

Ministère de l'Éducation, du Loisir et du Sport
Direction de l'évaluation des apprentissages

Exemples-types

Épreuves uniques du programme de base d'anglais, langue seconde

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134-530 – Compétence 3, *Écrire et produire des textes*

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INTRODUCTION

Le présent document propose des exemples-types, soit des textes authentiques d'élèves, rédigés dans le cadre de l'épreuve unique d'écriture de 5^e secondaire du programme de base d'anglais, langue seconde.

BUTS

Les exemples-types visent à :

- illustrer les niveaux de performance de la grille d'évaluation à l'aide d'exemples concrets;
- favoriser la compréhension la plus uniforme possible des critères et des descripteurs de la grille d'évaluation;
- assurer une plus grande uniformité de l'évaluation.

TÂCHE RÉALISÉE PAR LES ÉLÈVES

Les exemples-types proviennent de l'épreuve unique de juin 2012 (*Animals and Humans: For Better or for Worse*) et de l'épreuve unique de juin 2011 (*Beyond the Limit*). Les élèves, après avoir lu des textes et en avoir discuté, devaient rédiger un article d'opinion destiné à un magazine Web, en réponse à une question choisie parmi celles qui leur étaient proposées.

SUGGESTIONS RELATIVES À L'ÉVALUATION

La compréhension d'un même texte pouvant varier d'un lecteur à l'autre, il est important, à l'intérieur de la commission scolaire ou de l'école, de favoriser l'interprétation la plus univoque possible des outils d'évaluation en utilisant divers moyens :

- tenir une rencontre afin que les enseignantes et les enseignants puissent discuter de la grille d'évaluation et arriver à une compréhension la plus uniforme possible de celle-ci, et qu'ils puissent analyser les exemples-types fournis dans le présent document;
- réunir les enseignantes et les enseignants pendant l'année scolaire pour qu'elles et ils corrigent et analysent ensemble des textes rédigés par leurs élèves respectifs;
- former des comités de correction afin d'assurer une plus grande fidélité de la correction de l'épreuve unique;
- cacher le nom de l'élève lors de la correction afin de rendre la copie la plus anonyme possible;
- demander l'avis d'une ou d'un collègue pour les copies plus difficiles à évaluer.

GRILLE D'ÉVALUATION POUR L'ARTICLE D'OPINION – COMPÉTENCE 3, *ÉCRIRE ET PRODUIRE DES TEXTES*

VERSION DESTINÉE À L'ENSEIGNANT – ANGLAIS, LANGUE SECONDE, PROGRAMME DE BASE, 5^e SECONDAIRE – JUIN 2013, AOÛT 2013, JANVIER 2014

Exigences de la tâche	A	B	C	D	E
Rédiger une introduction qui présente le sujet et une prise de position ferme ¹ se rapportant à la question retenue, d'une manière qui suscite l'intérêt du lecteur et convient au genre de texte et au destinataire ciblé.	L'introduction présente le sujet et une prise de position ferme qui se rapporte à la question retenue, ET elle accroche le lecteur et convient au genre de texte et au destinataire ciblé.	L'introduction présente le sujet et une prise de position ferme qui se rapporte à la question retenue, ET elle suscite l'intérêt du lecteur et convient au genre de texte et au destinataire ciblé.	L'introduction présente le sujet et une prise de position ferme ou une opinion claire qui se rapporte à la question retenue, MAIS elle est maladroite, dépourvue d'intérêt ou elle ne convient pas tout à fait au genre de texte et au destinataire ciblé.	Le sujet ou la prise de position ne sont pas clairs à la première lecture de l'introduction, mais la prise de position se rapporte à la question retenue. OU L'introduction ne convient pas au genre de texte et au destinataire ciblé ou elle est déroutante pour ce dernier.	Le sujet ou la prise de position ne sont pas clairs, sont absents ou ne se rapportent pas à la question retenue. OU Il ne semble pas y avoir d'introduction.
	5 points (A)	4 points (B)	3 points (C)	2 points (D)	0 point (E)
Par le choix et l'organisation du contenu, construire une argumentation qui est convaincante, développée en fonction de la question retenue et du destinataire ciblé, qui ne connaît pas le sujet.	L'argumentation est remarquable, élaborée entièrement en fonction de l'intention de communication et du destinataire ciblé. Les éléments à l'appui sont crédibles et habilement organisés et développés.	L'argumentation est convaincante, élaborée en fonction de l'intention de communication et du destinataire ciblé. Les éléments à l'appui sont crédibles et en majeure partie bien organisés et développés.	L'argumentation est élaborée en fonction de l'intention de communication et du destinataire ciblé, mais de façon inégale. Certains éléments à l'appui sont mal organisés, mal développés ou peu efficaces (p. ex. : éléments peu crédibles, sans liens avec la prise de position ou répétitifs).	L'argumentation n'est pas vraiment élaborée en fonction de l'intention de communication et du destinataire ciblé. La plupart des éléments à l'appui sont mal organisés, mal développés ou peu efficaces (p. ex. : éléments peu crédibles, sans liens avec la prise de position ou répétitifs). OU L'argumentation est sinieuse, décousue ou présente des raisonnements fautifs.	L'argumentation ne se rapporte pas à la question retenue ou à la prise de position OU le corps du texte ne convient pas à la tâche (p. ex. : l'élève ne présente pas d'argumentation).
	15 points (A)	14 points (B+) ou 12 points (B)	11 points (C+) ou 9 points (C)	8 points (D+) ou 6 points (D)	0 point (E)
Rédiger une conclusion qui se rapporte à la question retenue et à la position adoptée et produit l'effet voulu chez le destinataire.	La conclusion se rapporte à la question retenue et à la position adoptée et produit un effet considérable chez le destinataire.	La conclusion se rapporte à la question retenue et à la position adoptée et produit l'effet voulu chez le destinataire.	La conclusion se rapporte à la question retenue et à la position adoptée, mais elle est banale, prévisible, maladroite ou dépourvue d'intérêt.	La conclusion se rapporte à la question retenue et à la position adoptée, mais elle est difficile à identifier. OU Une partie du contenu ne convient pas à la conclusion (p. ex. : l'élève apporte un nouvel argument).	La conclusion ne se rapporte pas à la question retenue, à la position adoptée ou à la tâche, elle est absente ou elle présente un changement de position.
	5 points (A)	4 points (B)	3 points (C)	2 points (D)	0 point (E)
Utiliser un répertoire linguistique ² qui assure la clarté du texte pour les lecteurs du magazine, qui sont anglophones : utiliser avec justesse les structures grammaticales, les majuscules, la ponctuation, l'orthographe d'usage et le vocabulaire.	Quelques erreurs peuvent être présentes, mais elles ne nuisent ni à la lecture ³ ni à la compréhension. ET Quelques tournures anglaises sont employées correctement (p. ex. : <i>Ever since I was little . . . , Being too short, she . . .</i>).	Quelques erreurs peuvent nuire à la lecture, mais sans nuire à la compréhension.	Des erreurs ou des tournures maladroites nuisent parfois à la lecture et à la compréhension, mais le texte est compris moyennant un peu d'interprétation.	Des erreurs ou des tournures maladroites nuisent fréquemment à la lecture ou à la compréhension, mais le texte est compris moyennant beaucoup d'interprétation.	Des erreurs ou des tournures maladroites nuisent fréquemment à la compréhension. Le texte est presque entièrement compris moyennant beaucoup d'interprétation.
	25 points (A)	23 points (B+) ou 20 points (B)	18 points (C+) ou 15 points (C)	13 points (D+) ou 10 points (D)	8 points (E)

Notes. –

- Déterminer quel descripteur représente le plus fidèlement la performance de l'élève. Accorder la note la plus élevée si la performance de l'élève présente certaines caractéristiques du niveau supérieur sans tout à fait l'atteindre. Sinon, accorder la note la moins élevée.
- Les seuls résultats possibles sont ceux indiqués dans la grille.

1. Adopter une position ferme, soit indiquer clairement au lecteur comment on se positionne par rapport à la problématique, ne signifie pas nécessairement être complètement pour ou complètement contre. Par exemple, « *Do professional athletes make too much money? It depends* » ne représente pas une position ferme, mais « *Only a few professional athletes deserve their high salaries* » représente une position nuancée, mais ferme.

2. Accorder au plus 15 points pour la dernière exigence, *Utiliser un répertoire linguistique qui assure la clarté du texte*, si le texte est trop court pour démontrer la maîtrise du répertoire linguistique.

3. Les erreurs nuisent à la lecture lorsqu'elles déconcentrent le lecteur sans toutefois nuire à sa compréhension.

Critères d'évaluation : contenu et formulation du message

EXEMPLES-TYPES ET COMMENTAIRES

EXEMPLE-TYPE 1

Question retenue : *Making it to the Olympics: Is it worth all the sacrifices athletes have to make?*

Introduction	B	4
Argumentation	B+	14
Conclusion	B	4
Répertoire linguistique	A	25
Total x 2		94 %

Nowadays, sports are becoming very popular and many people are expecting a lot from athletes. For them, training is a full-time job and it means to push their limits again and again, but is making it to the Olympics worth all the sacrifices athletes have to make? Well, I don't think so.

First, if they go to the Olympics, athletes have to say goodbye to a "normal life". They can't see their friends often and they lose good times with their families so they could regret it after. Of course, they are young, ambitious and they want to realize their dream of making it to the Olympics, but to do this they have to sacrifice everyone and everything else they love. I just can't understand that.

Secondly, training like amateur athletes do can be very harmful for the body especially if they are young and still developing. For example, little girls who do gymnastics are hurting their back and their legs so bad and it can be the same for other sports. In fact, basketball athletes are hurting their knees and it's the shoulders for tennis players. That's a very serious issue and I don't think that sports and glory are more important than health!

In conclusion, making it to the Olympics is a big dream, but there are things that are more important in life like health and family. That's why I don't think it worth all the sacrifices athletes do.

Commentaires

Introduction : Le sujet est bien présenté et la prise de position est claire.

Argumentation : L'argumentation est élaborée en fonction de l'intention de communication et du destinataire ciblé. L'élève ne dévie pas de l'intention de communication et appuie sa position à l'aide d'éléments crédibles qui sont en majeure partie bien organisés et bien développés. Certaines idées auraient dû être expliquées davantage. Les mots de transition « *first* » et « *secondly* » sont habituellement utilisés dans les textes spécialisés, mais leur utilisation n'a pas un effet négatif sur l'efficacité de l'article.

Conclusion : La conclusion se rapporte à la question retenue et à la prise de position, et elle est efficace.

Répertoire linguistique : Quelques erreurs mineures sont présentes, mais elles ne nuisent ni à la lecture ni à la compréhension. Quelques tournures typiquement anglaises sont employées correctement (p. ex. : « *push their limits again and again* », « *have to say goodbye to* »).

EXEMPLE-TYPE 2

Question retenue : *Does society value animals?*

Introduction	B	4
Argumentation	B	12
Conclusion	A	5
Répertoire linguistique	B+	23
Total x 2		88 %

Lately we hear about animals who are being mistreated for several different reasons. Some scientists do tests on animals, people beat them, others kill them for food, etc. Young readers, do you think society values animals? I don't think so! Animals are kind, loving creatures and we take advantage of them.

Lots of people don't care about animals, they care about themselves more. Humans will do anything for money. People actually kill a perfectly good and nice animal just to sell their body parts. What is even more disgusting is people who make two animals fight and bet money on who is going to win. Those poor animals pass their lives just fighting for their life so that their owner can make some money. Is that a life for an animal?

Also, scientists do lots of testing on rats because they have enough similarities to the human body that they can have a pretty good idea on how the human body will react to the substances. But rats also feel pain just like our body does! Would you like to be tested on? I highly doubt so!

If society actually valued animals, would we be killing, torturing and testing them? Would you like to be in their shoes? They are vulnerable creatures unable to fight or speak for themselves. The human race must help them!

Commentaires

Introduction : Le sujet est bien présenté et la prise de position est claire. L'utilisation de « *Young readers* » est maladroite, mais le reste de l'introduction suscite suffisamment l'intérêt du lecteur pour que ce dernier oublie cette défaillance mineure.

Argumentation : L'argumentation est ciblée; l'élève ne dévie pas de l'intention de communication. Les éléments à l'appui sont pertinents et crédibles et sont en majeure partie bien organisés et bien développés. Dans le premier paragraphe du corps de l'article, le lien entre « *they care about themselves more* » et « *humans will do anything for money* » n'est pas explicite et laissera probablement un certain nombre de lecteurs perplexes lors de la première lecture. Dans le même paragraphe, l'élève aurait dû développer davantage l'idée contenue dans la phrase « *People actually kill a perfectly good and nice animal just to sell their body parts* ».

Conclusion : La première question oratoire est très efficace; elle réaffirme et renforce la position de l'élève. La conclusion découle du contenu développé dans l'article et elle est formulée de façon à faire réfléchir le lecteur.

Répertoire linguistique : Quelques erreurs nuisent à la lecture.

EXEMPLE-TYPE 3

Question retenue : *Can anyone make it to the Olympics?*

Introduction	B	4
Argumentation	A	15
Conclusion	B	4
Répertoire linguistique	B	20
Total x 2		86 %

The secrets of the success

Some people may think everything is possible. In fact, because of circumstances sometimes it doesn't work. For some people, the Olympics is the dream of a life. Basically can anyone make it to the Olympics? I don't think so, because it isn't everybody that has enough money to get there and then obviously because some athletes don't have the technology to make it.

Even though you really want to have your place at the Olympic Games you need to have a lot of money. It's a beautiful dream but if you only have the talent and the determination you won't reach the top. Unfortunately, a passion can push you far but not to the Olympic. To get over there you'll need financial help. In fact, if you reach the Olympics it's because you've made many competition and you paid for it. Therefore, you also spend a lot of money in meals, hotels and flights to compete in other states. Consequently, someone who have the chance to be in a good financial situation can make it if he works hard. Because it isn't the majority that correspond to this reality, it isn't everyone's dream that can come true.

The dream to compete with the best athlete in the world is present all around the globe. Although many people have this dream, some region on earth didn't have technologies. In some country they have access to new technologies because the country is more rich and develop. At the opposite, some others don't have it and this difference can really affect the athletes and their performances. Essentially, if you have better training machine you'll be in better shape. If you get the best equipment you can have, you'll be faster than another that don't have the chance to take advantage of this technology. All these details are importante to be part of the best performers. . . .

In conclusion, I still think it's not everybody that is able to make it to the Olympics. Of course some people aren't able to pay all the stuff associated to his sport and the unequal distribution of the technologies on the planet stop some people. It's an unfair situation but let just imagine what will happens if everybody can go. It won't be the dream of a life, it will be to easy.

Commentaires

Introduction : Le sujet et la prise de position sont clairs et sont présentés de façon à susciter l'intérêt du lecteur. L'élève a choisi de présenter ses arguments à la fin de son introduction, ce qu'on voit dans les textes spécialisés plutôt que dans les articles de magazine. Par contre, l'élève formule ses arguments de façon plutôt attrayante.

Argumentation : L'argumentation est élaborée entièrement en fonction de l'intention de communication et du destinataire ciblé. L'élève ne dévie pas de l'intention de communication. Les éléments à l'appui présentés sont pertinents, crédibles et habilement développés. De plus, l'élève fait des liens entre ses idées, ce qui permet à l'article de bien couler.

Conclusion : La conclusion se résume à une reformulation des principaux arguments de l'élève. Par contre, l'élève invite ensuite le lecteur à réfléchir à ce qui arriverait si tout le monde pouvait participer aux Jeux olympiques, ce qui produit un effet chez le lecteur.

Répertoire linguistique : Étant donné la longueur du texte, les erreurs qui nuisent à la lecture sont peu nombreuses.

EXEMPLE-TYPE 4

Question retenue : *Can anyone make it to the Olympics?*

Introduction	C	3
Argumentation	B+	14
Conclusion	C	3
Répertoire linguistique	B	20
Total x 2		80 %

Is it fair?

The Olympic games are something that are really intense. There is a lot of people who want to be in their national team and the need to be determined. But the real question is: Can anyone make it to the Olympics? I personally think that the answer is no.

First of all, it's extremely expensive for someone who wants to make the Olympics. There is a lot of competitions and sometimes, it's far away from home. They need to take a plane, rent an hotel room and buy some meals. The parents have to spend a lot of money and the most often, they don't have all that money. As an example, if a person in a poor family wants to make the Olympic, the chances are very weak. It's all about money. Sometimes, they can be financed by some companies but it's not enough.

Secondly, if you want to make the Olympics, you need to be extremely determined and make a lot of sacrifices. When you want to be prepared for the Olympics games, you need to work hard. Also, the person needs to give most of his time to the sports. It's not the time to be in a relationship with someone who wants to be with you all the time. These people have less time for their friends and family. I think that it's a pretty hard lifestyle and it's not for everyone, because some people really need to be with their family and friends.

Finally, I don't think that anybody can make the Olympics because it's really expensive and it takes a lot of determination. I think that it's not fair because I'm sure that some people are really determined but they can't make the Olympics because of the money.

Commentaires

Introduction : Le sujet et la prise de position sont clairs, mais l'introduction ne suscite pas l'intérêt du lecteur, malgré les efforts de l'élève.

Argumentation : L'argumentation est ciblée; l'élève ne dévie pas de l'intention de communication. Les éléments à l'appui sont pertinents et crédibles, et l'élève traite brièvement d'un argument que la partie adverse pourrait invoquer (« *Sometimes, they can be financed by some companies but it's not enough* »). Toutefois, les éléments à l'appui ne sont pas toujours développés habilement, particulièrement dans le second paragraphe du corps de l'article.

Conclusion : La conclusion se rapporte à la question retenue et à la prise de position, mais elle est plutôt maladroite.

Répertoire linguistique : Quelques erreurs nuisent à la lecture.

EXEMPLE-TYPE 5

Question retenue : *Does society value animals?*

Introduction	C	3
Argumentation	C+	11
Conclusion	B	4
Répertoire linguistique	C+	18
Total x 2		72 %

Animals and Humans

We always said that animals were the best friends of humans, but does humans were the best friends of animals? I don't think so. According to me, society didn't value animals. In this text, I will talk about ill-treatment on animals, the fact that we use them on science and to work for us.

First of all, a lot of people want to adopt a pet without thinking about all the devotion and responsibility that it requires. Having a dog or a cat it's not only play with it when you want, it's also taking care of it, feed it and giving attention and affection. Each years, there's so many pet abandoned and ill-treat by their master. It's sad because they can't choose where and with who they will live. That exemple shows that it's not everybody who what to take care of them.

Secondly, it's important for a lot of people to look great, so they buy make-up, shampoo and cream to improve their appearance. But they all know that a lot of cosmetics were testing on animals in laboratory. While testing, animals suffer. They can feel pain like us. Animals didn't have to suffer because of us, especially only for make-up. Why we don't take humans for this type of test? Because it's cruel? According to me, it's also cruel to take an animal than a little girl.

Thirdly, we abuse of animals : we train elephant, monkey and lion day and night to make a wonderful show at circus, we train dolphin at aquatic park all day only for our pleasure. Animals dosen't have to work for us only because we are more "intelligent" than them. They supossed to be free, on their original environment, not at zoo or a circus.

In conclusion, society dosen't value animals, society abuse and try to control them. We should make an effort to protect them. A lot of animals are friendly with humans, so why being mean with them?

Commentaires

Introduction : Le sujet et la prise de position sont clairs. La première phrase de l'introduction suscite l'intérêt du lecteur. Toutefois, la suite est dépourvue d'intérêt et ne convient pas tout à fait au genre de texte ni au destinataire ciblé.

Argumentation : L'argumentation est élaborée en fonction de l'intention de communication et du destinataire ciblé, mais de façon inégale. Les idées présentées sont très bonnes, mais elles ne sont pas toujours bien organisées et bien développées. Par exemple, le paragraphe portant sur les essais effectués sur les animaux soulève des questions chez certains lecteurs. Pourquoi mentionner uniquement les essais pour les cosmétiques? Qu'en est-il des essais pour les médicaments et autres produits? Les animaux souffrent-ils toujours pendant les essais?

Conclusion : La conclusion est efficace dans l'ensemble. Elle se rapporte à la question retenue et à la prise de position. Dans la première phrase, l'élève tire une conclusion qui reflète le contenu développé dans l'article. La question oratoire, toutefois, n'est pas vraiment efficace.

Répertoire linguistique : L'article est inégal. Certains passages sont très bons, tandis que d'autres sont plutôt faibles. Plusieurs erreurs nuisent à la lecture et quelques-unes, à la compréhension.

EXEMPLE-TYPE 6

Question retenue : *Can anyone make it to the Olympics?*

Introduction	B	4
Argumentation	D	6
Conclusion	C	3
Répertoire linguistique	C+	18
Total x 2		62 %

It's not anyone who can be an athlete!

In the Olympic games, we can see a lot of determined athletes. They had a dream, to be the best athlete in the world and to reach a gold medal. But, they had to persevere and to go at the Olympics they need to practice everyday. Concerning this situation we can ask the next question: "Can anyone make it to the Olympics?" Personally, I believe that not everyone can go at the Olympics.

First of all, it's very difficult to be an athletes. All humans in the world had physical limits and we had to respect our body. If the athlete surpassed there limit, it can be dangerous for her health. They had to maintain there shape, to had a lot of energy and they need to be healthy.

Secondly, the athletes need endurance and determination to be able to perform at the Olympic games. When an athlete lose his motivation to persevere for going at the Olympics, the only motivation they need it's to be applauded by the spectators. The audience will be always there to support athletes.

In conclusion, it's not anyone who can be an athlete at the Olympic games. If you want to be an athlete, work hard and be in good shape. It's not anybody who can do this.

Commentaires

Introduction : Le sujet et la prise de position sont clairs. La fin de l'introduction n'accroche pas le lecteur, mais dans l'ensemble, l'introduction suscite son intérêt.

Argumentation : Dans l'ensemble, l'argumentation est peu valable. Les idées présentées dans le premier paragraphe du corps de l'article sont intéressantes, mais le lecteur doit souvent déterminer lui-même comment elles sont reliées entre elles et à la prise de position. Le second argument est valable, mais il est mal appuyé. Ainsi, la phrase « *the only motivation they need it's to be applauded by the spectators* » n'explique pas le fait que les athlètes ont besoin d'endurance et de détermination pour se rendre aux Olympiques.

Conclusion : La conclusion se rapporte à la question retenue et à la prise de position, mais elle est banale.

Répertoire linguistique : Des structures maladroites ou des erreurs, notamment dans les temps de verbe, nuisent à la lecture et parfois à la compréhension.

EXEMPLE-TYPE 7

Question selected: *Making it to the Olympics: Is it worth all the sacrifices athletes have to make?*

Introduction	D	2
Argumentation	D+	8
Conclusion	C	3
Répertoire linguistique	E	8
Total x 2		42 %

Is it a good idea?

Since the Olympic games started many very young athletes did a large sacrifices to win the competition. They pass all the time in training to be excellent. Making it to the Olympics: Is it worth all the sacrifices athletes have to make? Personally, I agree because they put to much energie for is. They lost your childhood and they don't sure if your effort give something.

Firstly, I think they loose your childhood the young athletes pass you're majority of them time to training and they can't to entertain with them friends or many things with your family. After at 30 years old, you can regret to have not take advantage of your childhood. I think there have much sacrifices for your personnal life. You will just training to be excellent.

Secondly, I think that they don't sure if your effort give something, because he pull all the time and maybe that they don't win the competition. If the athlete loose, they will be more strong, and they will training like a sick. They can become sick if you really want this competition. All your life, the athlete can training for nothing.

Also, I am very percuede with his argument, because for me, it's very bright in my head. I agree, because you don't can pass all your life in training, you loose your childhood and you don't sure if you win in the final. I believe, in the future, the people realize this problem. Alert! Don't loose your childhood. You have just one time 10 years.

Commentaires

Introduction : La prise de position de l'élève n'est pas claire à la première lecture de l'introduction, puisque l'élève répond à une question fermée par « *I agree* ». Le lecteur doit relire le passage ou interrompre sa lecture pour traiter l'information et déterminer que « *I agree* » signifie « *No, it is not worth it* ». La position adoptée se rapporte toutefois à la question retenue.

Argumentation : L'argumentation est peu efficace dans l'ensemble. L'argument présenté dans le premier paragraphe du corps de l'article est crédible. L'élève fait valoir que les athlètes sont privés de leur enfance et peuvent le regretter plus tard, et que les sacrifices à faire sont trop nombreux. Toutefois, ce paragraphe aurait pu être mieux développé ou être développé davantage. Le second paragraphe du corps de l'article est peu efficace. L'argument semble être le suivant : « Malgré des efforts importants, les athlètes ne gagneront pas nécessairement une médaille olympique ». Les éléments à l'appui ne sont pas clairs (p. ex. : que signifie « *If the athlete loose, they will be more strong* »?). De plus, le texte est quelque peu répétitif (l'idée de la perte de son enfance revient à cinq reprises).

Conclusion : La conclusion se rapporte à la question retenue et à la position adoptée, mais elle est maladroite.

Répertoire linguistique : Les erreurs et les structures maladroitement nuisent fréquemment à la lecture et à la compréhension. Le texte est presque entièrement compris moyennant beaucoup d'interprétation.

EXEMPLE-TYPE 8

Question selected: *Making it to the Olympics: Is it worth all the sacrifices athletes have to make?*

Introduction	D	2
Argumentation	D	6
Conclusion	D	2
Répertoire linguistique	D	10
Total x 2		40 %

If you want, you can!

One of the most powerful thing in this world it's to have the courage to want realize your dream. Because when you fall, the thing who help you to rise again it's your will to reach your objectif. So, making it to the Olympics: Is it worth all the sacrifices athletes have to make? Personally, I am agree because when you want realize something in your life you must do some choose. So to support my opinion, I will talk about the necessary to realize your dream and the reality of sacrifices something in a life.

Firstly, I think that realize him dream is very benefict for the person. Because when you have an objectif it's that can help you to continue to live because you want to reach them. The Olympics game, example, is a great motivation for the athletes because it's can help us to believe in our ability. The athletes are good in your sport and I think have the chance to do something who you like and to prove at the other what you able to do, it's very important for everyone. Because you show the best of you. It's for that reason, I continue to think that it's positive for everybody to realize him objectif.

Secondly, I believe that in you life the sacrifice is a necessary. Every day, you have a choose to do. Example, when you decide to do your homework and don't go see your friend. It's your choose who decide who you are and the person who you want to become. It's the same thing for Alexis Page. She want to become a great gymnast able to do some competition. But for that you must do some choose. She work so hard, four hours every day after school. It's a big sacrifice for a girl of 13 years old but she do it because she want it. I think if everyone want it realize them dream, they can have it. Because you are responsable of your sucess. It's because person like Alexis, I persist to think that sacrifice make it you more stronger and courageous.

In conclusion, I continue to believe that the sacrifice that the athletes do for realize them dream are important. Because them perseverance are a model for everyone. I hope that the athletes give the motivation at the other to do sacrifice who can help you to realize our dream.

Commentaires

Introduction : La prise de position de l'élève n'est pas claire à la première lecture de l'introduction, puisque l'élève répond à une question fermée par « *I am agree* ». Le lecteur doit relire ou interrompre sa lecture pour traiter l'information et déterminer que la position de l'élève est « *Yes, it is worth it* ». La prise de position se rapporte toutefois à la question retenue.

Argumentation : L'argumentation est peu efficace dans l'ensemble et laissera nombre de lecteurs perplexes. Dans l'ensemble, l'élève traite du sujet, bien que l'argumentation soit souvent générale (faire des sacrifices dans la vie) plutôt que directement liée à la question retenue. De plus, le corps de l'article étant mal développé dans l'ensemble, le lecteur peine à suivre le raisonnement de l'élève et à percevoir les liens entre les idées. L'élève réinvestit de l'information tirée du *Preparation Booklet*

(exemple d'Alexis Page), mais ne réussit pas vraiment à la présenter clairement, ce qui nuit à la compréhension du destinataire ciblé—qui n'a pas lu le *Preparation Booklet*. Le titre « *If you want, you can!* » est déroutant, car il ne reflète pas le sujet présenté dans la question retenue.

Conclusion : Le lien entre la conclusion et la question retenue est ténu. À nouveau, le lecteur doit inférer de façon importante pour établir des liens entre les idées. De plus, l'élève apporte un nouvel argument : « *Because them perseverance are a model for everyone* ».

Répertoire linguistique : Des erreurs et des structures maladroites, surtout dans l'emploi des adjectifs possessifs et des pronoms personnels, nuisent fréquemment à la lecture et à la compréhension.

EXEMPLE-TYPE 9

Question retenue : *Making it to the Olympics: Is it worth all the sacrifices athletes have to make?*

Introduction	E	0
Argumentation	D	6
Conclusion	C	3
Répertoire linguistique	D	10
Total x 2		38 %

When we watch the Olympics, anyone dream to take the place of one athlete. Everybody venerate a different athlete but anyone dream the same thing. That's normal and that's good but do you know the sacrifices athletes have to make? I don't think. So read the text and realize if is it worth all the sacrifices.

Rightly I have regrets about this subject because I don't make sacrifices. When I've five years old I was a gymnast and my parents give my name at school of gymnastic because I was really good in this sport. But after one lesson I cry to my parents because I don't have fun in this school, this level was to intense for me at five years old. Today I regrets and I think my parents did to give a pression to me for I realize my dream and go to the Olympics.

Everybody want to make a great thing and the Olympics are in this category. The athletes make many sacrifices but after you are satisfied and maybe to win one or many medal. Be the model of children and adult it's very encouraging.

In conclusion I said that's very nice to realize a dream and that's a great experience. So I think that's important to make sacrifice for anything because otherwise you will be regret like me.

Commentaires

Introduction : La prise de position est absente et le sujet n'est pas clair.

Argumentation : L'argumentation est peu efficace dans l'ensemble. L'élève ne présente pas d'argumentation dans le premier paragraphe du corps de l'article. Une anecdote peut être un moyen très efficace d'appuyer un argument, mais ce n'est pas le cas ici. Il est difficile pour le lecteur de saisir quel point l'élève essaie de faire valoir. Est-ce que les athlètes doivent faire des sacrifices pour se rendre aux Olympiques afin d'éviter les regrets? Le lecteur peut inférer les arguments du second paragraphe du corps de l'article : les sacrifices en valent la peine, car les athlètes éprouvent de la satisfaction s'ils gagnent une médaille et deviennent un modèle pour les jeunes et les adultes. Cependant, ces idées sont mal présentées et ne sont pas développées. L'élève obtient la cote D plutôt que la cote E pour l'argumentation, car le second paragraphe du corps de l'article, bien que mal développé, apporte des éléments à l'appui.

Conclusion : La conclusion se rapporte à la question retenue, mais elle est maladroite.

Répertoire linguistique : Les erreurs et les structures maladroites nuisent fréquemment à la lecture et à la compréhension.

RUBRIC FOR OPINION PIECE—COMPETENCY 3, WRITES AND PRODUCES TEXTS
STUDENT VERSION, SECONDARY V CORE ESL— JUNE 2013, AUGUST 2013, JANUARY 2014

Task Requirements	A	B	C	D	E
Write an introduction that presents the topic and takes a firm position ¹ on the question selected in a way that is engaging and appropriate to the text form and to the target audience.	Introduction presents topic, takes a firm position on question selected AND is captivating and appropriate to text form and target audience. 5 marks (A)	Introduction presents topic, takes a firm position on question selected AND is engaging and appropriate to text form and target audience. 4 marks (B)	Introduction presents topic and takes a firm position or states a clear opinion on question selected BUT is clumsy, flat or not entirely appropriate to text form and target audience. 3 marks (C)	Topic and/or position are not clear upon first reading of introduction, but position is pertinent to question selected. OR Introduction is not appropriate to text form and target audience or is confusing. 2 marks (D)	Topic and/or position are unclear, missing or not pertinent to question selected. OR There is no apparent introduction. 0 marks (E)
Through choice and organization of content, build a case that is convincing, focused on the question selected, and developed with the target audience in mind (e.g. unfamiliar with the topic).	Reasoning is compelling and shows a strong sense of purpose and audience throughout. Supporting evidence is credible; it is skillfully organized and developed. 15 marks (A)	Reasoning is convincing and shows a clear sense of purpose and audience. Supporting evidence is credible; it is mostly well organized and developed. 14 marks (B+) or 12 marks (B)	Reasoning shows an uneven sense of purpose and audience. Some supporting evidence is poorly organized, poorly developed or weak (e.g. is not credible, does not support position, is repetitive). 11 marks (C+) or 9 marks (C)	Reasoning reveals a mostly weak sense of purpose and audience. Most supporting evidence is poorly organized, poorly developed or weak (e.g. is not credible, does not support position, is repetitive). OR Reasoning includes fallacies or is meandering or disjointed. 8 marks (D+) or 6 marks (D)	Reasoning does not address question selected or does not support position stated. OR Body of text is not suited to task (e.g. student does not present a case). 0 marks (E)
Write a conclusion that is linked to the question selected and to the position taken, and has the desired impact on the audience.	Conclusion is linked to question selected and to position taken, and leaves audience with a lasting impression. 5 marks (A)	Conclusion is linked to question selected and to position taken, and has desired impact. 4 marks (B)	Conclusion is linked to question selected and to position taken, but is trivial, flat, clumsy or predictable. 3 marks (C)	Conclusion is linked to question selected and to position taken, but is difficult to pinpoint. OR Some content is not suitable for the conclusion (e.g. introduces a new argument). 2 marks (D)	Conclusion is not linked to question selected, to position taken or to task, is missing or introduces a change in position. 0 marks (E)
Use a language repertoire ² that ensures clarity of text for the magazine's audience, which is English-speaking: use accurate vocabulary, mechanics ³ and grammatical structures.	Some errors may be present but they do not impede readability ⁴ or understanding. AND Several typical English forms are used correctly (e.g. <i>Ever since I was little . . . , Being too short, she . . .</i>). 25 marks (A)	Some errors may impede readability but not understanding. 23 marks (B+) or 20 marks (B)	Errors and/or awkward structures sometimes impede readability and understanding, but text is understood with some interpretation. 18 marks (C+) or 15 marks (C)	Errors and/or awkward structures repeatedly impede readability and/or understanding, but text is understood with a significant degree of interpretation. 13 marks (D+) or 10 marks (D)	Errors and/or awkward structures repeatedly impede understanding. Most of the text is understood with a significant degree of interpretation. 8 marks (E)

Notes:

- Determine which descriptor best describes the student's performance. Allot the higher of the two marks for a given level if the performance demonstrates elements of the next level without quite reaching it; otherwise, allot the lower mark.
- The only marks that can be allotted for a given level are those indicated in the rubric.

¹ Taking a firm position means the student lets readers know exactly where he or she stands on the issue selected. It doesn't necessarily mean being entirely for or against. For example, "Do professional athletes make too much money? It depends" is not a nuanced but firm position, but "Only a few professional athletes deserve their high salaries" is.

² Allot a maximum of 15 marks for *Use a language repertoire that ensures clarity of text* (bottom row) for a text that is too short to demonstrate a consistently proficient use of language repertoire.

³ Mechanics include spelling, punctuation and capitalization.

⁴ Readability is affected when errors are distracting and make reading difficult, although they do not impede understanding.

Evaluation criteria: content and formulation of the message

EXEMPLARS AND COMMENTS

EXEMPLAR 1

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

Introduction	B	4
Reasoning	B+	14
Conclusion	B	4
Language Repertoire	A	25
Total x 2		94%

Nowadays, sports are becoming very popular and many people are expecting a lot from athletes. For them, training is a full-time job and it means to push their limits again and again, but is making it to the Olympics worth all the sacrifices athletes have to make? Well, I don't think so.

First, if they go to the Olympics, athletes have to say goodbye to a "normal life". They can't see their friends often and they lose good times with their families so they could regret it after. Of course, they are young, ambitious and they want to realize their dream of making it to the Olympics, but to do this they have to sacrifice everyone and everything else they love. I just can't understand that.

Secondly, training like amateur athletes do can be very harmful for the body especially if they are young and still developing. For example, little girls who do gymnastics are hurting their back and their legs so bad and it can be the same for other sports. In fact, basketball athletes are hurting their knees and it's the shoulders for tennis players. That's a very serious issue and I don't think that sports and glory are more important than health!

In conclusion, making it to the Olympics is a big dream, but there are things that are more important in life like health and family. That's why I don't think it worth all the sacrifices athletes do.

Comments

Introduction: The topic is introduced well and the student's opinion is clear.

Reasoning: The reasoning reveals a clear sense of purpose and audience. The student does not stray from the purpose and supports his or her position with credible evidence that is mostly well organized and developed. A few ideas should have been further explained. The transition words "first" and "secondly" are most often seen in academic writing, but they do not affect the effectiveness of the piece.

Conclusion: The conclusion relates to the question selected and to the position taken, and it is effective.

Language repertoire: A few minor errors are present but do not impede readability. Several typical English forms are correctly used (e.g. push their limits again and again, have to say goodbye to).

EXEMPLAR 2

Question selected: Does society value animals?

Introduction	B	4
Reasoning	B	12
Conclusion	A	5
Language Repertoire	B+	23
Total x 2		88%

Lately we hear about animals who are being mistreated for several different reasons. Some scientists do tests on animals, people beat them, others kill them for food, etc. Young readers, do you think society values animals? I don't think so! Animals are kind, loving creatures and we take advantage of them.

Lots of people don't care about animals, they care about themselves more. Humans will do anything for money. People actually kill a perfectly good and nice animal just to sell their body parts. What is even more discussing is people who make two animals fight and bet money on who is going to win. Those poor animals pass their lives just fighting for their life so that their owner can make some money. Is that a life for an animal?

Also, scientists do lots of testing on rats because they have enough similarities to the human body that they can have a pretty good idea on how the human body will react to the substances. But rats also feel pain just like our body does! Would you like to be tested on? I highly doubt so!

If society actually valued animals, would we be killing, torturing and testing them? Would you like to be in their shoes? They are vulnerable creatures unable to fight or speak for themselves. The human race must help them!

Comments

Introduction: The topic is introduced well and the student's position is clear. Addressing the audience with "Young readers" is awkward, but the rest of the introduction is engaging enough to make readers forgive this minor lapse.

Reasoning: The reasoning is focused; the student does not stray from the purpose. The supporting evidence is relevant and credible, and it is mostly well organized and developed. In the first paragraph of the body, the link between "they care about themselves more and humans will do anything for money" is not explicit and may leave a number of readers perplexed upon first reading. In the same paragraph, the sentence "People actually kill a perfectly good and nice animal just to sell their body parts" requires further development.

Conclusion: The first rhetorical question is very effective in driving home the student's point. The conclusion stems from the content developed in the article and is stated in a way that makes readers reflect.

Language repertoire: A few errors impede readability.

EXEMPLAR 3

Question selected: Can anyone make it to the Olympics?

Introduction	B	4
Reasoning	A	15
Conclusion	B	4
Language Repertoire	B	20
Total x 2		86%

The secrets of the success

Some people may think everything is possible. In fact, because of circumstances sometimes it doesn't work. For some people, the Olympics is the dream of a life. Basically can anyone make it to the Olympics? I don't think so, because it isn't everybody that has enough money to get there and then obviously because some athletes don't have the technology to make it.

Even though you really want to have your place at the Olympic Games you need to have a lot of money. It's a beautiful dream but if you only have the talent and the determination you won't reach the top. Unfortunately, a passion can push you far but not to the Olympic. To get over there you'll need financial help. In fact, if you reach the Olympics it's because you've made many competition and you paid for it. Therefore, you also spend a lot of money in meals, hotels and flights to compete in other states. Consequently, someone who have the chance to be in a good financial situation can make it if he works hard. Because it isn't the majority that correspond to this reality, it isn't everyone's dream that can come true.

The dream to compete with the best athlete in the world is present all around the globe. Although many people have this dream, some region on earth didn't have technologies. In some country they have access to new technologies because the country is more rich and develop. At the opposite, some others don't have it and this difference can really affect the athletes and their performances. Essentially, if you have better training machine you'll be in better shape. If you get the best equipment you can have, you'll be faster than another that don't have the chance to take advantage of this technology. All these details are importante to be part of the best performers. . . .

In conclusion, I still think it's not everybody that is able to make it to the Olympics. Of course some people aren't able to pay all the stuff associated to his sport and the unequal distribution of the technologies on the planet stop some people. It's an unfair situation but let just imagine what will happens if everybody can go. It won't be the dream of a life, it will be to easy.

Comments

Introduction: The topic and the student's position are clear and are presented in an engaging way. The student chose to present his or her arguments at the end of the introduction, which is seen in academic writing more than in magazine articles. However, he or she does it in a rather appealing manner.

Reasoning: The reasoning shows a strong sense of purpose and audience throughout. The student does not stray from the purpose. The supporting evidence presented is relevant, credible and skillfully developed. In addition, the student makes links between ideas to ensure flow.

Conclusion: The conclusion is a basic recap of the student's main arguments. However, the student then invites readers to think about what would happen if everyone could go to the Olympics, which has an impact on readers.

Language repertoire: Given the length of the text, errors that impede readability are few.

EXEMPLAR 4

Question selected: Can anyone make it to the Olympics?

Introduction	C	3
Reasoning	B+	14
Conclusion	C	3
Language Repertoire	B	20
Total x 2	80%	

Is it fair?

The Olympic games are something that are really intense. There is a lot of people who want to be in their national team and the need to be determined. But the real question is: Can anyone make it to the Olympics? I personally think that the answer is no.

First of all, it's extremely expensive for someone who wants to make the Olympics. There is a lot of competitions and sometimes, it's far away from home. They need to take a plane, rent an hotel room and buy some meals. The parents have to spend a lot of money and the most often, they don't have all that money. As an example, if a person in a poor family wants to make the Olympic, the chances are very weak. It's all about money. Sometimes, they can be financed by some companies but it's not enough.

Secondly, if you want to make the Olympics, you need to be extremely determined and make a lot of sacrifices. When you want to be prepared for the Olympics games, you need to work hard. Also, the person needs to give most of his time to the sports. It's not the time to be in a relationship with someone who wants to be with you all the time. These people have less time for their friends and family. I think that it's a pretty hard lifestyle and it's not for everyone, because some people really need to be with their family and friends.

Finally, I don't think that anybody can make the Olympics because it's really expensive and it takes a lot of determination. I think that it's not fair because i'm sure that some people are really determined but they can't make the Olympics because of the money.

Comments

Introduction: The topic and the student's position are clear, but the introduction is not engaging, despite the student's attempt to make it so.

Reasoning: The reasoning is focused; the student does not stray from the purpose. The supporting evidence is relevant and credible, and the student briefly addresses an opposing argument ("Sometimes, they can be financed by some companies but it's not enough"). However, the supporting evidence is not always skillfully developed, especially in the second paragraph of the body.

Conclusion: The conclusion is linked to the question selected and to the position taken, but it is rather clumsy.

Language repertoire: A few errors impede readability.

EXEMPLAR 5

Question selected: Does society value animals?

Introduction	C	3
Reasoning	C+	11
Conclusion	B	4
Language Repertoire	C+	18
Total x 2		72%

Animals and Humans

We always said that animals were the best friends of humans, but does humans were the best friends of animals? I don't think so. According to me, society didn't value animals. In this text, I will talk about ill-treatment on animals, the fact that we use them on science and to work for us.

First of all, a lot of people want to adopt a pet without thinking about all the devotion and responsibility that it requires. Having a dog or a cat it's not only play with it when you want, it's also taking care of it, feed it and giving attention and affection. Each years, there's so many pet abandoned and ill-treat by their master. It's sad because they can't choose where and with who they will live. That exemple shows that it's not everybody who what to take care of them.

Secondly, it's important for a lot of people to look great, so they buy make-up, shampoo and cream to improve their appearance. But they all know that a lot of cosmetics were testing on animals in laboratory. While testing, animals suffer. They can feel pain like us. Animals didn't have to suffer because of us, especially only for make-up. Why we don't take humans for this type of test? Because it's cruel? According to me, it's also cruel to take an animal than a little girl.

Thirdly, we abuse of animals : we train elephant, monkey and lion day and night to make a wonderful show at circus, we train dolphin at aquatic park all day only for our pleasure. Animals dosen't have to work for us only because we are more "intelligent" than them. They supossed to be free, on their original environment, not at zoo or a circus.

In conclusion, society dosen't value animals, society abuse and try to control them. We should make an effort to protect them. A lot of animals are friendly with humans, so why being mean with them?

Comments

Introduction: The topic and the student's position are clear. The first sentence is engaging but the introduction falls flat at the end, as it is not entirely appropriate to the text form and to the target audience.

Reasoning: The reasoning shows an uneven sense of purpose and audience. The ideas presented are very good but not always well organized and developed. For example, the paragraph about animal testing will raise unanswered questions with some readers: Why only mention testing for cosmetics? What about testing drugs and other products? Do animals always suffer during testing?

Conclusion: The conclusion is effective overall. It is linked to the question selected and to the position taken. In the first sentence, the student draws a conclusion that reflects the content developed in the article. The rhetorical question, however, is not really effective.

Language repertoire: This article is uneven, displaying strong passages as well as weak ones. Several errors impede readability and a few errors impede understanding.

EXEMPLAR 6

Question selected: Can anyone make it to the Olympics?

Introduction	B	4
Reasoning	D	6
Conclusion	C	3
Language Repertoire	C+	18
Total x 2	62%	

It's not anyone who can be an athlete!

In the Olympic games, we can see a lot of determined athletes. They had a dream, to be the best athlete in the world and to reach a gold medal. But, they had to persevere and to go at the Olympics they need to practice everyday. Concerning this situation we can ask the next question: "Can anyone make it to the Olympics?" Personally, I believe that not everyone can go at the Olympics.

First of all, it's very difficult to be an athlete. All humans in the world had physical limits and we had to respect our body. If the athlete surpassed their limit, it can be dangerous for her health. They had to maintain their shape, to have a lot of energy and they need to be healthy.

Secondly, the athletes need endurance and determination to be able to perform at the Olympic games. When an athlete loses his motivation to persevere for going at the Olympics, the only motivation they need is to be applauded by the spectators. The audience will be always there to support athletes.

In conclusion, it's not anyone who can be an athlete at the Olympic games. If you want to be an athlete, work hard and be in good shape. It's not anybody who can do this.

Comments

Introduction: The topic and the student's position are clear. The end of the introduction is not captivating, but the introduction as a whole is engaging.

Reasoning: Overall, the reasoning is weak. The ideas in the first paragraph of the body are interesting, but readers must infer a great deal to see how they fit together and how they support the position stated. The second argument is valid but is not well supported. For example, the statement that the only thing athletes need to be motivated is to be applauded by spectators does not support the claim that athletes need endurance and determination to make it to the Olympics.

Conclusion: The conclusion is linked to the question selected and to the position taken, but it is trivial.

Language repertoire: A number of errors and/or awkward structures, especially errors with verb tenses, impede readability and sometimes understanding.

EXEMPLAR 7

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

Introduction	D	2
Reasoning	D+	8
Conclusion	C	3
Language Repertoire	E	8
Total x 2		42%

Is it a good idea?

Since the Olympic games started many very young athletes did a large sacrifices to win the competition. They pass all the time in training to be excellent. Making it to the Olympics: Is it worth all the sacrifices athletes have to make? Personally, I agree because they put to much energie for is. They lost your childhood and they don't sure if your effort give something.

Firstly, I think they loose your childhood the young athletes pass you're majority of them time to training and they can't to entertain with them friends or many things with your family. After at 30 years old, you can regret to have not take advantage of your childhood. I think there have much sacrifices for your personnal life. You will just training to be excellent.

Secondly, I think that they don't sure if your effort give something, because he pull all the time and maybe that they don't win the competition. If the athlete loose, they will be more strong, and they will training like a sick. They can become sick if you really want this competition. All your life, the athlete can training for nothing.

Also, I am very percuaede with his argument, because for me, it's very bright in my head. I agree, because you don't can pass all your life in training, you loose your childhood and you don't sure if you win in the final. I believe, in the future, the people realize this problem. Alert! Don't loose your childhood. You have just one time 10 years.

Comments

Introduction: The student's opinion is not clear upon first reading of the introduction, as the student answers a yes/no question with "I agree." Readers have to reread or stop and process the information to understand that the student's opinion is "No, it is not worth it." However, the position is pertinent to the question selected.

Reasoning: Overall, the reasoning is weak. The argument presented in the first paragraph of the body is credible. The student makes the point that athletes lose their childhoods and may end up regretting doing so, and that the sacrifices are too many. However, this paragraph could have been further or better developed. The second paragraph of the body is weak. The argument appears to be that an athlete's hard work may not lead to an Olympic medal. The supporting evidence is unclear (e.g. what does the student mean by "if the athlete loose, they will be more strong"?). In addition, the text is somewhat repetitive (the idea of losing one's childhood is mentioned five times).

Conclusion: The conclusion is linked to the question selected and to the position taken, but it is clumsy.

Language repertoire: Errors and awkward structures repeatedly impede readability and understanding. Most of the text is understood with a significant degree of interpretation.

EXEMPLAR 8

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

Introduction	D	2
Reasoning	D	6
Conclusion	D	2
Language Repertoire	D	10
Total x 2		40%

If you want, you can!

One of the most powerful thing in this world it's to have the courage to want realize your dream. Because when you fall, the thing who help you to rise again it's your will to reach your objectif. So, making it to the Olympics: Is it worth all the sacrifices athletes have to make? Personally, I am agree because when you want realize something in your life you must do some choose. So to support my opinion, I will talk about the necessary to realize your dream and the reality of sacrifices something in a life.

Firstly, I think that realize him dream is very benefict for the person. Because when you have an objectif it's that can help you to continue to live because you want to reach them. The Olympics game, example, is a great motivation for the athletes because it's can help us to believe in our ability. The athletes are good in your sport and I think have the chance to do something who you like and to prove at the other what you able to do, it's very important for everyone. Because you show the best of you. It's for that reason, I continue to think that it's positive for everybody to realize him objectif.

Secondly, I believe that in you life the sacrifice is a necessary. Every day, you have a choose to do. Example, when you decide to do your homework and don't go see your friend. It's your choose who decide who you are and the person who you want to become. It's the same thing for Alexis Page. She want to become a great gymnast able to do some competition. But for that you must do some choose. She work so hard, four hours every day after school. It's a big sacrifice for a girl of 13 years old but she do it because she want it. I think if everyone want it realize them dream, they can have it. Because you are responsable of your sucess. It's because person like Alexis, I persist to think that sacrifice make it you more stronger and courageous.

In conclusion, I continue to believe that the sacrifice that the athletes do for realize them dream are important. Because them perseverance are a model for everyone. I hope that the athletes give the motivation at the other to do sacrifice who can help you to realize our dream.

Comments

Introduction: The student's position is not clear upon first reading, as the student answers a yes/no question with "I am agree." Readers have to reread or stop and process the information to understand that the student's opinion is "Yes, it is worth it." However, the position is pertinent to the question selected.

Reasoning: Overall, the reasoning is weak, leaving many readers perplexed. The student does address the topic overall, although the reasoning is often generic (making sacrifices in life) rather than directly linked to the examination question. In addition, the body is generally poorly developed, making readers work hard to follow the reasoning and see how ideas fit together. The student uses information drawn from the Preparation Booklet (example of Alexis Page), but does not quite succeed in presenting it clearly so that the target audience—who has not read the Preparation

Booklet—understands easily. The title, “If you want, you can!,” is misleading, as it does not reflect the topic presented in the question selected.

Conclusion: The link between the conclusion and the question selected is tenuous. Once again, readers have to infer significantly to make the connection. In addition, the student introduces a new argument: “Because them perseverance are a model for everyone.”

Language repertoire: Errors and awkward structures, especially errors with possessive adjectives and personal pronouns, repeatedly impede readability and understanding.

EXEMPLAR 9

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

Introduction	E	0
Reasoning	D	6
Conclusion	C	3
Language Repertoire	D	10
Total x 2		38%

When we watch the Olympics, anyone dream to take the place of one athlete. Everybody venerate a different athlete but anyone dream the same thing. That's normal and that's good but do you know the sacrifices athletes have to make? I don't think. So read the text and realize if is it worth all the sacrifices.

Rightly I have regrets about this subject because I don't make sacrifices. When I've five years old I was a gymnast and my parents give my name at school of gymnastic because I was really good in this sport. But after one lesson I cry to my parents because I don't have fun in this school, this level was to intense for me at five years old. Today I regrets and I think my parents did to give a pression to me for I realize my dream and go to the Olympics.

Everybody want to make a great thing and the Olympics are in this category. The athletes make many sacrifices but after you are satisfied and maybe to win one or many medal. Be the model of children and adult it's very encouraging.

In conclusion I said that's very nice to realize a dream and that's a great experience. So I think that's important to make sacrifice for anything because otherwise you will be regret like me.

Comments

Introduction: The opinion is missing and the topic is unclear.

Reasoning: Overall, the reasoning is weak. In the first paragraph of the body, the student does not present a case. Anecdotes can be very effective in supporting an argument; however, it is not the case here. What point is the student trying to make? That the sacrifices athletes have to make to reach the Olympics are worth it because otherwise they will have regrets? Arguments can be inferred in the second paragraph of the body: the sacrifices are worth it because athletes get satisfaction from perhaps winning a medal and becoming a role model. However, these ideas are poorly presented and not developed. This text is close to earning an E ("student does not present a case"), but the second paragraph of the body, although poorly developed, does present evidence.

Conclusion: The conclusion is linked to the question selected but is clumsy.

Language repertoire: Errors and awkward structures repeatedly impede readability and understanding.

EXEMPLARS WITHOUT COMMENTS

EXEMPLAR 1

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

Nowadays, sports are becoming very popular and many people are expecting a lot from athletes. For them, training is a full-time job and it means to push their limits again and again, but is making it to the Olympics worth all the sacrifices athletes have to make? Well, I don't think so.

First, if they go to the Olympics, athletes have to say goodbye to a "normal life". They can't see their friends often and they lose good times with their families so they could regret it after. Of course, they are young, ambitious and they want to realize their dream of making it to the Olympics, but to do this they have to sacrifice everyone and everything else they love. I just can't understand that.

Secondly, training like amateur athletes do can be very harmful for the body especially if they are young and still developing. For example, little girls who do gymnastics are hurting their back and their legs so bad and it can be the same for other sports. In fact, basketball athletes are hurting their knees and it's the shoulders for tennis players. That's a very serious issue and I don't think that sports and glory are more important than health!

In conclusion, making it to the Olympics is a big dream, but there are things that are more important in life like health and family. That's why I don't think it worth all the sacrifices athletes do.

EXEMPLAR 2

Question selected: Does society value animals?

Lately we hear about animals who are being mistreated for several different reasons. Some scientists do tests on animals, people beat them, others kill them for food, etc. Young readers, do you think society values animals? I don't think so! Animals are kind, loving creatures and we take advantage of them.

Lots of people care about animals, they care about themselves more. Humans will do anything for money. People actually kill a perfectly good and nice animal just to sell their body parts. What is even more disgusting is people who make two animals fight and bet money on who is going to win. Those poor animals pass their lives just fighting for their life so that their owner can make some money. Is that a life for an animal?

Also, scientists do lots of testing on rats because they have enough similarities to the human body that they can have a pretty good idea on how the human body will react to the substances. But rats also feel pain just like our body does! Would you like to be tested on? I highly doubt so!

If society actually valued animals, would we be killing, torturing and testing them? Would you like to be in their shoes? They are vulnerable creatures unable to fight or speak for themselves. The human race must help them!

EXEMPLAR 3

Question selected: Can anyone make it to the Olympics?

The secrets of the success

Some people may think everything is possible. In fact, because of circumstances sometimes it doesn't work. For some people, the Olympics is the dream of a life. Basically can anyone make it to the Olympics? I don't think so, because it isn't everybody that has enough money to get there and then obviously because some athletes don't have the technology to make it.

Even though you really want to have your place at the Olympic Games you need to have a lot of money. It's a beautiful dream but if you only have the talent and the determination you won't reach the top. Unfortunately, a passion can push you far but not to the Olympic. To get over there you'll need financial help. In fact, if you reach the Olympics it's because you've made many competition and you paid for it. Therefore, you also spend a lot of money in meals, hotels and flights to compete in other states. Consequently, someone who have the chance to be in a good financial situation can make it if he works hard. Because it isn't the majority that correspond to this reality, it isn't everyone's dream that can come true.

The dream to compete with the best athlete in the world is present all around the globe. Although many people have this dream, some region on earth didn't have technologies. In some country they have access to new technologies because the country is more rich and develop. At the opposite, some others don't have it and this difference can really affect the athletes and their performances. Essentially, if you have better training machine you'll be in better shape. If you get the best equipment you can have, you'll be faster than another that don't have the chance to take advantage of this technology. All these details are importante to be part of the best performers. . . .

In conclusion, I still think it's not everybody that is able to make it to the Olympics. Of course some people aren't able to pay all the stuff associated to his sport and the unequal distribution of the technologies on the planet stop some people. It's an unfair situation but let just imagine what will happens if everybody can go. It won't be the dream of a life, it will be to easy.

EXEMPLAR 4

Question selected: Can anyone make it to the Olympics?

Is it fair?

The Olympic games are something that are really intense. There is a lot of people who want to be in their national team and the need to be determined. But the real question is: Can anyone make it to the Olympics? I personally think that the answer is no.

First of all, it's extremely expensive for someone who wants to make the Olympics. There is a lot of competitions and sometimes, it's far away from home. They need to take a plane, rent an hotel room and buy some meals. The parents have to spend a lot of money and the most often, they don't have all that money. As an example, if a person in a poor family wants to make the Olympic, the chances are very weak. It's all about money. Sometimes, they can be financed by some companies but it's not enough.

Secondly, if you want to make the Olympics, you need to be extremely determined and make a lot of sacrifices. When you want to be prepared for the Olympics games, you need to work hard. Also, the person needs to give most of his time to the sports. It's not the time to be in a relationship with someone who wants to be with you all the time. These people have less time for their friends and family. I think that it's a pretty hard lifestyle and it's not for everyone, because some people really need to be with their family and friends.

Finally, I don't think that anybody can make the Olympics because it's really expensive and it takes a lot of determination. I think that it's not fair because i'm sure that some people are really determined but they can't make the Olympics because of the money.

EXEMPLAR 5

Question selected: Does society value animals?

Animals and Humans

We always said that animals were the best friends of humans, but does humans were the best friends of animals? I don't think so. According to me, society didn't value animals. In this text, I will talk about ill-treatment on animals, the fact that we use them on science and to work for us.

First of all, a lot of people want to adopt a pet without thinking about all the devotion and responsibility that it requires. Having a dog or a cat it's not only play with it when you want, it's also taking care of it, feed it and giving attention and affection. Each years, there's so many pet abandoned and ill-treat by their master. It's sad because they can't choose where and with who they will live. That exemple shows that it's not everybody who what to take care of them.

Secondly, it's important for a lot of people to look great, so they buy make-up, shampoo and cream to improve their appearance. But they all know that a lot of cosmetics were testing on animals in laboratory. While testing, animals suffer. They can feel pain like us. Animals didn't have to suffer because of us, especially only for make-up. Why we don't take humans for this type of test? Because it's cruel? According to me, it's also cruel to take an animal than a little girl.

Thirdly, we abuse of animals : we train elephant, monkey and lion day and night to make a wonderful show at circus, we train dolphin at aquatic park all day only for our pleasure. Animals dosen't have to work for us only because we are more "intelligent" than them. They supposed to be free, on their original environment, not at zoo or a circus.

In conclusion, society dosen't value animals, society abuse and try to control them. We should make an effort to protect them. A lot of animals are friendly with humans, so why being mean with them?

EXEMPLAR 6

Question selected: Can anyone make it to the Olympics?

It's not anyone who can be an athlete!

In the Olympic games, we can see a lot of determined athletes. They had a dream, to be the best athlete in the world and to reach a gold medal. But, they had to persevere and to go at the Olympics they need to practice everyday. Concerning this situation we can ask the next question: "Can anyone make it to the Olympics?" Personally, I believe that not everyone can go at the Olympics.

First of all, it's very difficult to be an athlete. All humans in the world had physical limits and we had to respect our body. If the athlete surpassed there limit, it can be dangerous for her health. They had to maintain there shape, to had a lot of energy and they need to be healthy.

Secondly, the athletes need endurance and determination to be able to perform at the Olympic games. When an athlete lose his motivation to persevere for going at the Olympics, the only motivation they need it's to be applauded by the spectators. The audience will be always there to support athletes.

In conclusion, it's not anyone who can be an athlete at the Olympic games. If you want to be an athlete, work hard and be in good shape. It's not anybody who can do this.

EXEMPLAR 7

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

Is it a good idea?

Since the Olympic games started many very young athletes did a large sacrifices to win the competition. They pass all the time in training to be excellent. Making it to the Olympics: Is it worth all the sacrifices athletes have to make? Personally, I agree because they put to much energie for is. They lost your childhood and they don't sure if your effort give something.

Firstly, I think they loose your childhood the young athletes pass you're majority of them time to training and they can't to entertain with them friends or many things with your family. After at 30 years old, you can regret to have not take advantage of your childhood. I think there have much sacrifices for your personnal life. You will just training to be excellent.

Secondly, I think that they don't sure if your effort give something. because he PULL ALL THE TIME and maybe that they don't win the competition. If the athlete loose, they will be more strong, and they will TRAINING LIKE A SICK. They can become sick if you really want this competition. All your life, the athlete can training for nothing.

Also, I am very percuade with his argument, because for me, IT'S VERY BRIGHT IN MY HEAD. I agree, because you don't can pass all your life in training, you loose your childhood and you don't sure if you win in the final. I believe, in the future, the people realize this problem. Alert! Don't loose your childhood. You have just one time 10 years.

EXEMPLAR 8

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

If you want, you can!

One of the most powerful thing in this world it's to have the courage to want realize your dream. Because when you fall, the thing who help you to rise again it's your will to reach your objectif. So, making it to the Olympics: Is it worth all the sacrifices athletes have to make? Personally, I am agree because when you want realize something in your life you must do some choose. So to support my opinion, I will talk about the necessary to realize your dream and the reality of sacrifices something in a life.

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Secondly, I believe that in you life the sacrifice is a necessary. Every day, you have a choose to do. Example, when you decide to do your homework and don't go see your friend. It's your choose who decide who you are and the person who you want to become. It's the same thing for Alexis Page. She want to become a great gymnast able to do some competition. But for that you must do some choose. She work so hard, four hours every day after school. It's a big sacrifice for a girl of 13 years old but she do it because she want it. I think if everyone want it realize them dream, they can have it. Because you are responsable of your sucess. It's because person like Alexis, I persist to think that sacrifice make it you more stronger and courageous.

In conclusion, I continue to believe that the sacrifice that the athletes do for realize them dream are important. Because them perseverance are a model for everyone. I hope that the athletes give the motivation at the other to do sacrifice who can help you to realize our dream.

EXEMPLAR 9

Question selected: Making it to the Olympics: Is it worth all the sacrifices athletes have to make?

When we watch the Olympics, anyone dream to take the place of one athlete. Everybody venerate a different athlete but anyone dream the same thing. That's normal and that's good but do you know the sacrifices athletes have to make? I don't think. So read the text and realize if is it worth all the sacrifices.

Rightly I have regrets about this subject because I don't make sacrifices. When I've five years old I was a gymnast and my parents give my name at school of gymnastic because I was really good in this sport. But after one lesson I cry to my parents because I don't have fun in this school, this level was to intense for me at five years old. Today I regrets and I think my parents did to give a pression to me for I realize my dream and go to the Olympics.

Everybody want to make a great thing and the Olympics are in this category. The athletes make many sacrifices but after you are satisfied and maybe to win one or many medal. Be the model of children and adult it's very encouraging.

In conclusion I said that's very nice to realize a dream and that's a great experience. So I think that's important to make sacrifice for anything because otherwise you will be regret like me.

