higher or lower level profile/snapshot to determine the “best fit.” The level that best describes the student’s work is one in which the majority of the indicators are met.

Interim levels may be indicated when the indicators are distributed over two or more levels by indicating + or - for the level that best describes the work. It is important to note that, since 2025, the Language Conventions criterion has been directly embedded into the *Rubric for Scoring an Expository Text* (Appendix VI), and the criterion now plays a more direct role in determining a student’s score.

Students who do not write anything in either the Response to a Literary Text task or in the Written Production task will receive a final mark of zero for that task.

5.4 Exemplars

Annotated student exemplars of the Response to a Literary Text are available on a secure website of the Ministère¹ and on the [DEELA](#) (Designs in Evaluation for English Language Arts) website.

Annotated student exemplars of the Written Production are available in the *Written Production Rubric: Scoring Guide* on a secure site of the Ministère and on the DEELA website.

1. To access the content available on this secure website, you are invited to contact your education consultant for Secondary ELA or the person responsible for educational services at your educational institution.

Instructions for Distributing the Materials

ATTENTION: School administrators, invigilators and teachers responsible for the administration and invigilation of the Secondary V English Language Arts ministerial examination:

During the examination, students are strictly forbidden to have in their possession any personal mobile device (smartphone, wireless headphones or earbuds, smartwatch, etc.). Any student who is caught in possession of unauthorized materials during the examination will be expelled from the examination room for cheating and will receive a mark of 0% on the examination. This rule applies even if a student who is found in possession of a personal mobile device is not using the device or has turned it off.

Please respect the schedule for the distribution of the examination materials in order to maintain the confidentiality of the content of this examination. *Student Booklets I, II and III* as well as *The REACT File* are not to be distributed until the students begin the Response to a Literary Text task and, later on, the Written Production task. Additionally, the guiding topic should not be revealed to students prior to the official calendar date for the Reading for Stance task.

Schedule	
<p>On the day preceding the examination, distribute the following materials to the teachers and/or invigilators: the <i>Invigilator and Teacher’s Guide</i> and the envelopes in which students will store their materials.</p> <p>Teachers and invigilators receive the documents intended for students at the same time as the students. The <i>Instructions for the Invigilator</i> must be distributed to the invigilators before each part of the examination. The invigilators must collect all examination materials at the end of each part.</p> <p>After Part III, distribute the <i>Marking Guide</i> to Secondary V English Language Arts teachers in preparation for the scoring of the examination.</p>	

DAY 1 – Part I (612-520)	Distribute the following materials to the students: <i>Student Booklet I – Response to a Literary Text</i> .
DAY 1 – Part II (612-530)	Distribute the following materials to the students: the envelopes, <i>The REACT File</i> and <i>Student Booklet II – Reading for Stance</i> .
DAY 2 – Part III (612-530)	Distribute the following materials to the students: <i>Student Booklet III – Written Production</i> , and the envelopes containing <i>The REACT File</i> and <i>Student Booklet II – Reading for Stance</i> .

Expository Text Types

In order to complete the Written Production task, students may select a type of **expository writing that takes a position**. They may choose to blend elements of different genres, as well. They may not write fiction or non-prose texts such as poetry.

Students may select from the following genres but are not limited to this list:

- An **argumentative essay** uses logic, reason, and facts in its arguments to convince the audience of a certain position. It acknowledges opposing views/arguments for the purpose of refuting them. An argumentative essay also adheres to the specific codes and conventions of essay writing.
- A **commentary article** uses an expert's voice to persuade the audience of a thought-provoking position. It might challenge the status quo or take a different angle on a current issue. It also adheres to the specific codes and conventions of article writing.
- An **open letter** uses facts, examples, and rhetorical strategies to convince the audience of a certain position. It also adheres to the specific codes and conventions of open letter writing.
- An **opinion article** uses opinions and emotions to convince the audience of a certain position. It also adheres to the specific codes and conventions of article writing.
- A **persuasive essay** uses opinions and emotions in its arguments to convince the audience of a certain point of view. It also adheres to the specific codes and conventions of essay writing.
- A **persuasive speech** uses rhetorical strategies to convince the audience to adopt a certain point of view or to take action. It also adheres to the specific codes and conventions of speech writing.

Using Rubrics to Evaluate Performance

Rubrics

- A **rubric** is a qualitative tool designed to evaluate the student's performance of a complex task. It is a set of criteria and performance indicators based on the most significant attributes of the outcomes of specific tasks, arranged according to expected levels of performance. **Criteria** are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or product. These critical aspects or **indicators** describe how well the student is meeting the prescribed learning goals.
- The rubrics are designed for both the students who perform the tasks and the evaluators who evaluate their performance to explain exactly which elements are most valued and should be evident in the performance. The **criteria** describe the essential components of the task being evaluated and the **indicators** describe the relative quality of the performance for each criterion.

Calibration

- Indicators are calibrated, that is, the descriptors are expressed in relative terms to show the essential differences between the levels of performance. The calibrated terms help to determine the level that best describes or establishes the student's work. This is often referred to as the “best fit” between the indicator and the work being evaluated.
- The *Rubric for Scoring a Response to a Literary Text* describes five levels of performance for each criterion and the *Rubric for Scoring an Expository Text* describes four levels of performance for each criterion. Students meet or partially meet the criteria on a range of achievement from fully attained to minimally attained.
- Rubrics guide both instruction and student performance. They provide details about the task and describe the possible range of performance levels for the task, while conveying information about expectations and goals. By using rubrics with students, teachers help students become knowledgeable about what they must do to demonstrate development of competency and to achieve success.

Evaluation Tools

- Students should become familiar with the scoring procedures. Teachers can invite their students to examine the evaluation criteria by applying the scoring procedures to samples of students' work. Working with exemplars presents students with concrete examples of quality work and provides assistance with the vocabulary used to describe it. Students can then develop an understanding of the characteristics of high-quality work or performance. The evaluation tools are therefore provided in advance of the examination to allow students to fully appreciate and understand how their work will be evaluated.

Scoring

- When scoring with criterion-referenced rubrics, it becomes necessary at times to convert the overall scores into percentages. For the examination components, the Response to a Literary Text and the Written Production, the scores are therefore reported according to the levels attained and converted to percentage values. The numeric values are indicated at the bottom of the rubrics. They indicate a possible range of up to three scores for each performance level; however, only the corresponding percentage values indicated can be assigned as a score. For example, if the overall level of performance for the task is scored as Level 5-, the percentage score is recorded as 90%; 92% is not a valid score.

Suggestions for Revision of the Written Production

The revision process is a crucial step in the development of your writing. It allows you, the writer, an opportunity to improve your writing by making changes to your work that will clarify your purpose and satisfy your intended audience. Refer to the questions below as you consider possible revisions to your **expository text that takes a position**. Please note that revision means more than correcting spelling and improving handwriting.

- Is my topic related to _____? What is my **position** on it, and have I made that position clear?
- What genre of **expository text** did I choose to write? Who is my **audience** and what is the **purpose** of my expository text? Is my purpose clear?
- How does my **title or headline** grab the attention of my audience and stir their interest?
- How is my **introduction or lead** engaging and how does it introduce the position of my expository text?
- How did I **organize** my ideas (e.g. structure, paragraphs, transitions)? How do my ideas relate back to my audience and purpose?
- How have I **developed** my position to satisfy my audience and achieve my purpose (e.g. providing supporting details and evidence for the thesis/controlling idea, using conventions to create unity and coherence)?
- How did I use **techniques** (e.g. metaphor, hyperbole, irony, anecdote, allusion, rhetorical strategies) and **word choice** to add appeal to my writing and achieve its purpose?
- How did I use **language conventions** (grammar, punctuation and spelling) to effectively convey my ideas?
- How does my **conclusion or closing** fulfill the expectations of my intended audience (e.g. is it memorable, challenging, satisfying)?

Rubric for Scoring a Response to a Literary Text

		LEVEL 5 – ADVANCED			LEVEL 4 – THOROUGH			LEVEL 3 – ACCEPTABLE		
Profile		The reader demonstrates an extensive understanding of the text through insightful interpretations, discerning inferences and compelling explanations of ideas, with well-defined references to the text.			The reader demonstrates a solid understanding of the text through thorough interpretations, relevant inferences and comprehensive explanations of ideas, with pertinent references to the text.			The reader demonstrates an adequate understanding of the text through straightforward interpretations, commonplace inferences and acceptable explanations of ideas, with general references to the text.		
		(The student response does not need to satisfy all the criteria.)								
Indicators that support the profile		The reader draws in-depth meaning from the text through perceptive interpretations that go beyond the text and illuminate other familiar life circumstances or contexts. They link their own personal reactions to specific aspects of the text by elaborating on how those aspects shape their own understanding of the text. They form a well-reasoned opinion about the overall impact of the text. The reader evaluates/critiques the impact of codes and conventions on the meaning of the text. They make significant associations between the text and other issues, events and/or texts.			The reader draws detailed meaning from the text through thoughtful interpretations based on ideas developed in the text. They link their own personal reactions to specific aspects of the text by describing their effect on their own understanding of the text. They form a sound opinion about the overall impact of the text. The reader discusses the impact of codes and conventions on the meaning of the text. They make convincing associations between the text and other issues, events and/or texts.			The reader draws general meaning from the text through basic interpretations linked to ideas within the text. They link their own personal reactions to specific aspects of the text by referring to their effect on their own understanding of the text. They form a sensible opinion about the overall impact of the text. The reader identifies codes and conventions, and hints at their impact on the meaning of the text. They make obvious associations between the text and other issues, events and/or texts.		
	Score	5+	5	5-	4+	4	4-	3+	3	3-
	100%	95%	90%	85%	80%	75%	70%	65%	60%	

Rubric for Scoring a Response to a Literary Text (cont.)

	LEVEL 2 – PARTIAL		LEVEL 1 – MINIMAL
Profile	The reader demonstrates a limited understanding of the text through unsubstantiated interpretations and little explanation of ideas, with vague references to the text.		The reader demonstrates an inadequate understanding of the text based on irrelevant interpretations that are not supported with references to the text.
	(The student response does not need to satisfy all the criteria.)		
Indicators that support the profile	The reader’s understanding of the meaning of the text is undeveloped and their interpretations consist mainly in retelling or summarizing the text. Their personal reactions are unexplored. Their opinion is unclear and unsupported. The reader mentions the codes and conventions of the text and shows little awareness of their impact on meaning. They make vague associations between the text and other issues, events and/or texts.		The reader’s interpretation of the text is inaccurate and unfocused. Their opinion is confusing or missing. The reader makes little or no reference to the codes and conventions of the text. They make unrelated associations, if any, between the text and other issues, events and/or texts.
Score	2+	2	1
	55%	50%	35%

Rubric for Scoring an Expository Text

CRITERIA	ADVANCED	THOROUGH	SATISFACTORY	LIMITED
SNAPSHOT	The writing skillfully accomplishes its purpose through crafted language, organization and use of codes and conventions. Ideas are complex and insightful.	The writing fulfills its purpose with an overall sense of control through its use of language, organization and codes and conventions. Ideas are clear.	The writing addresses its purpose inconsistently through basic control of language, organization and use of codes and conventions. Ideas are relevant but general.	The writing addresses its purpose inadequately through minimal control of language, organization and use of codes and conventions. Ideas are underdeveloped or undeveloped.
	The writer:	The writer:	The writer:	The writer:
Audience and Purpose	Chooses an insightful topic Demonstrates a tightly focused position Develops ideas with complexity and appeal Crafts and sustains an effective voice and tone; may use humour, irony or satire Engages the audience	Chooses a thoughtful topic Demonstrates a clear position Develops clear and logical ideas Creates a convincing voice and tone Demonstrates awareness of audience	Chooses a relevant topic Demonstrates a vague or inconsistent position Demonstrates clear ideas but may be inconsistent Creates identifiable voice and tone but may be inconsistent Demonstrates inconsistent awareness of audience	Chooses a simplistic or unrelated topic Demonstrates little or no position Demonstrates little or no development of ideas Demonstrates little or no awareness of voice and tone Demonstrates little or no awareness of audience
Writer's Craft	Selects codes and conventions intentionally to craft an authentic text Implements a variety of simple and complex techniques for effect Manipulates language and word choice for impact Uses varied sentence structures to create specific effects	Uses codes and conventions effectively to structure a text Uses a variety of techniques; may attempt complex techniques Uses varied appropriate word choice Uses varied sentence structures to make the writing easy to read	Uses codes and conventions that are evident but rudimentary Attempts to use a variety of techniques Uses adequate word choice Attempts to use a variety of sentence structures	Uses codes and conventions with little control, or ineffectively Uses techniques minimally or ineffectively Uses ineffective word choice Uses ineffective sentence structures
Organization of Ideas	Sequences ideas in a purposeful manner Creates continuity and unity with well-chosen transitions Develops paragraphs effectively with purpose and intent	Sequences ideas in an organized manner Uses transitions to establish continuity Develops paragraphs effectively	Sequences ideas but flow may falter at times Uses transitions that are not always effective Attempts to develop paragraphs	Uses sequencing that is confusing or not evident Demonstrates inappropriate or no use of transitions Uses paragraphs that are confusing or not evident
Language Conventions	Uses language conventions to enhance ideas through deliberate and skillful use of grammar, punctuation and spelling	Uses language conventions to convey ideas through appropriate use of grammar, punctuation and spelling		Uses language conventions that interfere with ideas due to unsatisfactory use of grammar, punctuation and spelling

Level	5+	5	5–	4+	4	4–	3+	3	3–	2	1
Score	100%	95%	90%	85%	80%	75%	70%	65%	60%	55%	35%

