



English Language Arts Activity

Evaluation Grid

A Excellent	B Good	C Satisfactory	D Less than satisfactory	E Poor
----------------	-----------	-------------------	-----------------------------	-----------

1st competency assessed: To read and listen to literary, popular and information-based texts.

CRITERIA EVALUATED (in regard to the key features targeted)	DETAILS SPECIFIC TO THIS PROJECT	EVALUATION
Develops and uses a repertoire of meaning-making strategies (cycle 1). / Develops preferred reading strategies when meaning-making breaks down (cycle 2). / Uses appropriate reading strategies to construct meaning in a specific context (cycle 3).		A B C D E
Begins to acknowledge and support different interpretations of the same text (cycle 1). / Seeks to clarify own meanings and meanings of others through a response process (cycle 2). / Begins to respond to the interpretative processes of her/his peers (cycle 3).		A B C D E
Begins to identify some structures and features of text type (cycle 1). / Identifies some structures and features of familiar text types and explains how they contribute to meaning (cycle 2). / Begins to adapt some familiar structures and features from reading into own writing (cycle 3).		A B C D E
Other:		A B C D E

Comments:

.....

.....

.....

2nd competency assessed: To write self-expressive, narrative and information-based texts.

CRITERIA EVALUATED (in regard to the key features targeted)	DETAILS SPECIFIC TO THIS PROJECT	EVALUATION
<p>Uses signs, symbols, illustrations and words to communicate to a familiar audience (cycle 1). / Produces self-expressive and narrative texts for a familiar (cycle 2) and wider (cycle 3) audience.</p>		<p>A B C D E</p>
<p>Uses a limited range of developmentally appropriate spelling strategies, including purposeful approximations (cycle 1). / Communicates meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context (cycle 2). / Begins to make simple revision and editing decisions (cycle 3).</p>		<p>A B C D E</p>
<p>Begins to adapt (cycle 1) and adapts (cycle 2) ideas and structures drawn from reading/viewing experiences to own texts. / Makes appropriate choices about structures and features of the text type she/he is writing given the purpose, audience and context (cycle 3).</p>		<p>A B C D E</p>
<p>Other:</p>		<p>A B C D E</p>

Comments:

.....

.....

.....

NOTIONS AND CONCEPTS EVALUATED (teacher's choice)	DETAILS SPECIFIC TO THIS PROJECT	EVALUATION
		A B C D E
		A B C D E
		A B C D E
		A B C D E
		A B C D E

Comments:

.....

.....

.....

.....

.....

3rd competency assessed: To use language to communicate and learn.

CRITERIA EVALUATED (in regard to the key features targeted)	DETAILS SPECIFIC TO THIS PROJECT	EVALUATION
Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination (cycles 1, 2 and 3).		A B C D E
Experiments with and adapts linguistic features when communicating in specific contexts for a familiar audience (cycles 2 and 3).		A B C D E
Other:		A B C D E

Comments:

.....

.....

.....

.....

.....

Parent's signature:

.....