

EVALUATION GRID

"I READ, YOU READ, AND READING BRINGS US TOGETHER."

FAMILY NAME, GIVEN NAME

GROUP

CRITERIA		ADVANCED COMPETENCY DEVELOPMENT	THOROUGH COMPETENCY DEVELOPMENT	ACCEPTABLE COMPETENCY DEVELOPMENT	PARTIAL COMPETENCY DEVELOPMENT	MINIMAL COMPETENCY DEVELOPMENT
Reads and listens to written, spoken and media texts.	Individual grade 40	The student read the assigned pages and took detailed notes according to the role assigned in all of the reading circles. The student participated in all reading circle discussions. The student demonstrated thinking skills (both orally and in writing) in each reading circle. The student was able to justify the use of a novel in understanding the concept of diversity.	The student read the assigned pages and took detailed notes according to the role assigned in all of the reading circles. The student participated in almost all reading circle discussions. The student demonstrated thinking skills (both orally and in writing) in most of the reading circles.	The student read almost all of the assigned pages and took notes according to the role assigned in all of the reading circles. The student participated in some of the reading circle discussions. The student demonstrated thinking skills (both orally and in writing) in all of the reading circles.	The student read half of the assigned pages and took some notes according to the role assigned in the reading circles. The student participated in a few reading circle discussions. The student demonstrated thinking skills (both orally in and in writing) in some of the reading circles.	The student read fewer than half of the assigned pages and took some notes according to the role assigned in few of the reading circles. The student participated in few reading circle discussions. The student did not demonstrate any thinking skills.
	Individual grade 10	The student explains by justifying the use of a novel in understanding the concept of diversity.		The student explains the use of a novel in understanding the concept of diversity.		The student does not explain the use of a novel in understanding the concept of diversity.
Produces texts for personal and social purposes (poster).	Team grade 20	The content of each category is detailed and coherent. There are no spelling errors.	The content of almost all categories is detailed and presented in a coherent manner. There are few spelling errors.	The content of some categories are detailed and coherent. There are several spelling errors.	Categories are hardly detailed and not coherent. There are many spelling errors.	Some categories are missing and the content has little detail. There are many spelling errors.

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Uses language/ talk to communicate and to learn (oral presentation about the book using a poster)	Individual grade — 20	The content is detailed and presented in a coherent manner. The pronunciation, volume and flow are adapted. Visual contact with the audience is constant. The student maintains his concentration throughout the presentation. The language level is always adequate.	The content is detailed and presented in a coherent manner. The pronunciation, volume and flow are adapted. Visual contact with the audience is almost always constant. The student maintains his concentration through almost all of the presentation. The language level is almost always adequate.	The content is presented in a coherent manner. The pronunciation, volume or flow are adapted. There is some visual contact with the audience. The student maintains his concentration during his part of the presentation. The language level is sometimes adequate.	The content is presented incoherently. The pronunciation or volume or flow is adapted. Visual contact with the audience is minimal. The student is seldom concentrated. The language level is rarely adequate.	The little content presented is incoherent. Neither the pronunciation, nor the volume nor the flow are adapted. There is no visual contact with the audience. The student is not concentrated. The language level is always inadequate.
	Individual grade — 10	Note-taking indicates active listening throughout the presentations.	Note-taking indicates active listening in almost all presentations.	Note taking indicates active listening in some presentations.	Note-taking indicates active listening in few presentations.	Note-taking indicates active listening in one or two presentations.
	Team grade — 10	The poster presentation highlights the different categories and maintains audience interest.	Presentation of the poster highlights the different categories.	Presentation of the poster highlights most categories.	Presentation of the poster highlights some categories.	Presentation of the poster highlights few categories.