

Competency 2 FAQ+

English as a Second Language

Elementary: *To reinvest understanding of oral and written texts*

Secondary: *Reinvests understanding of texts*

Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

The following abbreviations are used throughout the document:

- ESL: English as a Second Language
- C2: Competency 2
- C3: Competency 3
- LES: Learning and Evaluation Situation
- ES: Evaluation Situation

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Texts

1. How are “texts” defined in the ESL programs?

In the ESL programs, the term “texts” refers to any spoken, written or visual communication involving the English language. Authentic texts are used in the ESL classroom to provide a rich linguistic and cultural context for learning English.

There are three **text types** in the ESL programs: popular, literary and information-based. These three text types include a variety of **text forms** (e.g. photographs, wordless picture books, narrated stories, TV shows, newspaper editorials, posters, multimedia presentations, photo novels, radio interviews, podcast documentaries). The same text may fall under more than one text type (e.g. a biography of a movie star can be both popular and information-based). **Text formats** refer to the way a text form is presented: audio, audiovisual, digital, print/visual.

Media texts use images and language to influence the listener, reader or viewer and can be presented through a variety of formats such as audio (e.g. radio program), audiovisual (e.g. TV program), digital (e.g. multimedia presentation), print/visual (e.g. newspaper article), or a combination thereof. Media texts help students develop their ability to “read” their multimedia world.

See APPENDIX A: “Text Types, Text Forms and Text Formats.”

2. Do the terms “texts provided,” “original texts,” “source texts” and “materials provided” mean the same thing?

Yes. In the ESL programs and Ministère rubrics, these terms are used interchangeably to refer to texts that students listen to, read and view.

3. Which text types and text forms are more appropriate for students to listen to, read and view in order to develop Competency 2 (C2)?

All three text types (i.e. popular, literary and information-based), which include a variety of text forms and text formats, are appropriate for developing C2.

4. How many texts should be provided in an LES or ES that targets Competency 2 (C2)?

At least two texts should be provided, unless the text is a storybook or a novel. As a rule of thumb, the number of texts should be adequate and manageable for students to be able to carry out the reinvestment task and meet the task requirements. If there are too few texts, students may lack information from which to choose. If there are too many texts, students might feel overwhelmed because it may be difficult for them to become familiar with a large quantity of information, especially in an evaluation context where time is limited.

Another consideration is that the number of texts should be manageable for teachers, who also need to become very familiar with them in order to verify the accuracy of the knowledge reinvested in their students’ final products and to determine whether students have copied passages verbatim from the texts.

Topics

5. Should familiar topics be avoided when planning an LES or ES that targets Competency 2 (C2)?

In Elementary Cycle Two, it is best to choose topics that students are familiar with given their limited language repertoire. In Elementary Cycle Three, both familiar topics and topics of a broader scope may be selected.

At the secondary level, both familiar and unfamiliar topics may be selected. If a familiar topic is selected (e.g. music), the reinvestment task should address it from a less familiar or an unfamiliar angle (e.g. how music affects the brain) to ensure that students are reinvesting their understanding of the texts provided, rather than their prior knowledge. Conversely, if a topic is less familiar or unfamiliar (e.g. animal testing), then the angle may be more concrete (e.g. pros and cons of animal testing).

Planning an LES or ES

6. What should be considered when planning an LES or ES that targets Competency 2 (C2)?

See APPENDIX B: “Planning an LES or ES That Targets Competency 2 (C2).”

See APPENDIX C: “Competency 2 (C2) Tips for Teachers.”

See APPENDIX D: “The Role of Guiding Questions in an LES or ES.”

Constructing Meaning of Texts

7. How much emphasis should be placed on constructing meaning of texts?

Constructing meaning of texts is the foundation of C2. Students should spend a substantial amount of time constructing meaning of texts, both individually and with others, so that they come to an initial understanding of the texts, clarify and deepen their understanding, and become better equipped to demonstrate understanding of texts and to carry out a reinvestment task. The amount of time spent on constructing meaning of texts depends on how familiar students are with the topic, whether the texts provided and the reinvestment task are simple or complex, the nature of the context (LES or ES), and whether or not students need to be taught certain strategies.

See APPENDIX E: “Suggested Activities to Help Students Construct Meaning of Texts in an LES.”

8. In an ES that targets Competency 2 (C2), should students be expected to construct meaning of the texts with peers?

Yes, students must be given the opportunity to co-construct meaning of texts with the purpose of furthering their initial understanding. However, students should not be evaluated while constructing meaning of texts with peers.

Reinvestment Tasks

9. Do students have to demonstrate understanding of each of the texts provided?

When demonstrating understanding of texts

In an LES, students may be asked to demonstrate their understanding of each of the texts provided. Teachers can keep track of students' understanding through classroom observations, demonstration of understanding tasks, etc. This will inform the teacher of whether or not students need additional time and support to further their understanding, so that they will be able to carry out the reinvestment task.

In a high-stakes ES, students may not be asked to demonstrate understanding of the texts before carrying out the reinvestment task.

While carrying out a reinvestment task (LES and ES)

In a reinvestment task, students will not necessarily demonstrate their understanding of each of the texts in their final product. In some cases, they may need to select knowledge from each of the texts because each one offers new or different knowledge that is essential to carrying out the reinvestment task. In other cases, they may need to select knowledge from only a few of the texts. Regardless, in their final product, students must present information that is accurate and relevant to the task.

10. What is the difference between the reinvestment task and the task requirements?

The reinvestment task refers to the **actual task** students have to carry out (e.g. write a fact sheet to inform travellers about bedbugs and their resurgence, produce a Web page to explain and promote a new product to the general public).

The task requirements present the **expectations** of a reinvestment task (e.g. select relevant knowledge from texts provided, organize it in a coherent manner and personalize/adapt it in light of the purpose and audience).

To set task requirements, refer to the "Information Clarifying the Criteria" in the *Framework for the Evaluation of Learning*, as needed.

11. What are the main characteristics of a solid reinvestment task?

A solid reinvestment task:

- is meaningful and 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. does not rely heavily on students' prior or general knowledge, opinions, personal anecdotes)
- requires that each student deliver a personalized final product individually

See APPENDIX F: "Examples of Solid Reinvestment Tasks (Elementary and Secondary Levels)."

12. How can students become more skilled at reinvesting their understanding of texts?

In an LES, teachers can model how to reinvest understanding of texts in view of the reinvestment task and its task requirements, and in light of the purpose and audience. Students discover how to:

- a. **select** relevant knowledge (i.e. information/ideas, language) from the texts provided by taking notes or using tools (e.g. graphic organizers) to gather information
- b. **organize** knowledge selected from texts in a coherent manner (e.g. adjust notes; plan text, taking into account text components; group ideas; use semantic mapping; create an outline)
- c. **personalize/adapt** knowledge selected from texts (e.g. use information/ideas and language accurately and appropriately, combine knowledge with own ideas, refer to notes, write in own words, personalize use of text components) in order to deliver a personalized final product individually

13. Can students do additional research on a topic?

Yes, students can do additional research to better understand a topic or out of curiosity, but they must use knowledge from the texts that are provided to carry out the reinvestment task.

14. How much knowledge selected from texts provided should students include in their final product?

It is difficult to quantify the amount of knowledge students need to reinvest from texts. “How much” depends entirely on the reinvestment task, the task requirements, the texts themselves and the level (elementary or secondary). For example, at the secondary level, it is not enough for students to reinvest only vocabulary and/or text components in their final product; they must reinvest a substantial amount of information/number of ideas.

15. How much creativity is acceptable in a reinvestment task?

Students can be creative in a reinvestment task as long as they carry out the task and respect the task requirements. For example, in the 2011 Secondary V EESL uniform examination entitled “Through the Looking Glass: Genetically Modified Organisms Under the Microscope,” a number of students used puns in the titles of their feature articles (e.g. “OMG! GMOs”; “Can Consumers Digest GMOs?”). These were inspired by the texts that were provided, were relevant to the task and showed students’ creativity.

16. Are Elementary Cycle Two students capable of reinvesting their understanding of texts? How?

Yes. Elementary Cycle Two students can reinvest knowledge (i.e. information/ideas and language) from the texts provided by carrying out simple reinvestment tasks, which must be scaffolded (i.e. step-by-step). They rely heavily on the texts, on models of the final product and on any planning tools given, such as templates.

In an LES, Elementary Cycle Two students are closely guided by the teacher (e.g. the word bank needed to carry out the task is constructed with the teacher). In an ES, there is minimal teacher guidance and linguistic resources are mostly built in (e.g. a word box or a picture dictionary is included in the ES).

For example, in an LES entitled “Which Animal Is the Best Classroom Pet?” students are presented with three texts on uncommon pets (e.g. iguana, snake, rat). Students construct meaning of the texts with the entire class (e.g. preview vocabulary, discuss preferences). Using one of the animal texts, the teacher models how to fill in the graphic organizer (e.g. care requirements, food and eating habits, life expectancy). To demonstrate understanding, individually or in pairs, students then fill in graphic organizers for the other two animals. The teacher models how to complete a proposal form using the same animal as for the graphic organizer prior to students carrying out the task. Finally, for the reinvestment task, students are

asked to individually complete a proposal form recommending to classmates and the teacher the animal that would make the best classroom pet and to explain why.

In an ES, students would be unaware of the details of the reinvestment task ahead of time, there would be less scaffolding and teacher guidance, and students would use the resources provided more autonomously. To prevent students from copying the model word for word, it is important to show students what is expected of them without providing a model that is identical to the final product they will create themselves (e.g. the model features an animal that is not included in the texts that are provided).

Whether it is an LES or ES, each Elementary Cycle Two student delivers a personalized final product individually.

17. What can Elementary Cycle Three students reinvest? How?

Elementary Cycle Three students can reinvest knowledge (i.e. information/ideas and language) from the texts provided and are able to create a final product with a purpose and intended audience in mind.

Reinvestment tasks are scaffolded (i.e. step-by-step), and models of the expected final product and planning tools such as templates are provided to help students plan their final product.

In an LES, Elementary Cycle Three students are supported by the teacher throughout the reinvestment task (e.g. the teacher explores a glossary with students). In an ES, there is minimal teacher support and, for evaluation purposes, any support that is given to students is taken into account. Models, planning tools and linguistic resources (e.g. glossaries, picture dictionaries, word banks) are mostly built into the LES.

For example, in an LES on extinct animals, students enter a contest sponsored by a children's science magazine that asks readers which of the extinct animals featured in the magazine should be brought back to life (e.g. dodo bird, great auk, passenger pigeon, woolly mammoth).

Students first read the texts individually and then further construct meaning with their peers and the teacher by identifying pertinent facts about the animals (e.g. location, habitat, eating habits, predators) and discussing why they became extinct. Then, using a text on another extinct animal (e.g. Tyrannosaurus rex), the teacher models how to fill in a graphic organizer while considering whether or not the animal would be a good choice to bring back to life (e.g. usefulness to nature and humans, beauty, whether or not it is dangerous, specific food and habitat requirements, survival instincts). Students then demonstrate their understanding individually by filling in a graphic organizer for each of the extinct animals featured in the magazine. Finally, for the reinvestment task, students individually state their choice in a proposal form and explain why this extinct animal is the best animal to bring back to life by comparing it to the other extinct animals.

In an ES, students would be unaware of the reinvestment task ahead of time, the scaffolding would be built into the examination and students would use models and resources autonomously. To prevent students from copying from the model word for word, it is important to show students what is expected of them without providing a model that is identical to the final product that they must create themselves (e.g. the model features an animal that is not included in the texts that are provided).

Whether it is an LES or ES, each Elementary Cycle Three student delivers a personalized final product individually.

18. Are copying, patchwriting and the use of quotations acceptable in a reinvestment task?

The following chart defines each term and provides acceptable and unacceptable uses.

Terms and definitions	Considerations
<p>Copying: Copying refers to borrowing—or “lifting”—passages verbatim from texts provided, without citing the source.</p>	<ul style="list-style-type: none"> • It is not copying when students reinvest: <ul style="list-style-type: none"> ○ vocabulary related to the topic (e.g. arts and crafts, eco footprint, treasure hunting, counterfeit goods) ○ single words and idiomatic expressions (e.g. “last but not least,” “money doesn’t grow on trees”) • In Elementary Cycle Two, although students are encouraged to personalize their texts, borrowing passages from texts and models is acceptable.
<p>Patchwriting: Patchwriting is using phrases from 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.</p>	<p>Patchwriting:</p> <ul style="list-style-type: none"> • is acceptable in Elementary Cycle Two and Elementary Cycle Three. • must taper off in Secondary Cycle One. In Secondary Cycle Two, students are able to adapt knowledge they have selected from the texts.
<p>Quotations: Quotations are used to cite exact words, passages or speech/dialogue from texts provided and are properly referenced.</p>	<p>Properly referenced quotations:</p> <ul style="list-style-type: none"> • can be used when appropriate (e.g. to add credibility, to support an argument) • are used when they are a feature of the text form • must be kept brief and to a minimum so that the text is written mostly in a student’s own words

19. What is meant by “personalizing” and “adapting”?

These two terms refer to the transformation of knowledge that is selected from texts. “Personalizing” is the term generally used at the elementary level and “adapting” is the term generally used at the secondary level. The terms “tailoring” and “shaping” are also used at the secondary level to describe how knowledge is transformed.

In Elementary Cycle Two, the final product is personalized mostly through the knowledge that each student chooses to use from the texts and models that are provided and from available resources. It may closely resemble models of the final product.

In Elementary Cycle Three, the final product is more personalized than in Elementary Cycle Two. It contains more of a student’s own ideas, more language from the student’s personal repertoire, and knowledge drawn from texts is used in a novel way (i.e. each student creates a unique text that differs from peers’ texts and from the texts and models that are provided).

At the secondary level, adapting requires that students transform the knowledge selected from the texts in light of the purpose and audience and deliver a personalized final product individually (i.e. knowledge drawn from texts is used in a novel way, creating a unique text that differs from their peers’ texts and from the texts provided).

20. At the secondary level, in a task combining Competency 2 and Competency 3, should text components be evaluated under C2 or C3?

It depends, but most often, text components are evaluated under C3.

The key question to ask oneself when deciding under which competency to evaluate text components is, “Will students have to use text components drawn from the texts provided (C2) or will they mostly rely on prior knowledge of the text components (C3)?”

Text components under Competency 2

Text components are evaluated under C2 if students reinvest them from the texts provided AND if students are **not** already very familiar with the text components of a given text form. For example, if students are asked to write a new chapter in a novel (text provided), they would likely have to reinvest the text components from the novel (e.g. present dialogue in the same manner, provide a chapter title if chapter titles are used in the rest of the novel).

Text components under Competency 3

Text components are evaluated under C3 if students do not reinvest them from the texts provided AND/OR if students are already very familiar with the text components of a given text form. For example, if, as part of an LES or ES, students are asked to write a fact sheet on bedbugs using magazine and newspaper articles, they will not be reinvesting the text components of a fact sheet from the texts provided. Instead, they will be using text components that have previously been taught.

Letter writing is another example. If students are quite familiar with the text components of a letter, having written letters in previous tasks, the text components are then part of their prior knowledge and would not be reinvested from the texts provided, even if the latter include examples of this text form.

Whether they are evaluated under C2 or C3, text components must be more than simply present; they must be purposeful and be an asset to the student’s text (e.g. a pie-chart that visually displays in percentage form important data from texts). Inappropriate or poorly used text components often mislead or confuse readers (e.g. the overuse of quotations, an introduction that fails to present the subject).

21. Is it possible to have a Competency 3 (C3) task that does not involve reinvestment, since students are often provided with texts beforehand?

Yes, it is possible to provide texts beforehand and have a C3 task which does not involve reinvestment.

In a C3 task, the knowledge students use in their final product is largely drawn from their general knowledge, prior knowledge, personal experiences, imagination, and so on, and may be partly drawn from or inspired by any texts that are given beforehand. The texts can offer students background knowledge on the topic and food for thought, but students should be able to create their final product mostly **without** them. Note that in an ES in which only C3 is evaluated, students are not usually allowed to use their Preparation Booklet, which often contains the texts, during the writing task.

In a Competency 2 (C2) task, the bulk of the knowledge students use in their final product **must** be drawn from the texts provided. These texts must be essential to carrying out the reinvestment task.

Evaluation Criteria

22. For Competency 2 (C2), should more emphasis be placed on evaluating “Evidence of understanding of texts” rather than on “Use of knowledge from texts in a reinvestment task”?

No. It is essential to report on the development of the entire competency, not only on one part of it. By placing more emphasis on “Evidence of understanding of texts,” evaluation of the competency may be skewed and provide an incomplete portrait of the student’s development of Competency 2.

23. At the secondary level, should Competency 2 (C2) and Competency 3 (C3) always be combined for evaluation purposes?

No. When C2 and C3 are combined, the C3 criterion “Content of the message” overlaps with the C2 criterion “Use of knowledge from texts in a reinvestment task.” Since the C2 criterion is always selected in a combined C2-C3 task, the evaluation of C3 is consequently limited to only “Formulation of the message.” Therefore, if C2 and C3 are always combined for evaluation purposes, it would give an incomplete portrait of the student’s competency development for C3.

24. What is the distinction between “relevance” in Competency 2 (C2) and “pertinence” in Competency 3 (C3)?

Both terms can be used interchangeably. In C2, “relevance” refers to the appropriate selection of knowledge from texts provided in view of the reinvestment task. In C3, “pertinence” refers to the use of information drawn from students’ prior knowledge, personal experiences or imagination that is appropriate in view of the writing task. In a combined C2-C3 task, relevance would be evaluated once under C2 only (see Question 23).

25. Which elements should be considered when designing a Competency 2 (C2) rubric?

Using a Secondary Cycle Two Core reinvestment task on bedbugs as an example, here are some considerations when designing a C2 rubric.

1. Clearly spell out the task.

Students will write a fact sheet about bedbugs and their resurgence to inform (purpose) travellers (audience).

2. Address the following elements in the various levels of the rubric.

a. Accuracy of the information drawn from texts provided

Examples of questions to consider:

- Are the facts and figures about bedbugs presented in the fact sheet accurate?
- Does the fact sheet include inaccurate or contradictory information?
- Does it present incomplete information that could mislead readers?

b. Relevance of the information drawn from texts

Examples of questions to consider:

- Is the information useful to travellers?
- Has any important information about bedbugs been omitted?
- Is any of the information in the fact sheet irrelevant?

c. Organization and development of student’s text

Examples of questions to consider:

- Is the information presented in a logical, easy-to-follow order (e.g. definition and description of bedbugs are provided early in the text, information to

determine whether bedbugs are in a hotel room is followed by what to do if they are detected)?

- Are travellers given enough information, details and explanations about bedbugs?

- d. Personalization/adaptation of knowledge in view of the reinvestment task
Examples of questions to consider:

- Are the ideas/information selected from the texts presented in a reader-friendly way (e.g. appropriate language)?
- Is the fact sheet written in the student's own words?
- Is the language sufficiently personalized/adapted (e.g. use of plain language, no wordiness; acronyms are defined)?

3. *Ensure that the rubric reflects expectations for the reinvestment task while keeping in mind students' abilities at any given point in time.*

Some considerations include:

- Level (i.e. elementary or secondary)
- Year during the cycle
- Time of the year (e.g. beginning of the year, end of term, end of year)

See APPENDIX G: "How to Create a Rubric for an ES Reinvestment Task."

26. Which section of a rubric should address task requirements?

Task requirements often appear in the left-hand column of Ministère ESL rubrics and are unfolded in the descriptors. They can also appear separately, for example, as part of the task instructions in the Student Booklet of an LES, or in the Reinvestment Task Booklet of an ES.

Text Types, Text Forms and Text Formats

Text Types	Text Forms	Text Formats
<p>Popular</p>	<p>advertisements in teen magazines, animated stories, bumper stickers, cartoons, comic strips, emails, greeting cards, interviews, invitations, letters, online surveys, postcards, posters, riddles, songs, etc.</p>	
<p>Literary</p>	<p>adventure stories, autobiographies, biographies, diaries and journals, graphic novels, legends, myths, picture books, plays, poems, science fiction novels, short stories, scripts for Reader's Theatre, etc.</p>	<p>Audio Audiovisual Digital Print Visual</p>
<p>Information-Based</p>	<p>advertisements, announcements, application forms, atlases, classified ads, clothing or food labels, dictionaries and e-dictionaries, directions, directories, encyclopedias, feature articles in magazines, "how to" books, instructions, manuals, maps, memos, menus, questionnaires, recipes, reports, schedules, signs, surveys, telephone messages, timelines, etc.</p>	

PLANNING AN LES OR ES THAT TARGETS COMPETENCY 2 (C2)

1. Competency 2 is fully developed.

Students:

- construct meaning of texts, individually and with others
- demonstrate their understanding of texts individually
- reinvest their understanding of texts to deliver a personalized final product individually



The following evaluation criteria are targeted:

- Evidence of understanding of texts (through the response process in secondary)
- Use of knowledge from texts in a reinvestment task
- Elementary: Use of strategies*
- Secondary: Use/Management of strategies and resources*

(*Feedback only provided)

2. Topics and texts are carefully selected.

Elementary: In Cycle Two, topics are familiar (e.g. pets). In Cycle Three, topics are familiar (e.g. sports) and of a broader scope (e.g. environmental issues).

Secondary: Topics are familiar and unfamiliar.

- If the topic is familiar (e.g. music), it should be addressed from a less familiar or an unfamiliar angle (e.g. how music affects the brain) to ensure that students are reinvesting their understanding of the texts provided, rather than their prior knowledge.
- If the topic is less familiar or unfamiliar (e.g. animal testing), then the angle may be more concrete (e.g. pros and cons of animal testing).

- The three text types and a variety of text forms and text formats are provided throughout the year.
- The texts provided present students with the knowledge needed to carry out the reinvestment task.
- The number of texts is adequate and manageable.

3. Sufficient time is devoted to constructing meaning of texts.

Before listening to, reading or viewing texts, students use strategies, prior knowledge of topic and text components/features, guiding questions and prompts to prepare to respond to texts.

While listening to, reading or viewing texts, students:

- develop their understanding of the literal meaning (i.e. explicit ideas) and underlying meaning (i.e. implied ideas) of texts, **individually** and **with others**, in order to clarify and deepen their understanding
- have the opportunity to individually demonstrate their understanding of texts
- gather evidence of their understanding to prepare for the reinvestment task

4. The reinvestment task is solid.

A solid reinvestment task:

- is meaningful and 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. does not rely heavily on students' prior or general knowledge, opinions, personal anecdotes)
- requires that each student deliver a personalized final product individually

The reinvestment task requires that students:

- plan their final product in view of the task requirements
- **select** relevant knowledge (i.e. information/ideas, language) from the texts provided by taking notes or using tools (e.g. graphic organizers) to gather information
- **organize** knowledge selected from texts in a coherent manner (e.g. adjust notes; plan text, taking into account text components; group ideas; use semantic mapping; create an outline)
- **personalize/adapt** knowledge selected from texts (e.g. use information/ideas and language accurately and appropriately, combine knowledge with own ideas, refer to notes, write in own words, personalize use of text components) in order to deliver a personalized final product individually

Competency 2 (C2) Tips for Teachers

1. Clarify expectations (e.g. evaluation criteria, task requirements).
2. Teach strategies that help students construct meaning of texts (e.g. skimming, note-taking, scanning, semantic mapping).
3. Allow students to individually come to an initial understanding of the texts.
4. Encourage students to actively work through the texts (e.g. rereading passages, annotating sections, writing down questions or comments, highlighting or underlining important information, making a visual representation, summarizing key ideas, answering questions, responding to prompts).
5. Before students carry out the reinvestment task, give them ample time to verify and deepen their understanding with others (e.g. receiving teacher feedback, participating in team/class discussions).¹
6. Define “reinvestment” for students.
7. Present a model of the final product (LES) or a model that resembles the final product (ES) in the texts provided or another source (e.g. Student Booklet or Reinvestment Task Booklet), in order to help students better understand what they are expected to deliver as a final product.
8. Offer tools and resources to help students select and organize knowledge from texts (e.g. planning tools, graphic organizers, checklists) in an LES.
9. Remind students that the knowledge they draw from the texts provided and include in their final product must be accurate (e.g. facts and figures are correct), used appropriately (e.g. information is included in the right paragraph, ideas are sufficiently developed) and true to the texts (e.g. a character in a student’s sequel displays the same character/physical traits as in the original novel).
10. Remind students that when they adapt the knowledge they have selected from the texts provided, they must use their own words.

Note: Elementary Cycle Two students rely heavily on the texts and models of the final product that are provided.

¹ During a uniform examination that targets C2, students have opportunities to co-construct understanding with peers, but no teacher involvement is allowed, nor are they evaluated during their discussions.

The Role of Guiding Questions in an LES or ES

When used, guiding questions focus students' attention on why they are listening to, reading or viewing texts, and assist students in taking notes, which are used to carry out the various tasks in an LES or ES. Guiding questions may play one or both of the following roles:

- A single guiding question can act as an umbrella question, giving students a purpose for what they are expected to accomplish in the tasks leading up to the reinvestment task.
- Several, more specific guiding questions can be used to direct students as they construct the meaning of texts.

In an ES, guiding questions are linked to what students are asked to do in the reinvestment task without giving away the reinvestment task itself. For example, the guiding question "What are the controversies surrounding underwater shipwrecks?" allows students to take the notes they will need to carry out the reinvestment task, which requires them to examine the debate between archaeologists and treasure hunters regarding underwater shipwrecks, without revealing the final task.

If there are no clear links between the guiding question(s) and the reinvestment task, then the guiding question(s) should be reworded or changed, or the reinvestment task should be adjusted.

Suggested Activities to Help Students Construct Meaning of Texts in an LES

Title	Description
<p>Previewing Texts</p>	<ul style="list-style-type: none"> • Students are given or are able to identify a clear purpose before listening to, reading or viewing a text. • Students preview a text based on its text components before reading the text so that they can read the text more successfully. In pairs, students locate and discuss the text components, identify patterns and key information and share their previewing strategies. • Students scan a text to locate connecting words to see how the information in the text is presented (e.g. sequence of events in a story).
<p>Anticipation Guide</p>	<p>Students receive a list of statements related to a topic. They determine if these are true/false or whether they agree/disagree with them. The goal is to activate prior knowledge about the topic, stimulate interest and set the stage prior to reading the text. Time is taken to discuss the statements and clarify the purpose for reading the text.</p>
<p>Character Maps</p>	<p>A character map is a graphic tool that helps students visualize the development and relationships of characters in a text. Character mapping is an effective technique for highlighting characters' actions, personality traits and their relationships with one another using supporting evidence from the text.</p>
<p>Class Discussions</p>	<ul style="list-style-type: none"> • Before reading, students share how they approach listening to, reading and viewing texts. How do they make sense of texts? What do they do when they don't understand a sentence, a word, or a concept? Which strategies work best for them? These discussions allow students to share ideas with peers and develop practical ways of constructing meaning of texts. A student-generated list of suggestions can be posted in the classroom. • Before reading, students collectively share what they know about a topic and what they think they will discover in a text, so that the teacher can determine how much time to spend on pre-reading activities beforehand. They can also discuss their predictions about the content of the text. • During reading, students jot down questions about the text, write a short summary, identify key ideas, note observations, respond to questions or prompts, etc. • After reading, students share what they have discovered about a text and discuss which parts were more challenging.
<p>Dialogue Journals</p>	<p>Dialogue journals are ongoing written conversations between students and their peers or their teacher. They provide a written record of discussions about texts.</p>
<p>Discussion Circles</p>	<p>Discussion circles are small-group discussions about texts. Discussions can focus on one text, different texts written/produced by the same author, different texts on the same theme or different texts of the same text type/form. Response journals can be used to take notes during the discussions.</p>
<p>Double-Entry Journals</p>	<p>Double-entry journals give students the opportunity to take notes and respond individually to a text. Pages are divided into two columns. In the left column, students jot down anything they consider important about the text (e.g. quotations, events, character descriptions, facts, recurring visual symbols). In the right column, students record personal observations, reactions and links to the text, beside the corresponding left entry.</p>
<p>Graffiti</p>	<p>In this collective brainstorm, teams of three to four students write down all their ideas related to the topic that is written in the middle of a piece of chart paper. The topic can be the same or different for each team. Teams have a preset amount of time to write down all their ideas and then, at a signal, rotate to the next team's chart paper and add new ideas.</p>

Title	Description
Graphic Organizers	Graphic organizers are visual frames that students fill in or create to connect ideas, construct meaning and represent their understanding. Examples of graphic organizers are KWL, T-charts, Venn diagrams, word/idea webs, compare/contrast diagrams, timelines, mind maps, sequence organizers, character maps and story maps.
Guided Reading	<p>Guided reading is especially useful for younger students. Students and the teacher read a text together to construct meaning. The steps include:</p> <ol style="list-style-type: none"> 1. providing students with a purpose for reading (e.g. for pleasure, to skim for important information, to locate key elements in a story, to compare and contrast two opinions, to describe the main character, to identify important details), background information about the topic, and explanations for new or difficult vocabulary 2. giving students time to read a text individually, with a buddy or with the entire class, and ask questions based on the text 3. reading the text orally to students to clarify meaning and monitor comprehension 4. providing follow-up activities (e.g. open-ended questions) <p>The teacher guides students to help them understand both the meaning of the text and the words in it. Working through the text together helps students learn how to read for meaning and see how others make sense of texts. The teacher models useful reading comprehension strategies to demonstrate ways to construct meaning of the text.</p>
Improvisation	Improvisation involves students in spontaneous, unscripted, unrehearsed activities. It is an effective way to develop ideas, scenes and characters. It promotes concentration and cooperation and provides students with a forum for rapid dialogue.
Listen-Read-Discuss	The teacher presents a mini-lesson on the topic of a text. Students then read the text individually. This is followed by a pair or team discussion about the information provided by both the teacher and the text. A graphic organizer can be used to compare and contrast the information collected from both sources. This can be followed by a classroom discussion on the topic (e.g. What did students learn? Were there any inconsistencies in the information? How did the text complete the teacher's mini-lesson?).
Literature Circles	Literature circles are small-group discussions based on texts. Discussions can focus on one text, different texts written/produced by a particular person, different texts on the same theme or from the same genre. Response or dialogue journals can be used to make notes on the discussions.
Mind Maps	Mind maps are graphic tools that help students connect ideas. Mind maps require students to imagine the content of texts and create a visual representation. They are a technique for note-taking, developing a concept or summarizing information. Mind maps help students make sense of texts, organize information in a meaningful way and remember the content of the texts.
Numbered Heads Together	Students are placed in teams and are given a number (e.g. 1-4). They read a text and are asked to answer a series of guiding questions with their teammates. When the teacher calls a number, only students with that number raise their hands and share their team answer with the class.
Open-Ended Questions	Open-ended questions encourage students to reflect on texts in order to gain a deeper understanding of the text. Open-ended questions have more than one answer. They are formulated to help students gain a better understanding of the texts (e.g. topic, issues, underlying meaning), develop critical thinking and relate personally to the text.
Predicting	Students foretell what a text will be about based on prior knowledge, the topic, the task, the text components (e.g. titles, pictures) and/or by skimming the text. Predicting can enhance student interest, recall of the text and overall understanding. The latter is especially true when student predictions are compared with the text to verify their accuracy.
Questioning	Although students can be asked a variety of questions before, during and after reading, it is important to also encourage students to ask (and answer) their own questions about the texts they examine in order to enhance their comprehension.

Title	Description
Quick Shares	Students can respond briefly to texts with a partner or in a small group. Using cooperative structures such as Think-Pair-Share (students think on their own, share with a partner, then discuss in a small group or plenary) or Round Robin (students take turns sharing their responses in a small group) helps to promote more efficient and equitable interaction.
Response Journals	Response journals are booklets, notebooks, folders or e-files in which students keep notes about what they have listened to, read, viewed or discussed. Items that can be included are personal reactions; questions; reflections; predictions; comments made before, during and after listening to, reading or viewing texts; as well as any other information that students consider to be important.
Retelling	Students read a text first individually and then reread the text with the intention of relating the information to their peers. Retelling can be done individually (e.g. creating an audio podcast, using pictures), in pairs (e.g. using a puppet, responding to written prompts about the text), or in teams (e.g. taking turns in a Round Robin, performing via Reader's Theatre).
Role-Play	As students interpret roles, they explore and express the thoughts and feelings of a character. Role-play contributes to a deeper understanding of characters in a given context.
Say and Switch	Pairs of students take turns responding to texts for a preset amount of time. As students discuss texts, they add new ideas to the exchange.
Story Maps	A story map is a graphic tool that helps students visualize the development of events in a text. Story mapping is an effective technique for highlighting events that have taken place.
Summarizing	Students briefly identify the key ideas in a text, either orally or in writing. They must consider all the information provided in a text, distinguish between relevant and irrelevant information, and then synthesize the information logically and coherently.
Think-Aloud	Teachers verbalize their thought process on how they approach reading a text in order to construct meaning. Students are provided with a text that the teacher reads out loud. The teacher reads the text while simultaneously pausing to explain his or her personal way of making sense of the text step-by-step (e.g. what is done first, second; what is understood from a passage; how to make sense of a difficult word using the context such as surrounding words and paragraphs; making personal connections with the text). The goal is to provide students with a model of how effective readers make sense of texts. Students can engage in think-alouds individually or with peers.
Three-Step Interview	In a three-step interview, three roles are assigned to trios of students. The interviewer asks questions, the interviewee shares ideas, and the reporter makes notes of the discussions. Students take turns playing each role and discuss their ideas once they have played each of the three roles.
Vocabulary Preview	Before reading a text, students are presented with a list of key or challenging words and expressions from the text. Students can regroup the vocabulary into categories (preset by teacher or created by students) in order to preview the topic and activate prior knowledge. A variation is to have students imagine what the text will be about based on the keywords. Key vocabulary can be organized alphabetically and posted as a classroom list for student reference.

Sources:

- Bennett, Barrie and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Ajax, Ontario: Bookation Inc., 2001.
- Inspired by information found on the Reading Rockets website, www.readingrockets.org.
- *Think Literacy: Cross-Curricular Approaches, Grades 7-12* (Reading Strategies) <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/thinklitmedia.pdf>.

Examples of Solid Reinvestment Tasks (Elementary and Secondary Levels)

Level	Elementary Cycle Two (LES)
Meaningful/Authentic task	Students create a St. Patrick's Day card for a classmate whose name they have drawn.
Purpose	To celebrate St. Patrick's Day
Audience	Peers
Evaluation criteria	<ul style="list-style-type: none"> • Use of knowledge from texts in a reinvestment task • Use of strategies (teacher provides students with feedback, but this is not considered when determining the student's mark in the report card)
Task requirements: select, organize and personalize knowledge from texts provided in light of purpose and audience	<ul style="list-style-type: none"> • Select relevant knowledge (e.g. a salutation, a St. Patrick's Day message, a close) from texts (e.g. a picture dictionary sheet about St. Patrick's Day, flashcards) and models (St. Patrick's Day cards) • Organize knowledge from texts in a coherent manner in a planning tool (e.g. fill in the different sections of the planning tool for the card) • Personalize (adapt) knowledge from texts in view of the task, by using information/ideas and language accurately and appropriately: <ul style="list-style-type: none"> ○ On the front cover of card: student creates a relevant drawing and writes a St. Patrick's Day greeting ○ Inside the card: student writes the date when card is written; includes a personalized salutation, a St. Patrick's Day message to the classmate, a close and own signature in the appropriate space

Level	Elementary Cycle Three (LES)
Meaningful/Authentic task	Students write a profile for the "Personality of the Week" column of the school newspaper about one of three local personalities (e.g. politician, scientist, athlete, inventor, young entrepreneur).
Purpose	To recognize a person's contributions to the community
Audience	Fellow students, school staff, parents, the selected local personality
Evaluation criteria	<ul style="list-style-type: none"> • Use of knowledge from texts in a reinvestment task • Use of strategies (teacher provides students with feedback, but this is not considered when determining the student's mark in the report card)
Task requirements: select, organize and personalize knowledge from texts provided in light of purpose and audience	<ul style="list-style-type: none"> • Select relevant knowledge (e.g. background information on the personality, important events in this person's life, contributions to community) from texts (e.g. newspaper/magazine articles, interviews, personality's official Web page) • Organize knowledge from texts in a coherent manner using a timeline (e.g. present general information and important details) or using a graphic organizer with the various categories to include in the final product, such as "Education," "Career" and "Personal Life" • Personalize (adapt) knowledge from texts in view of the task, by using information/ideas and language accurately and appropriately, and using own words (e.g. provide reasons for choosing this person, describe impressions of this person, use text components of a profile from a model, adapt language to target audience)

Level	Secondary Cycle One, Core and Enriched ESL Programs (LES)
Meaningful/Authentic task	During Fraud Prevention Month, students create an online quiz for their ESL class about how teens can protect their online identity.
Purpose	To inform/to influence behaviour
Audience	Teens
Evaluation criteria	<ul style="list-style-type: none"> • Use of knowledge from texts in a reinvestment task • Use of strategies and resources (teacher provides students with feedback, but this is not considered when determining the student's mark in the report card)
Task requirements: select, organize and adapt knowledge from texts provided in light of purpose and audience	<ul style="list-style-type: none"> • Select relevant knowledge (e.g. ways to protect one's online identity and reputation, what to do and not to do online, facts and figures about the occurrence of online identity theft) from texts (e.g. newspaper articles, government websites, online testimonials from victims, blogs, posters) • Organize knowledge from texts in a coherent manner using an online quiz template (e.g. identify the sub-topics that will be addressed in the questionnaire, plan a logical order in which to present questions and answers, address key information about online identity protection) • Adapt knowledge from texts in view of the task, by using information/ideas and language accurately and appropriately, and using own words (e.g. create a brief introduction, provide instructions to start the quiz, formulate quiz questions and multiple-choice answers, adapt language to target audience)

Level	Secondary Cycle Two, Core Program (ES)
Meaningful/Authentic task	Students decide who will be granted ownership of an actual underwater treasure and write a judgment.
Purpose	To inform about a decision
Audience	The court and the parties involved
Evaluation criterion	Use of knowledge from texts in a reinvestment task
Task requirements: select, organize and adapt knowledge from texts provided in light of purpose and audience	<ul style="list-style-type: none"> • Select relevant knowledge (e.g. arguments in favour of each party, background information, relevant points of law) from texts (e.g. newspaper articles, expert reports, video documentaries) • Organize knowledge from texts in a coherent manner using a T-chart (e.g. classify corresponding arguments and facts in order to compare and then draw conclusions) and in the final product (e.g. present information in a logical order: present parties' claims, state decision, provide sufficient reasons to support decision) • Adapt knowledge from texts in view of the task, by using information/ideas and language accurately and appropriately, and using own words (e.g. make general information specific to the case at hand, combine ideas, adapt language to target audience)

Level	Secondary Cycle Two, Enriched ESL Program (ES)
Meaningful/Authentic task	Students write a tribute to one of the main characters in a novel from the point of view of another character.
Purpose	To pay tribute/to entertain
Audience	Peers
Evaluation criterion	Use of knowledge from texts in a reinvestment task
Task requirements: select, organize and adapt knowledge from the text provided in light of purpose and audience	<ul style="list-style-type: none"> • Select relevant knowledge (e.g. personality traits, character's main accomplishments, challenges/obstacles, influence on others) from text (novel) • Organize knowledge from text in a coherent manner using an outline (e.g. organize information according to type, such as accomplishments and anecdotes; group ideas; present information in a logical order) • While remaining true to the original novel, adapt knowledge in view of the task by using information/ideas and language, and using own words (e.g. transform an event from the novel into an anecdote about the character, draw conclusions from the novel about the character's personality/qualities and write a description, explain your relationship with the character, adapt language to target audience)

How to Create a Rubric for an ES Reinvestment Task

The following are the main steps used by the Ministère ESL evaluation team to create rubrics for reinvestment tasks.

Note: This is NOT a linear process.

Step 1: Create the task and clearly outline the task requirements.

Step 2: Carry out the task yourself to make sure it can be done and to pinpoint its shortcomings, if any (e.g. it may not lead to sufficient reinvestment from texts provided, the texts may not be essential for carrying out the task). Readjust the task and the task requirements, as needed.

Step 3: In a rubric template, write the targeted criterion or criteria¹ from the *Framework for the Evaluation of Learning* as well as the task (in a sentence) and the task requirements (often in a column on the left). Make sure the task requirements include the key aspects of a reinvestment task: relevance of knowledge selected, organization of knowledge, accuracy of knowledge, personalization/adaptation of knowledge, purpose, audience and, at the secondary level, level of development of knowledge. To help you set the task requirements, refer to the “Information Clarifying the Criteria” in the *Framework for the Evaluation of Learning*, as needed.

Step 4: In the rubric template, jot down the main characteristics of the performance levels for each criterion (e.g. B: accurate information / C: minor inaccuracies)—do not write the actual descriptors in full yet. You may want to start with your expectation level (B). Make sure all possible scenarios are represented (e.g. information is skilfully organized, information presented is inaccurate, information is copied from texts provided; content is insightful, repetitive, too general, etc.).

Step 5: Obtain samples of student work. Examine them to make sure the characteristics you jotted down in Step 4 represent what you truly see in the student work. (Use parental consent forms if you plan to distribute student work samples to teachers.) This may take you back to readjusting the task, the task requirements and/or the main characteristics of the performance levels you jotted down in the rubric template.

Step 6: Write the actual descriptors for each level, favouring observable evidence rather than vague statements (e.g. content is insightful vs. content is excellent).

Step 7: Validate your rubric by using it to evaluate your student work samples. Readjust the rubric as needed.

Step 8: If possible, further validate the rubric by asking a few teachers to evaluate student work samples using the rubric. Readjust the rubric as needed.

Source: Adapted from *Document de formation*, “Bedbugs,” RREALS and RCCPALS, February 6, 2013, p. 7

¹ At the elementary level, the targeted evaluation criteria are “Evidence of understanding of texts” and “Use of knowledge from texts in a reinvestment task.” At the secondary level, the targeted evaluation criterion is “Use of knowledge from texts in a reinvestment task.”

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