

# INFORMATION DOCUMENT

## UNIFORM EXAMINATION

### ENGLISH LANGUAGE ARTS

Secondary V

630-516

June 2006

August 2006

January 2007

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## INTRODUCTION

This document conveys information concerning the Secondary V English Language Arts (630-516) examination scheduled for June 2006, August 2006 and January 2007. The primary aim of this document is to provide, in advance, sufficient information about the examination.

**It contains essential information regarding the nature, scheduling and marking of the examination. It should be photocopied and distributed without delay to all Secondary V English Language Arts teachers and consultants, as well as all personnel concerned with examination scheduling.**

It is useful to recall at this time that features incorporated into this examination have been determined through direct and ongoing consultation with English Language Arts teachers and consultants throughout the province. A committee consisting of teachers, consultants and administrators drawn from the English school sector meets regularly to make recommendations about the examination to the production committee. In addition, through such means as this document and provincial in-service sessions, all school personnel are kept abreast of the nature of the examination. Written commentaries received following the June 2005 examination have also been given consideration.

If further information is required, please contact:

Anne Doucet  
Provincial Coordinator for Evaluation  
Ministère de l'Éducation, du Loisir et du Sport  
600, rue Fullum, 8<sup>e</sup> étage  
Montréal (Québec) H2K 4L1  
Telephone: (514) 873-2161  
Fax: (514) 873-2571  
E-mail: [anne.doucet@mels.gouv.qc.ca](mailto:anne.doucet@mels.gouv.qc.ca)

# **1 OVERVIEW OF THE EXAMINATION**

## **1.1 Purpose of the Examination**

English Language Arts 516 is a high school certification examination developed by the Direction générale de la formation des jeunes in consultation with a committee of teaching professionals who are representative of the English schools in Québec.

## **1.2 Aims of the Examination**

The English Language Arts 516 examination assesses how well students use language according to language-learning principles of the *English Language Arts Secondary I-V Program* (16-3236-A) and follows the guidelines established in the document *Definition of Domain, English Language Arts, Secondary Cycles I and II*. The chart of concepts and abilities taken from this document is presented on page 12 of this document. Examination activities and assignments are predicated on the objectives of the program. Evaluation contexts in the examination reflect those stated in the program. The contexts embody the program objectives in specific language situations.

### 1.3 June 2006 Examination

<p><b>TIME</b></p> <p><b>PART I AND PART II:</b></p> <ul style="list-style-type: none"> <li>• Two sessions of 3 hours each on the mornings of June 5 and June 6.</li> </ul>	<p><b>PART III:</b></p> <ul style="list-style-type: none"> <li>• One morning session of 3 hours on June 7</li> </ul>
<p><b>LOCALE</b></p> <ul style="list-style-type: none"> <li>• Classroom or Examination Room</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom or Examination Room</li> </ul>
<p><b>TASKS</b></p> <p><b>PART I AND PART II:</b>  <b>Writing Component:  Reading, Writing, Reflection  (Conferring/Collaboration)</b></p> <p>A) Reading and Oral Discussion of Literature Booklet</p> <p>B) Writing</p> <ul style="list-style-type: none"> <li>• Minimum 600 words</li> </ul> <p>C) Reflection</p> <ul style="list-style-type: none"> <li>• Minimum 200 words</li> </ul>	<p><b>PART III:</b>  <b>Reading Component:  Reading for Understanding  (Individual work)</b></p> <ul style="list-style-type: none"> <li>• Read new text</li> <li>• Complete the task according to specified guidelines</li> <li>• Minimum 500 words</li> </ul>
<p><b>MARKS</b></p> <p><b>PART I AND PART II:</b>  <b>Writing = 50 marks  (according to specified criteria)  Reflection = 10 marks  (according to specified criteria)</b></p>	<p><b>PART III:</b>  <b>Reading = 40 marks  (according to specified criteria)</b></p>

## 1.4 August 2006 and January 2007 Examinations

<b>AUGUST 2006</b> <b>AND</b> <b>JANUARY 2007</b>	
<b>TIME</b>  <b>PART I AND PART II:</b>  Date to be announced*  <b>3 hours a.m.</b> <b>3 hours p.m.</b>	<b>PART III:</b>  Date to be announced*  <b>3 hours a.m.</b>
<b>LOCALE</b>  Examination centre designated by school board or school	
<b>TASKS</b>  <b>PART I AND PART II:</b>  See June 2006 Examination, page 3	<b>PART III:</b>  See June 2006 Examination, page 3
<b>MARKS</b>  <b>PART I AND PART II:</b> <b>Writing = 50 marks</b> <b>(according to specified criteria)</b> <b>Reflection = 10 marks</b> <b>(according to specified criteria)</b>	<b>PART III:</b> <b>Reading = 40 marks</b> <b>(according to specified criteria)</b>

\* Dates on which August 2006 and January 2007 examinations are to be held will be announced in an addendum to the Directives for General Education in the Youth Sector.

## 2 CHARACTERISTICS OF THE EXAMINATION

### 2.1 General Characteristics

The English Language Arts 516 examination is characterized by distinctive features:

- The framework through which the program objectives operate is context based. The writing context is chosen by the student; the task, however, requires the student to examine his/her chosen context for appropriate purpose and audience.
- It is an examination that incorporates the processes and strategies commonly associated with reading, responding and writing.
- To accommodate the processes required by the curriculum, the examination takes place over three sessions designated by the MELS.
- It requires criterion-referenced scoring, an approach that can ensure consistent and uniform grading among individual scorers. Anchor papers and agreed-upon interpretations of the criteria achieve this consistency and uniformity.

School boards and **private** schools are encouraged to take whatever steps are necessary to ensure the following:

- teachers do not mark their own papers
- teachers have sufficient time to examine each paper carefully
- practice sessions with anchor papers give scorers the opportunity to reach a common understanding of criteria and to apply them uniformly
- two scorers evaluate a student's complete work
- all mark discrepancies are arbitrated

## 2.2 Literature Booklet

The Literature Booklet presents students with texts that have been considered deliberately for their contextual impact. Students are able to capitalize throughout the examination on the advantage of returning to text, reflecting on ideas in new ways, considering the views of others and, ultimately, enriching their understanding of the links among the texts.

## 2.3 Part I and Part II: Reading, Writing, Reflection

**(60 marks)**

Time: 6 hours

### A) Reading and Oral Exchange

- **Students will read the Literature Booklet independently. Teachers must not read the texts aloud to the students.** Time will be provided for discussion in small groups. **N.B.: Students should make notes in order to analyze themes that are found in the texts.** Insights from Part I will be used and evaluated in Part III.

### B) Writing

- Students will produce one piece of writing based on the *Literature Booklet*. They will be given a choice of four contexts with specified forms upon which to base their writing. Each context will require them to develop a theme, idea or issue from the *Literature Booklet*. **An overall theme will not be provided.**
- Within the chosen context, students will have to make decisions on audience, style, voice and language.
- Both poetic and transactional functions of language are represented among the context choices.
- Students will confer with peers and revise/edit as they are accustomed.

### C) Reflection

- Students **will** be directed to reflect, in writing, on the decisions they made in order to allow readers more insight and background to the work.
- Students **will** explain what in the *Literature Booklet* inspired their writing.
- Students will explain the development of their writing and the decisions they made within the chosen context: purpose, audience, form, style, writing techniques (i.e. figurative language, point of view, use of conflict, rhetorical devices, repetition, etc.).

## 2.4 Part III: Reading for Understanding

**(40 marks)**

Time: 3 hours

- Student will be given a **new text** to read.
- Students **will** explore the new text by
  - identifying and analyzing significant ideas common to texts found in Part III Reading
  - making thematic connections to texts in the Part I *Literature Booklet*

- reflecting on one or more personal/global/literary or media associations related to the texts
- examining the writer’s techniques by identifying, illustrating and explaining the effectiveness of at least two techniques used by the writer

## 2.5 General Procedure

Time is provided for students to follow responding and composing strategies. Specific contextual instructions will be given in terms of the nature of the activity, choice of writing forms and length of written work.

Teachers/invigilators may answer questions on procedures posed by students, but **must not enter directly into any of the activities**. At the same time, **teachers are responsible for monitoring against cheating**.

Throughout the Part I and Part II activities, students may work and confer as they are accustomed. Work in Part III will be done individually.

The following points were clarified at a meeting of the Consultative Committee on April 15, 2003:

- Students may use a dictionary or thesaurus at any time.
- Bilingual dictionaries, that is, dictionaries having English and another language, are permitted.
- The use of computers and/or electronic dictionaries **is not permitted** during this examination.
- Only students having an official derogation from the Ministère de l’Éducation, du Loisir et du Sport, because of special needs, may use computers and/or electronic dictionaries.
- For regular students who write the examination in January, conditions resembling those established for the June examination must be put in place. For those writing the January exam as a supplementary exam, schools will determine the dates for Parts I and II; the Ministère will determine the date for Part III.

These were moved and seconded by the members of the Consultative Committee and deposited with the Direction de la sanction des études (DSE).

No outside materials of any kind are permitted in the classroom or examination room throughout this examination. Invigilators must ensure that students work exclusively with materials provided specifically for the examination. **Schools are urged to pre-identify writing booklets as a way of controlling inadmissible papers. It is important to ensure security of examination papers and envelopes throughout the course of the examination.**

Invigilating teachers unfamiliar with Language Arts exams should be thoroughly coached in the format for English Language Arts assessment and should be referred to the Administration Guide for the examination.

## 2.6 Examination Materials

The examination package consists of the following materials:

- Literature Booklet
- Student Booklet Part I and Part II
- Student Booklet Part III
- Administration and Invigilation Guide
- Marking Guide
- Manila envelope

Schools will find it advantageous to have students write in prestapled booklets or non-coil notebooks, rather than on loose sheets of foolscap. Teachers have found that this saves marking time and makes it easier to control examination materials and routine.

### 3 EVALUATION COMPONENT OF THE EXAMINATION

#### 3.1 Part I and Part II

Assessment for Part I and Part II of this examination will be based on two broad writing dimensions—Impact and Craftsmanship.

The Marking Guide will include descriptions of the Impact and Craftsmanship components at various performance levels.

Teachers should have as references the following texts:

- 1998 Ministère de l'Éducation publication 16-4611A, FOCUS ON FORM: EXEMPLARS OF STUDENT WRITING
- 1999 publication 16-4615A, FOCUS ON LANGUAGE: EXEMPLARS OF STUDENT WRITING SECONDARY CYCLE TWO
- 2004 publication 13-4603A, FOCUS ON FORM . . . REVISITED: EXEMPLARS OF STUDENT WRITING
- Exemplars of student writing based on June Examinations

**IMPACT** is the overall effectiveness of the written product in light of the assigned task. Several elements combine to give impact to writing: quality of ideas/impressions/issues, purpose, voice, form, language, audience, style. It is the fusion of these elements that determines the power of the communication.

**CRAFTSMANSHIP** is the skill and artistry shown by the student in structuring the written texts as derived from the strategies of planning, revising and editing. This dimension includes:

- use of conventions of chosen form
- organization of thoughts and ideas
- accuracy and effectiveness of language

**REFLECTION** is the student's explanation of the development and decisions involved in the writing just produced. It is an integral part of the writing assessment as it illuminates the writer's intent. See Evaluation Rubric, p. 10.

#### 3.2 Part III

Students will be required to read a new text. Students will be evaluated on their ability to read by examining and interpreting ideas in the given text. Students will also be required to interrelate these ideas with those from the Literature Booklet.

Assessment will be based on depth of understanding and development of ideas. The Marking Guide will include evaluation criteria at various performance levels. (Refer to Reading for Understanding, p. 6.)

### 3.3 Writing Evaluation, Part II

CRITERIA		PERFORMANCE LEVELS					
		(1)		(2)	(3)	(4)	
		0 – 40 % (0 – 12)	41-59 % (12.5 – 17.5)	60 – 72 % (18 – 21.5)	73 – 87 % (22 – 26)	88 – 100 % (26.5 – 30)	
<b>Writing Task - Part A</b>	<b>IMPACT:</b> the power of the writing as a result of the integration of elements within the chosen context. Contextual elements include: chosen issue/idea/theme, audience, purpose, voice, form, style and language.	<ul style="list-style-type: none"> <li>The writing is inadequate and underdeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is tenuous and limited.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is credible and ordinary.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is convincing and well conceived.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is compelling and insightful.</li> </ul>	<b>/30</b>
	<b>CRAFTSMANSHIP FORM:</b> use and control of chosen form in light of purpose	0 – 8 <ul style="list-style-type: none"> <li>Form is uncontrolled, non-existent, or other than those required in task.</li> </ul>	8.5-11.5 <ul style="list-style-type: none"> <li>Form is uncertain, not identified or incorrectly identified.</li> </ul>	12 – 14.5 <ul style="list-style-type: none"> <li>Form is discernible and basic.</li> </ul>	15 – 17 <ul style="list-style-type: none"> <li>Form is solid and focused.</li> </ul>	17.5 – 20 <ul style="list-style-type: none"> <li>Form is sophisticated and skilful.</li> </ul>	<b>/20</b>
	<b>ORGANIZATION:</b> sequencing, paragraphing, transitions, development, coherence, cohesion	<ul style="list-style-type: none"> <li>Organization is disjointed and/or indiscernible. Contains errors that interfere with communication.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is sketchy and/or awkward.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is fundamental and evident.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is purposeful and controlled.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is crafted and distinctive.</li> </ul>	<b>/20</b>
	<b>USE OF LANGUAGE:</b> effectiveness and accuracy, in harmony with purpose	<ul style="list-style-type: none"> <li>Technical and usage errors impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>Language is simplistic, of limited choice, and inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>Language is prosaic and competent.</li> </ul>	<ul style="list-style-type: none"> <li>Language is well crafted and proficient.</li> </ul>	<ul style="list-style-type: none"> <li>Language is artistic and polished.</li> </ul>	<b>/20</b>
<b>Part B</b>	<b>REFLECTION:</b> explanation of writing decisions and connection to <i>Literature Booklet</i>	0 – 4	4.5 – 5.5	6 – 7	7.5 – 8.5	9 – 10	
		Inadequate	Limited	Basic	Perceptive	Insightful	<b>/10</b>
							<b>/60</b>

### 3.4 Reading Evaluation, Part III

CRITERIA	PERFORMANCE LEVELS					
	(1)		(2)	(3)	(4)	
	0 – 40 % (0 – 4)	41 – 59 % (4.5 – 5.5)	60 – 72 % (6 – 7)	73 – 87 % (7.5 – 8.5)	88 – 100 % (9 – 10)	
<b>Identifies and explains significant idea(s) found in the text.</b>	• Idea(s) and explanation(s) are unsustainable, irrelevant, muddy, and/or absent.	• Idea(s) and explanation(s) are unsustained and/or trite.	• Idea(s) and explanation(s) are discernible, evident, plausible, and remain at the literal level.	• Idea(s) and explanation(s) are clear, succinct, convincing, substantiated, believable.	• Idea(s) and explanation(s) are incisive, intuitive, profound.	/10
<b>Makes thematic connections to 2 or more selections from the <i>Literature Booklet</i> (Part I).</b>	• Thematic connections are non-existent or unsupported.	• Thematic connections are superficial and/or forced.	• Thematic connections are obvious, relevant and explained.	• Thematic connections are effective and well-developed.	• Thematic connections are meaningful and unique.	/10
<b>Reflects on one or more personal/global/literary/or media associations related to the text.</b>	• Association(s) are off-track, and/or nonexistent.	• Association(s) are shallow, sketchy, and/or one-track.	• Association(s) are pertinent and credible.	• Association(s) are thoughtful and probing.	• Association(s) are provocative and universal.	/10
<b>Examines at least two of the author’s techniques (identifies, illustrates, explains effectiveness).</b>	• Analysis is inaccurate or nonexistent.	• Analysis is inadequate and/or simplistic.	• Analysis is adequate but basic.	• Analysis is thoughtful and perceptive.	• Analysis is insightful and sophisticated.	/10
<b>READING</b>						<b>/40</b>
<b>PART II</b>						<b>/60</b>
<b>TOTAL</b>						<b>/100</b>

## 4 CHART OF CONCEPTS AND ABILITIES FOR CONTEXT

WITHIN ANY ONE (OF A MINIMUM OF TWO) CYCLE ONE OR CYCLE TWO COMMUNICATION CONTEXTS:								
(CONCEPTS/UNDERSTANDINGS) with an understanding of: (ABILITIES)  The Ability To:	The Communication Elements  (e.g. sender, receiver, message, etc.)	The Conventions of Language  (e.g. syntax, register, etc.)	Precision and Semantic Awareness  (e.g. vocabulary, semantics, etc.)	The Functions of Language  (e.g. expressive, transactional, poetic)	The Media  (e.g. oral, visual, print, multimedia)	The Modes  (e.g. fiction, non-fiction, etc.)	Organizational Strategies  (e.g. brainstorming, exploratory talk, revision, etc.)	The Communication of Others (see Related Content, objective six of the program)
Generate								
Clarify								
Expand								
Identify								
Assume an individual voice in the communication of...								
Produce								
Confirm								
Reshape								
Interrelate								
ideas								

For example:

Within any given communication **CONTEXT**, the student will show the ability to **GENERATE** through to **INTERRELATE** ideas, with an understanding of the **COMMUNICATION ELEMENTS** through to the **COMMUNICATION OF OTHERS**

