

## Senior High French Immersion Grille d'évaluation pour l'écriture sur demande et l'écriture dirigée

The scoring scale outlined below is intended to be used for both demand and process writing activities. Demand writing is an independent activity where the student has a much more limited amount of time to complete the activity and is not able to conference with his/her peers or the teacher. Consequently, the teacher would keep this in mind when scoring students' writing.

The scoring scale is also intended to be adaptable to the purpose and type of text being written and the specific points that may be the focus of the activity. As such, it is important to communicate specifically to students the criteria required in their piece of writing and how that criteria is reflected in the scoring scale. Having a clear understanding of what is expected and required will help to ensure students' success.

### *Grille d'évaluation: l'écriture*

<b>Organisation</b> (présence de paragraphes, bonne structure, mots de transition, organisation logique des points, cohérence)					<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Idées/Contenu</b> (développement d'idées et soutien - arguments/persuasion/réaction personnelle/description/narration/explication)	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Précision</b> (précision de la grammaire ou des points grammaticaux soulignés, orthographe et ponctuation)					<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Choix de mots et d'expressions</b> (variété de vocabulaire et d'expression - simple plus sophistiqué ; inclusion du nombre de points grammaticaux et/ou termes et expressions demandés)					<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
							<b>Total:</b>	<b>/20</b>

The score is out of 20 points, but can be converted of course to a percentage. A wider range in scoring for the various criteria allows one to differentiate varying degrees of performance along a continuum.

*Organisation* refers to the structure of a piece of writing in terms of an introduction, 2/3 paragraphs for the development of main ideas and a conclusion. It may also refer to the use of transition words to properly structure and organize one's ideas. Furthermore, organization may also refer to the logical organization of points and coherency within a paragraph.

*Idées/Contenu* refer of course to what the student has to say in response to the title or subject of his/her piece of writing. Depending on the topic or question, the ideas and content may include arguments or persuasion, a reaction or personal response, a description, a narrative, an explanation, etc.

*Précision* or correctness refers to grammatical accuracy, correct spelling and proper punctuation (conventions). For a particular piece of process writing, the teacher may highlight 2 or 3 grammatical points, for example that will be the primary focus of the writing activity under *précision*. As a result, greater value will be placed on these points in determining a mark for this part of the scoring scale.

*Choix de mots et d'expressions* refers to the range of vocabulary and expressions that the student uses in his/her writing. Depending on the level of proficiency, a wider range and a great degree of sophistication will be expected. Depending on the topic or subject, the teacher may require that students use a particular number of vocabulary words or expressions to demonstrate their understanding and/or depth of treatment.