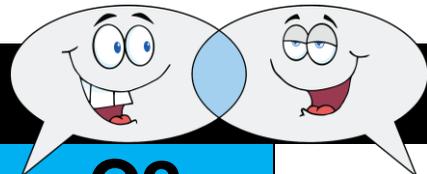


## Generic C2 Rubric – Beginning of Year – Grade 6

35%

C2	Observable elements	A	B	C	D	E
<b>Evidence of understanding of texts</b>	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language (FL) and words drawn from the texts.	Shows/shares an excellent understanding using lots of FL and many words/expressions from texts.	Shows/shares an understanding using FL and words/expressions from texts.	Shows/shares some understanding using basic FL, words/expressions from texts.	Shows/shares little understanding using little FL and a few words /expressions from texts.	Shows/shares poor understanding using FL, words/expressions from texts, inappropriately OR using only a few words from texts.
<b>Use of knowledge from texts in a reinvestment task</b>	Uses texts and available resources as sources of inspiration to express feelings, ideas, interests, opinions, etc.	Effectively and autonomously uses texts and resources.	Uses texts and resources autonomously.	Uses texts and resources with teacher support.	Uses texts and resource when guided by the teacher.	Does not use texts and resources.
	Selects and organizes information and ideas taken from texts and available resources.	Effectively, and with ease, selects and organizes information/ideas from texts/ resources.	Effectively selects and organizes information/ideas from texts/ resources.	Selects and organizes some information/ideas from texts/ resources with teacher support.	Selects and organizes some information/ideas from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas from texts/ resources. <b>OR</b> The student's text is mostly copied from the texts read.
<b>Use of strategies (for feedback only)</b>	Uses contextual cues to construct meaning.	Effectively uses cues from a variety of texts.	Uses cues from a variety of texts.	Uses cues from a variety of texts with teacher support.	Uses cues from a variety of texts when guided by the teacher.	Does not use cues from a variety of texts to construct meaning.
	Applies learning strategies	Effectively applies newly-modelled strategies.	Applies newly-modelled strategies.	Applies newly-modelled strategies with teacher support.	Applies newly-modelled strategies when guided by the teacher.	Applies newly-modelled strategies when closely guided by the teacher.



## Generic C2 Rubric – End of Year – Grade 6

**35%**

<b>C2</b>	<b>Observable elements</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Evidence of understanding of texts</b>	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language and words drawn from the texts.	Identifies and thoroughly describes most or all key elements. Shows/shares a thorough understanding of overall meaning.	Identifies and briefly describes many key elements. Shows/shares solid understanding of overall meaning.	Identifies and briefly describes some key elements. Shows/shares basic understanding of overall meaning.	Identifies and briefly describes a few key elements. Shows/shares little understanding of overall meaning.	Has difficulty identifying/describing key elements and shows/shares misunderstanding of overall meaning.
<b>Use of knowledge from texts in a reinvestment task</b>	Selects, organizes and summarizes information, develops ideas and expands on his or her range of words and expressions using texts and available resources.	Effectively, and with ease, selects, organizes and summarizes information/ ideas/language from texts/resources.	Effectively selects, organizes and summarizes information/ ideas/language from texts/ resources.	Selects, organizes and summarizes some information/ideas/language from texts/resources with teacher support.	Selects, organizes and summarizes some information/ideas/language from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas/language from texts/ resources. OR The student's text is mostly copied from the texts/resources.
<b>Use of strategies (for feedback only)</b>	Uses contextual cues to construct meaning.	Consistently and autonomously uses cues.	Frequently and autonomously uses cues.	Autonomously uses some cues.	Inconsistently uses cues.	Very limited use of cues OR Does not use cues.
	Applies strategies.	Effectively applies appropriate strategies practised during both cycles.	Applies appropriate strategies practised during both cycles.	Sometimes applies appropriate strategies practised during both cycles.	Applies some appropriate strategies practised during both cycles with teacher support.	Applies some appropriate strategies practised during both cycles when guided by the teacher.