Competency 2
Generic Rubrics and
Reinvestment Tasks

Core and Enriched ESL Programs

Secondary I to V

Ministère de l'Éducation et de l'Enseignement supérieur

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INTRODUCTION

To help ESL teachers with the evaluation of Competency 2, *Reinvests understanding of texts*, the Ministère de l’Éducation et de l’Enseignement supérieur has created generic rubrics that reflect the Secondary Core and Enriched ESL programs, and are based on the Framework for the Evaluation of Learning. The rubrics are followed by a list of ideas for reinvestment tasks that can be developed as part of either an LES or an ES. Think of each idea as a seed that, with plenty of water, love and sunlight—that is, rich source texts, clear task requirements, etc.—can blossom into a full-fledged Competency 2 task.

A solid reinvestment task:

- is meaningful/authentic
- has a clear purpose and an intended audience
- presents clear task requirements
- must target the evaluation criterion “Use of knowledge from texts in a reinvestment task”
- requires that students select relevant knowledge from the texts provided, organize this knowledge in a coherent manner and personalize/adapt it in light of the purpose and audience
- can only be carried out using the texts that are provided, which are a rich source of information (i.e. the task does not rely heavily on students’ prior or general knowledge, opinions, personal anecdotes)
- requires that each student deliver a personalized final product individually

**NOTES**

1. For all the tasks in this document, be sure to select topics about which students do not have too much prior knowledge, in order to truly evaluate students’ reinvestment of understanding of texts, not what they already know.

2. Do not choose too many texts for students to read, view or listen to for a given task, as teachers must be extremely familiar with the content of all the texts provided in order to evaluate Competency 2.

**For Secondary I to V**

Most of the reinvestment tasks proposed in this document can be used across all grade levels. Cycle One students will deal with easier topics and texts, and will create a simpler final product (e.g. a shorter text with fewer details). Cycle Two students will tackle more mature topics and more challenging texts, and will create a more substantial final product. Some of the text forms, however, such as the briefing note, may be more suited to Cycle Two students.

Before students begin any reinvestment task, have them deconstruct a variety of authentic examples of the required text form. For example, if students are required to produce a fact sheet, they should be made aware of the text components (Cycle One) or internal and external text features (Cycle Two) of a fact sheet prior to carrying out the task. Ensure students understand how the texts are structured, what the text components or internal and external text features are, how content is presented and developed, etc.

Finally, the best approach is to begin at the end, so to speak, by presenting the rubric to students. It is imperative that both teacher and students be familiar with the Competency 2 rubric so that the process of evaluation is clear and transparent.
Competency 2 Rubric,¹ Reinvests understanding of texts
Secondary I and II Core and Enriched ESL Programs

Task:

Evaluate student performance on the reinvestment task using the following rubric:

<table>
<thead>
<tr>
<th>Task Requirements</th>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select pertinent information/ideas from the texts provided. AND Use the information/ideas and own words to write a text that is adapted² to the purpose (why the student is writing the text) and the audience (who will read the text).</td>
<td>The student wrote a sophisticated text for the audience. Content errors or slips, if any, are rare and have no impact on the text. The text includes all or most of the following: • accurate content • content that is pertinent and sometimes shows deep understanding • content that is focused (i.e. clearly developed keeping the purpose and audience in mind) • content that is very well adapted • content that is not copied or patchwritten³</td>
<td>The student wrote a solid text for the audience. Content errors and/or slips are rare and have a minor impact on the text. The text includes all or most of the following: • accurate content • content that is pertinent and satisfactory • content that is focused • content that is adequately adapted • a very small amount of content that is patchwritten • content that is not copied</td>
<td>The student wrote an acceptable text for the audience. Content errors and/or slips have a moderate impact on the text. The text includes all or most of the following: • minor inaccuracies • some content that is not pertinent • some content that is repetitive or too general • information/ideas that are a bit misleading or contradictory • some content that is not well developed and adapted (e.g. lack of focus, listing of ideas, insufficient information) • some content that is patchwritten • a very small amount of content that is copied</td>
<td>The student's text is confusing or poorly informs the audience. Content errors and slips have a major impact on the text. The text includes all or most of the following: • significant inaccuracies • much content that is not pertinent • much content that is repetitive or too general • information/ideas that are seriously misleading or contradictory • content that, for the most part, is poorly developed and adapted (e.g. lack of focus, listing of ideas, insufficient information) • content that is, for the most part, patchwritten • some content that is copied</td>
<td>The text is incomplete. OR The text presents little content taken from the texts provided. OR The text shows poor understanding of the texts provided or the task requirements. OR Most of the text is not pertinent to the task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

50 | 46 | 43 | 40 | 35 | 30 | 27 | 22 | 15

Special cases: Allot 0/50 if most of the text is incomprehensible to an English-speaking reader or if a large portion of the text is copied or patchwritten from the texts provided.

¹ This generic rubric may be used with most reinvestment tasks for Secondary I and II students in the Core and Enriched ESL programs. The reinvestment task given to students determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc.

² Adapt means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

³ Using phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one’s own writing.
## Competency 2 Rubric, Reinvests understanding of texts

**Secondary III, IV and V Core and Enriched ESL Programs**

**Task:**

Select relevant information/ideas from the texts provided. AND Develop and shape the information/ideas into an original, coherent text that is tailored to the purpose and target audience.

| Evaluation criterion: Use of knowledge from texts in a reinvestment task |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                            | A+  | A   | B+  | B   | C+  | C   | D+  | D   | E   |
| Select relevant information/ideas from the texts provided. | 50  | 46  | 43  | 40  | 35  | 30  | 27  | 22  | 15  |
| The student provides the target audience with a sophisticated text. | The text displays **all or most** of the following:
| accurate content |
| content that is relevant and sometimes insightful |
| content that is focused (i.e. clearly developed in light of the purpose and target audience) |
| content that is skilfully shaped |
| content that is not copied verbatim or patchwritten\(^6\) |
| Lapses,\(^2\) if any, are very few and have no impact on the overall effectiveness of the text. |
| The text displays **all or more** of the following:
| minor inaccuracies |
| some content that is irrelevant |
| some content that is repetitive or too general |
| information/ideas that are slightly misleading or contradictory |
| some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) |
| a very small amount of content that is copied verbatim or patchwritten |
| The student provides the target audience with a solid text. |
| Lapses are few and have only a minor impact on the overall effectiveness of the text. |
| The text displays **all or more** of the following:
| minor inaccuracies |
| some content that is irrelevant |
| some content that is repetitive or too general |
| information/ideas that are slightly misleading or contradictory |
| some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) |
| a very small amount of content that is copied verbatim or patchwritten |
| The student provides the target audience with an acceptable text. |
| Lapses have a moderate impact on the overall effectiveness of the text. |
| The text displays **all or more** of the following:
| minor inaccuracies |
| much content that is irrelevant |
| much content that is repetitive or too general |
| information/ideas that are seriously misleading or contradictory |
| content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) |
| some content that is copied verbatim or patchwritten |
| The student's text leaves the target audience confused or ill-informed. |
| Lapses have a significant impact on the overall effectiveness of the text. |
| The text displays **all or more** of the following:
| significant inaccuracies |
| much content that is irrelevant |
| much content that is repetitive or too general |
| information/ideas that are seriously misleading or contradictory |
| content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) |
| some content that is copied verbatim or patchwritten |
| The text is incomplete. OR The text presents little content drawn from the texts provided. OR The text shows poor understanding of the texts provided or the task requirements. OR The text is mostly irrelevant to the task. |

Special cases: Allot 0/50 if most of the text is incomprehensible to an English-speaking reader or if a large portion of the text is copied or patchwritten from the texts provided.

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\(^1\) This generic rubric may be used with most reinvestment tasks for Secondary III, IV and V students in the Core and Enriched ESL programs. The reinvestment task given to students determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc.

\(^2\) To mark the Secondary V Enriched ESL uniform examination, teachers must use the official examination rubric, which has significant differences as it is a task-specific rubric.

\(^3\) In this context, original means to adapt the information/ideas to the task, therefore not copying it/them verbatim or patchwriting from the texts provided.

\(^4\) Tailor means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

\(^5\) A lapse is a slip or deviation from the expected standard.

\(^6\) Using phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one’s own writing.
THE ADVICE COLUMN

Students write an advice column in response to a question or dilemma. Students base their advice on knowledge gleaned from the texts provided. The advice columns could be published in a print or online magazine.

Examples

I want to become an exchange student, but I don’t know if I can handle the demands of learning a new language, living in a new country and making new friends.

**Source texts could include:**
- Brochure with information and images about student exchanges
- Postcards or letters from exchange students
- Web pages from exchange organizations (e.g. Yes Canada, YMCA, AFS Intercultural Programs)
- Audio or written testimonials from exchange students
- Audio interview with an exchange student

Should I buy a used car or a new car?

**Source texts could include:**
- Top-10 lists of best used and new cars
- FAQs on new and used cars from automotive websites
- Testimonials
- Newspaper articles
- Comparison chart of costs for new and used cars

I am a Secondary IV student who would like to get a part-time job, but I’m not sure I can handle the workload of studying and working at the same time.

**Source texts could include:**
- Job advertisements with job descriptions, requirements, hours, pay, etc.
- Text about time management
- Text about the importance of balancing work, school and sleep
- Testimonials (both for and against)
- Audio interviews presenting arguments for and against
THE ARTIST STATEMENT

Students receive a portfolio of information on an artist—contemporary or from history. They have to analyze the life of the artist and his or her work in order to create an artist statement, assuming the persona of an artist applying to exhibit at a specific gallery or museum.

Source texts could include:

- Artist’s biography
- Images of artworks
- Articles about the artist or his or her work
- Articles about the artist’s specific style
- Reviews of the artist’s work
- List of previous exhibitions
- Audio or video interviews
THE ASK-THE-EXPERT TEXT

Students are provided with texts on a topic or an issue. Using these texts, they must answer one or several questions from the audience, to be published in the ask-the-expert section of a magazine.

Examples

Nutrition
Antioxidants are all the rage now. Why are they good for our health?

Source texts could include:
- List of products that contain antioxidants
- Magazine articles
- Web pages from government sites
- Studies
- Interview with a nutritionist

Current Affairs
Are puppy mills a problem in Canada?

Source texts could include:
- News articles
- News reports
- Web page from a humane society
- Reports about puppy mills

Environment
Why are so many communities/cities banning plastic bags?

Source texts could include:
- Press releases
- News articles
- Minutes from city hall meeting in which the decision to ban plastic bags was made
- Studies on plastic bags and their alternatives

I can help!
THE BOOK REVIEW

Students write a review of the children’s book provided. The review could be presented in a compilation of reviews that elementary school students can use to help them select books to read on their own or as a podcast series.

For title selections, teachers may wish to refer to the Québec Reading Connection website (www.quebecreadingconnection.ca).

**Complementary source texts could include:**
- Biographical information on authors of the books chosen for students
- Lists of other works by those authors

NOTES

1. Do not select stories that students are already familiar with, as this will lead to students reinvesting their prior knowledge rather than their understanding of the text provided.

2. Do not choose too many children’s books for students to review, as teachers must be extremely familiar with the content of all the texts provided in order to evaluate Competency 2.

THE BRIEFING NOTE

Students write a briefing note based on knowledge gleaned from the texts provided.

**Example**

You work at city hall and you must brief councillors on how the city could use the facilities of the local school in the evening and on weekends for community events.

**Source texts could include:**
- List and description of school facilities
- List and description of activities currently given by the city
- Statistics on activities that are popular in the city
- List of activities that are popular but not currently given by the city
- Chart comparing the costs of renting facilities in the city and at the school or school board
THE COMMEMORATIVE SPEECH

Students write a commemorative speech to be given at a gala event that pays tribute to someone. They base their speech on knowledge gleaned from the texts provided.

People to be commemorated could include famous Canadians such as:
- Chris Hadfield (astronaut)
- Terry Fox (athlete)
- Jennie Trout (first woman licensed to practise medicine in Canada)
- Carey Price (athlete)
- Margaret Atwood (writer)
- Jim Carrey (actor)
- Clara Hughes (Olympian)
- Stephen Lewis (Canadian politician, public speaker, diplomat)

Source texts could include:
- Photos
- The person’s official Web page
- Videos about or featuring the person
- Short biographical piece
- Audio or video interview with one of the person’s family members, friends, etc.
- Articles about the person
- Anecdotes about the person
THE COMMERCIAL OR PSA

Students create a commercial to promote a product, a place or an event, or a PSA (public service announcement) to raise awareness about an issue of public interest. They base their commercial or PSA on the texts provided.

Examples

Students are asked to create a commercial to promote the nutritional value of insects.

Source texts could include:
- Documentary on edible insects
- Infographics
- Charts
- Articles
- Interview with a chef or an entomologist
- Statistics
- Pictures
- Recipes

Students are asked to create a PSA to raise awareness about the importance of road safety: being careful drivers, pedestrians, cyclists, etc.

Source texts could include:
- Charts presenting statistics about accidents involving the various means of travel
- Articles about road accidents
- Interview with an ER doctor
- Pictures
THE EMAIL

Students are provided with texts on a topic or an issue. Using these texts, they must write an email to a person or an organization. The email can be about an issue, in response to a previous email, etc.

Examples

Writing as a city employee, students respond to the following email they received: “Single-use plastic bags will be banned in our city in the near future. As I often reuse these plastic bags, I would like to know what reasoning has led to this decision.”

Source texts could include:
- News articles about the decision
- City’s official Web page where the decision is explained
- Articles about other cities or towns that have adopted such a rule
- Articles or reports from environmental groups

Students write an email to a company to complain about an issue (e.g. defective product, product that keeps breaking) and ask for a solution.

Source texts could include:
- Product warranty
- Web page from the Office de la protection du consommateur about rules concerning warranties
- Forum discussion about the product
- Product recall notice, if any
- Invoices from purchase and repairs made to the product
- Consumer product testing results
THE EULOGY

Students write a eulogy for a famous person or character. They base their eulogy on knowledge gleaned from the texts provided.

People or characters who could be eulogized include:

- Michael Crichton (novelist)
- Prince (recording artist)
- David Bowie (recording artist)
- Alan Rickman (actor)
- Jean Béliveau (hockey player)
- Jean Lapierre (television/radio broadcaster and politician)
- Ruth Rendell (novelist)
- Rita Lafontaine (actress)
- Dallas Winston (from *The Outsiders*)
- Albus Dumbledore (from the Harry Potter books)

Source texts could include:

- Biography or autobiography
- Anecdotes involving the person
- Articles about the person
- Tributes written about the person
- Interviews with the person’s family, friends, colleagues, etc.

NOTE

In the case of a character, the source text is the novel, short story, movie, etc.
Students are provided with texts on a topic and are asked to create a fact sheet or an infographic on the topic, to be published in print or online.

**Examples**

**Multiple sclerosis (or other disease)**

*Source texts could include:*
- Web page from the MS Society of Canada
- Web page from a health organization
- Interviews with people who suffer from the disease
- Scientific article about MS research
- Statistics about the disease

**A type of natural disaster (e.g. hurricane, tornado, flood, forest fire)**

*Source texts could include:*
- Magazine article about the type of disaster
- Newspaper articles about such disasters that have occurred
- Text on how to prepare for this type of disaster
- Stories from people who have lived through this type of disaster
- Geographic map showing where this type of disaster occurs most often
THE FREQUENTLY ASKED QUESTIONS PAGE (FAQ)

Students are provided with texts on a topic and are asked to prepare a number of questions and answers to be published as part of an FAQ page on a website.

Examples

Lou Gehrig’s Disease (or other disease)

**Source texts could include:**
- Web page from the ALS Association
- Web page from a health organization
- Interviews with people who suffer from the disease
- Scientific articles about ALS research
- Statistics about Lou Gehrig’s Disease

Credit cards

**Source texts could include:**
- Web pages from the Financial Consumer Agency of Canada (www.fcac-acfc.gc.ca/Eng/forConsumers/topics/creditCards/Pages/home-accueil.aspx)
- Web pages from various banks that offer credit cards
- Brochures for various credit cards

THE HISTORICAL FICTION STORY

Students are given a series of non-fiction texts on a historical period or event and must write a fictional narrative to inform and entertain elementary or secondary students.

Example

A historical tragedy (e.g. sinking of the Empress of Ireland, 1911 Triangle Shirtwaist Factory fire)

**Source texts could include:**
- Historical news articles about the event
- Historical photos
- Web pages about the event
- List of victims and survivors
- Information about one of the people involved (e.g. survivor, victim, owner), who may become the main character of the story
Students write an informal report to be presented as a memo or a letter. They base their report on knowledge gleaned from the texts provided.

**Examples**

The student council wants to organize a fundraiser for school activities. It must present the school administration with an informal report recommending the best type of fundraiser.

**Source texts could include:**
- Brochures or other documents from companies specializing in fundraising
- Testimonies from people who have held fundraisers with these companies
- Reports or statistics on previous fundraisers at the school

Students must write an informal report in response to the following message: “Following the attack on our cargo ship in the Strait of Malacca last month, the Board of Directors has decided to outfit every ship in our fleet with antipiracy gear. I’d like you to prepare an informal report to recommend the best gear for our ships.”

**Source texts could include:**
- Report on piracy
- Map showing hotspots
- Incident reports
- Statistics
- List of antipiracy gear available (description, main features, costs, etc.)
THE ISSUES-AND-TRENDS FEATURE ARTICLE

Students are provided with a series of texts on a topic and are asked to write an issues-and-trends feature article from a given angle for a specific audience (e.g. children’s magazine).

Examples

- Examine the challenges involved in climbing Mount Everest.
- Examine the line between truth and fiction.
- Examine the impact of digitally manipulated images on viewers’ self-esteem.

Source texts could include:

- Survey results
- Infographics
- Poetry
- Reports
- Images
- Articles
- Studies
- Audio or video interviews
THE JUDGMENT

Students are given texts on a problem situation (e.g. dilemma, crime, disagreement). They are asked to make a decision and prepare a written judgment, using information drawn from the texts provided.

Example

Students are given a series of texts on a disputed territory (e.g. dispute between Canada and the United States over Machias Seal Island or North Rock) and must prepare a written judgment about which country owns the territory.

Source texts could include:

- Map showing the disputed territory
- Web page or other document describing each country’s claim
- Report excerpt that includes historical background

THE LETTER TO THE EDITOR

Students are given a text or a series of texts on a current topic (e.g. e-waste, water shortage). They are asked to write a letter to the editor of their local newspaper or an online newspaper, using information drawn from the texts.
THE NEWSLETTER

Students are given a series of texts on a broad topic and are asked to write a short text on a given sub-topic for the next issue of a newsletter for a specific organization or group (e.g. Secondary II students, club members, fan club of a certain author), using information drawn from the texts provided.

Keep in mind that the number of source texts given to students has to be manageable for teachers to effectively evaluate Competency 2.

Example

Students are asked to write various texts for their school’s newsletter: message from the president of the student council, articles about projects that have been approved, decisions that have been recently made, brief articles about topics of interest to parents, etc.

Source texts could include:

- Agendas and minutes from the various meetings held recently within the school (student council, governing board, etc.)
- Survey results
- Statements from key players about an issue
- Interviews with key players about issues of interest
- Internal memos

THE NEWS STORY

Students write a news story for the school or the local newspaper using knowledge gleaned from the texts provided. Issues to address depend on current events.

Source texts could include:

- Brochures
- Letters
- Audio documentaries
- Infographics
- Images
- Interviews
- Reports
- Statistics
THE ONLINE MAGAZINE DEDICATED TO A TOPIC

Students are given a variety of texts on a broad topic (e.g. Mars) and are asked to write a short article on a given sub-topic (e.g. whether or not there is water on Mars, rovers that have been sent to Mars).

All articles are published together as a magazine issue dedicated to the topic and posted either on the school's website or in the classroom or school.

Keep in mind that the number of source texts given to students has to be manageable for teachers to effectively evaluate Competency 2.

THE OPEN LETTER

Students are given one or several texts on a current hot topic involving a person or a group (e.g. a controversial decision or position). Using the texts, students are asked to write an open letter to the person or group at the heart of the controversy, keeping in mind that the letter will be read by the public.

THE PRESS RELEASE

Students write a press release to promote an event or product, or to respond to breaking news. Students draw the information for the press release from the texts provided.

Example

Your school will be holding its annual [insert name of event]. Write a press release for the local radio station or newspaper to promote the event.

Source texts could include:
- Invitation to the event
- Audio interview with staff member(s)
- Transcript of interviews with students involved in the event
- Brochure/advertisement of the event
- Information/statistics about past events (e.g. attendance, money raised)
THE PROFILE

Students are given a series of texts on a person (e.g. politician, scientist, movie actress/actor, Nobel Prize winner) and are asked to write a profile on that person based on the texts provided. The profile could be published in a magazine or on a website.

Source texts could include:
- The person’s official Web page
- Tweets from the person
- Videos about or featuring the person
- Anecdotes involving the person
- Articles about the person
- Tributes to the person
- Interviews with the person’s family, friends, colleagues, etc.

THE TIP SHEET

Students are provided with texts on a topic and are asked to create a tip sheet to be published on a website.

Examples

What to do before, during and after a flood (or other natural disaster)

Source texts could include:
- Government Web pages about natural disasters
- Magazine articles
- Scientific articles
- Fact sheets
- Interviews with experts or specialists (e.g. safety experts, contractors specializing in home repairs after floods)

Surviving in the forest

Source texts could include:
- Article about edible and inedible plants in the forest
- Article about camping in the wild
- Article about common injuries experienced while camping, hiking, etc.
- Interview with a seasoned camper, scout, etc.
THE TOP-10 LIST

Students are given various texts on a topic that lends itself to a top-10 list and are asked to create a Top-10 list for a given audience and publication (e.g. children’s magazine, school newspaper). Variations include Top-5 lists, Top-3 lists, etc.

Examples

- Top-10 most difficult jobs: students are provided with texts on various jobs (e.g. window washer, prime minister, construction worker). They create their list and write a text in which they describe each of the 10 jobs and explain the challenges in each one, based on the texts provided.

- Top-5 historical events: students are provided with texts on significant historical events (e.g. WWI, first human on the moon). They create their list and write a text for each of the five events, in which they describe the event and explain its significance, based on the texts provided.

THE TRAVEL BROCHURE

Each of the movies listed below is set in a fantastical, magical or imagined world. In class students watch one of the movies and create a travel brochure that advertises the setting as a travel destination.

- Charlie and the Chocolate Factory
- The Wizard of Oz
- Horton Hears a Who
- Harry Potter and the Philosopher’s Stone
- Journey 2: The Mysterious Island

Complementary source texts could include:

- Movie stills
- Movie reviews
- Script excerpts

NOTE

A copyright request may be necessary in order to use the films mentioned.
THE TRUE OR FALSE QUIZ

Students are provided with texts on a topic. Using the texts, they prepare a series of true and false statements for their quiz, as well as an answer key. Students’ quizzes are then distributed among students or are put on the school’s website so that other students can take the quizzes.

THE VOICE THREAD

Students are provided with information on a topic. For the reinvestment task, they are given a photograph of a person associated with the topic and asked to write the voice thread that could accompany the image based on knowledge in the texts provided, the goal being to inform or entertain a given audience.

Examples

- Child at work during the Industrial Revolution
- Modern-day sweatshop worker
- Child prodigy
- Child actor/actress
- Young entrepreneur
APPENDIX I: NOTES ON TEXT FORMS

Advice Column

As the name suggests, the advice column is a column that offers advice on a given issue. It is often found in magazines and newspapers, either in print or online. Questions are most often anonymous or signed with a pen name appropriate to the problem. For example, a question asking for advice on becoming an exchange student may be signed, “Sincerely yours, Student in limbo.”

Artist Statement

An artist statement accompanies a portfolio of work that an artist submits to a gallery or museum in the hope of securing an exhibition. Usually a page long, the statement describes the artist’s body of work (i.e. what he or she creates) and the method used, and it explains why he or she has created such a body of work (e.g. influences, specific message the artist is trying to convey through the works).

Ask-the-Expert Text

An ask-the-expert text can take the form of a formal column, a brief article or a short letter. It provides expert information on a given problem or situation.

Book Review

A book review introduces the book being reviewed and presents a brief synopsis of it without giving away too much information (e.g. the ending of the novel). The synopsis is followed by the actual review, which may proffer a recommendation or condemnation.

Briefing Note

The purpose of a briefing note is to inform a specific audience (reader) about an issue clearly and succinctly. Briefing notes are short and present the key facts or highlights. They are a common form of communication in government and businesses, often used to inform superiors who need to stay abreast of a specific problem and keep track of issues or do not have time to do the research themselves.

Commemorative Speech

A commemorative speech honours the subject, which could be a person, group, place, event or idea. Its tone is sincere and celebratory. Its purpose is to celebrate the subject and inspire the audience. Like any speech, it uses rhetorical language to connect with the audience.

Commercial or PSA

Commercials and PSAs (public service announcements) may be in print (e.g. in newspapers, magazines, flyers, pamphlets), audio (e.g. on the radio) or audiovisual (e.g. on television, on the Internet). The purpose of a commercial is to promote a product, a place or an event, whereas a PSA is a message of public interest to raise awareness about an issue.
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Email
Emails are electronic messages that range from short informal notes to formal letters.

Eulogy
The eulogy is similar to the commemorative speech, except that it pays tribute to someone who has died.

Fact Sheet / Infographic
Fact sheets are written for a specific purpose, focus on the key points of a topic and usually present these points concisely, using statistics, lists, charts and images. The same information can often be presented as an infographic.

Frequently Asked Questions Page (FAQ)
The Frequently Asked Questions page, commonly referred to as an FAQ, is a list of the most popular questions and accompanying responses on a specific topic or context. They are often found on websites.

Historical Fiction Story
Historical fiction stories blend historical facts and fiction, with an emphasis on historical accuracy. As for any story, it seeks to entertain, but also to portray a historical time period or event. Characters may be imaginary or real, but they must act in a way that is authentic and accurate for the time period or the event.

Informal Report (Memo or Letter Style)
Informal reports are written as memos within an organization while the letter format is appropriate when communicating with someone outside the organization. Regardless of the format used, informal reports fall under two main categories: information or analytical. An information report will present information without analyzing it (e.g. an incident report, an update report). In an analytical report, however, the writer will analyze and evaluate information, draw conclusions and provide recommendations. Subcategories of reports vary and include feasibility reports, recommendation reports and sales reports.

Issues-and-Trends Feature Article
An issues-and-trends feature article examines a topic from a specific angle. It takes a critical look at the angle, helping readers better understand the issues and the stakes involved. It is based on research and usually presents different points of view, which are supported by quotations from or references to experts, stakeholders, eyewitnesses and other concerned individuals. Examples or anecdotes are often provided to help explain or illustrate issues or concepts.

Judgment
A judgment is a written decision rendered after analyzing relevant information and weighing the pros and cons of a given situation or issue.
Letter to the Editor

A letter to the editor is usually found in a newspaper or magazine and is written by a reader in response to a previously published article, story or caricature. The letter to the editor may praise, critique, support or oppose a stance previously taken by the publication, highlight an error or comment on an issue.

Newsletter

Newsletters are published by groups: clubs, businesses, schools, churches, organizations, etc. Their main purpose is to provide information to members of the group (e.g. customers, clients, subscribers, employees). Most newsletters contain information on recent or upcoming events, articles on topics of interest to the group, as well as contact information.

News Story

A news story is usually an objective and factual account of a newsworthy event. It captures the audience’s attention with a punchy headline and presents the main information in the lead. The article succinctly answers the important questions: who, what, where, when, why and how.

Online Magazine Dedicated to a Topic

An online magazine dedicated to a topic presents a compilation of articles related to a common theme. The articles usually vary in form, from news articles to columns to features.

Open Letter

An open letter is written to a specific recipient, but is made available to the public (e.g. in a newspaper, on a website). Open letters are often written to people or groups who have a political role or are in the news (e.g. premier, mayor, celebrity involved in a controversy).

Press Release

A press release is used to relay important information to the press. It is also often published directly on a company or an organization’s website. Its purpose is to promote a product, business, organization or event, to announce news of a partnership or policy change, or to respond promptly to negative news or publicity. It is a tightly focused piece of writing that addresses one topic and relays the most pertinent information concerning the who, what, where, when and why. The press release shares similarities with the news and feature articles in that it also has a headline and is supported by quotes from experts or key players; however, it is succinct and includes contact information so that media representatives can contact the source for further details, such as a follow-up press kit, if necessary.

Profile

A profile is a story about someone who has overcome adversity, contributed to the community, achieved something, done something unusual or won an award. The story is written in the third person and does not contain any of the writer’s own opinions. It is based on research and presents facts about the subject.
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Tip Sheet
A tip sheet is similar to a fact sheet in that it presents information concisely on a single sheet. Tip sheets can provide instruction or present information, and often take the form of lists.

Top-10 List
A Top-10 list is an ordering of 10 items according to a certain hierarchy. For example, a list of the 10 most difficult jobs may be ranked in order of least difficult to most difficult, Number 1 representing the most difficult job. Students can be provided with only the number of texts required (e.g. 10 texts for a Top-10 list) or, to make the task more challenging, with more than required (e.g. 15 texts for a Top-10 list). In the first case, students will simply order the items from 1 to 10. In the second case, students will select and order 10 of the 15 items, leaving out five.

Travel Brochure
A travel brochure is an advertisement for a specific destination. It usually includes images and facts about the destination. Brochures may highlight such things as landmarks, climate, entertainment options, language spoken, top places to visit, local attractions and transportation options.

True or False Quiz
As the name suggests, a true or false quiz presents the reader with statements on a given topic that may or may not be true. An answer key that provides information on each statement accompanies the quiz.

Voice Thread
A voice thread is somewhat like a personal monologue, as it delves into the mind of the person featured in a photograph or other image. The audience looks at the subject featured and hears aloud the story that accompanies the image presented along with the person’s thoughts and feelings.
## Creating a Solid Reinvestment Task – Template

<table>
<thead>
<tr>
<th><strong>Level</strong></th>
<th>Secondary Cycle Two, EESL</th>
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| **Meaningful/ Authentic task** | Respond to the following question by writing an advice column for an online magazine.  

Dear Intrepid Traveler,  
I want to become an exchange student, but I don’t know if I can handle the demands of learning a new language, living in a new country and making new friends. |
| **Purpose** | To provide helpful advice in response to a question/dilemma |
| **Audience** | Young adults interested in becoming an exchange student |
| **Evaluation criteria** |  
- Use of knowledge from texts in a reinvestment task  
- Use of strategies and resources (Cycle One) (for feedback purposes only)  
OR  
- Management of strategies and resources (Cycle Two) (for feedback purposes only) |
| **Texts provided** |  
- Brochure with information and images about student exchanges  
- Postcards or letters from exchange students  
- Web pages from exchange organizations  
- Audio interview with an exchange student |
| **Task requirements: select, organize and adapt knowledge from texts provided in light of purpose and audience** |  
- Select relevant knowledge from texts, e.g. requirements for being an exchange student, advice from past exchange students, tips, support that is available in host country  
- Organize knowledge from texts in a coherent manner, e.g. group ideas related to learning a new language and ideas related to living in a new country  
- Adapt knowledge from texts in view of the task, by using information/ideas and language accurately and appropriately, and using own words, e.g. transform tips drawn from a text into advice, personalize general information to student’s situation |
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