

A Script for a Radio Broadcast **BELOW LEVEL 1**

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- does not demonstrate an understanding of the selected sports issue, based on the materials read;
- does not define the sports issue clearly;
- provides irrelevant and/or inaccurate information;
- provides insufficient detail in describing the sports issue;
- fails to provide appropriate examples.

Thinking/Inquiry

The student:

- does not analyse the pros or the cons of the issue, or omits analysis of either one;
- does not provide a balanced analysis of the pros and cons of the issue;
- provides little or no elaboration and/or supportive detail in the analysis of the issue;
- fails to state and defend an opinion;
- does not include arguments in defence of his or her opinion, or evidence to support those arguments;
- provides illogical or irrational arguments;
- does not order arguments in a logical manner.

Communication

The student:

- provides no indication of the fact that the text is meant to be a radio broadcast;
- does not write in a way that reflects awareness of the purpose and audience for a radio broadcast;
- uses an inappropriate level of language for a radio broadcast (e.g., too formal, too informal) or an inappropriate tone;
- does not use appropriate language structures;
- uses language structures identified for the course incorrectly;
- uses inappropriate verb tenses or forms;
- uses syntactical forms translated directly from English-language constructions.

Application

The student:

- creates a multi-paragraph text that lacks logical organization, impeding the flow and readability of the script;
- does not use transitional phrases and linking words effectively, creating a script that does not flow smoothly;
- makes numerous errors in the use of language conventions (e.g., spelling, gender, agreement in gender and number, punctuation), suggesting a failure to edit writing;
- makes numerous typographical errors, suggesting a failure to proofread;
- does not incorporate new vocabulary related to the selected sport and the selected sports issue, or makes numerous errors in its use;
- makes poor word choices, impeding comprehension and readability.

Comments

This work is representative of performance that falls below level 1. The student does not understand the requirements of the task and has little or no understanding of the selected sports issue. He or she does not analyse the pros

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and cons of the issue effectively or defend an opinion competently. The student does not write in a way that suits the purpose and audience of a radio broadcast. He or she does not use identified language structures or uses them inappropriately or incorrectly. The student's writing lacks logical organization and flow, and the student makes numerous errors in word choice and in the use of language conventions.

Next Steps

In order to improve his or her performance, the student needs to:

- select an appropriate sports issue and define it clearly;
- conduct in-depth research and closely monitor his or her understanding of texts read in French;
- provide relevant and accurate information and sufficient detail to support his or her arguments and/or analysis;
- use examples from research;
- provide an effective analysis of the pros and cons of the issue;
- provide logical and rational supporting arguments in defence of an opinion;
- use appropriate evidence to support arguments;
- communicate ideas and information clearly;
- review language structures and practise using them in writing;
- review rules of grammar (e.g., agreement in gender and number);
- use a dictionary and/or thesaurus to eliminate errors of spelling and gender and to improve word choice;
- revise, edit, and proofread writing carefully to check organization and logical flow of text and to locate and correct errors in use of vocabulary, language conventions, and typography.