2026/2027

Grade 12 English Language Arts
Achievement Test

Information Bulletin

Manitoba

Grade 12 English Language Arts Achievement Test: Information Bulletin, 2026/2027

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This resource will be available on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/assess/gr12/infobulls/index.html.

While the department is committed to making its publications as accessible as possible, some parts of this document are not fully accessible at this time.

Available in alternate formats upon request.

Contents

Introduction 1

Purpose of Document 1
Inquiries 1

Grade 12 English Language Arts Achievement Test 3

General Test Description 3
Test Design 3
Test Components 4
Schedule for Test Administration 4
Test Administration Sequence 5

Procedures for Test Administration 6

Distribution of Test Materials and *Administration Manual* 6
Use of Classroom Resources during Test Sessions 6
Adaptations 7
Academic Honesty 7
Policies for Missing the Test 7

Assessment, Marking, and Reporting 8

Resources for Classroom Teachers 8

Appendices 9

Appendix A: Group Discussion 10
Appendix B: Scoring Rubric for *Responding to Text* 11
Appendix C: Writing Task 12
Appendix D: Identifying Your Writing Variables 13
Appendix E: Reflecting on Your Writing Task 14
Appendix F: Revising and Editing Checklist 15
Appendix G: Scoring Rubric for Reflecting on Your Writing Task 16
Appendix H: Scoring Rubrics for the Writing Task 18

Introduction

Purpose of Document

The *Grade 12 English Language Arts Achievement Test: Information Bulletin* provides an overview of the testing procedures, dates, and features of the Grade 12 English Language Arts Achievement Test.

The *Information Bulletin* is one of three documents:

- *Grade 12 Provincial Tests: Policies and Procedures*
- ***Grade 12 English Language Arts Achievement Test: Information Bulletin***
- *Grade 12 English Language Arts Achievement Test: Administration Manual*

Please use the *Information Bulletin* in conjunction with the other documents to gain a full understanding of the procedures associated with the administration of the provincial assessment program.

The *Information Bulletin* contains important information regarding the implementation of the new Grade 12 English Language Arts Achievement Test. As the achievement test introduces a revised assessment structure and new scoring processes, it is essential that educators review all information contained in this bulletin carefully. The information provided is intended to support consistent understanding and implementation across Manitoba schools and includes important details related to assessment design, administration, marking, and student preparation. Familiarity with all aspects of this bulletin will help ensure a smooth and successful transition to the new achievement test.

Inquiries

For all inquiries, please contact the Provincial Assessment Program at CIB@gov.mb.ca.

Grade 12 English Language Arts Achievement Test

As outlined in *Grade 12 Provincial Tests: Policies and Procedures*, the Grade 12 English Language Arts Achievement Test is a provincial requirement for students completing one of the following Grade 12 English language arts courses:

- Comprehensive Focus 40S
- Literary Focus 40S
- Transactional Focus 40S

For students enrolled in more than one of these courses, the test applies to only **one** of the courses.

Schools or school divisions with students enrolled in Français and French Immersion programs may choose to administer the Grade 12 English Language Arts Achievement Test in addition to the required tests for these programs.

General Test Description

The Grade 12 English Language Arts Achievement Test is a provincial test administered toward the end of each school year or semester. Developed by Manitoba Grade 12 English language arts teachers in collaboration with departmental consultants, the test is designed to be as curriculum-congruent as possible within the parameters of large-scale testing. The test assesses student learning relative to the Grade 12 English Language Arts curriculum.

A total of 5.5 hours is allotted for the test over a four-day period. The first session is 2.5 hours long and the sessions on the following three days are each one hour long.

An extra half-hour is available to all students on Days 1 and 4 of the test. Any need for additional time beyond 30 minutes must be identified under Adaptations at the time of registration (see page 7).

Test Design

The test design recognizes that students writing the test may be enrolled in the Comprehensive Focus 40S, Literary Focus 40S, and/or Transactional Focus 40S courses. Students read and respond to a variety of texts through open-response questions and complete a writing task administered over multiple sessions. Each component of the test is aligned to one or more learning outcomes.

Student responses are assessed according to how they compare to curricular learning outcomes that identify the knowledge, skills, strategies, and attitudes common to the English language arts curriculum.

The following table provides an approximate mark allocation in relation to the three strands. Some learning outcomes are incorporated through processes associated with test activities (e.g., group discussion, revising, and editing) and not assessed. The percentages in the table are based on the curricular learning outcomes that can be assessed in a valid and reliable manner through large-scale testing.

Approximate Percentage by Strand	
STRAND B. Comprehend and Respond	50–60%
STRAND C. Compose and Create	30–40%
STRAND D. Share and Reflect	5–15%

Test Components

The Grade 12 English Language Arts Achievement Test has two components, each presented in a separate booklet:

- The *Grade 12 English Language Arts Achievement Test: Process Booklet* presents a variety of texts on a given topic, along with a sequence of test activities. Students have access to this booklet throughout the four-day test and are encouraged to highlight and take notes as they progress.
- *Grade 12 English Language Arts Achievement Test: Responding to Text* presents six questions that require students to respond to the texts presented in the *Process Booklet*. Students receive this booklet for the first test session only.

Schedule for Test Administration

The Grade 12 English Language Arts Achievement Test for the 2026/2027 school year must be written on the following dates:

- January 12 to 15, 2027, for Semester 1
- May 31 to June 3, 2027, for Semester 2

Any makeup sessions must be scheduled within this time frame.

Test Administration Sequence

Students write the test over a four-day period, as outlined below. The phases of learning—activating, acquiring, and applying—are the basis of the test sequence.

- **Day 1: Activating and Acquiring (2.5 hours)**
  - Students will begin the test with a group discussion about the topic. For the first 20 minutes, they will preview the *Process Booklet* together. The group work helps students connect with their prior knowledge and familiarize themselves with an overview of the texts. It is also an opportunity to discuss specific texts (e.g., visuals, poems, story).
  - After the group discussion, students will receive the *Responding to Text* questions, which they will have while they complete the readings. At the end of the first session, students will have an opportunity to preview their writing task, time permitting.
  - Students may have an additional 30 minutes on Day 1.
- **Day 2: Applying (Planning and Developing) (1 hour)**
  - On the second day, students will plan their written text, identify writing variables (central idea, form, purpose, audience, and context), and draft their response to the writing task.
- **Day 3: Applying (Developing, Reflecting, Revising, and Editing) (1 hour)**
  - On the third day, students will reflect on their draft in order to complete the *Reflecting on Your Writing Task* question.
  - Students will continue to revise, edit, and begin the final copy of their response.
- **Day 4: Applying (Editing and Publishing) (1 hour)**
  - On the last day of the test, students will complete the final copy and proofread their written text.
  - Students may have an additional 30 minutes on Day 4.

Notes: Teachers will need approximately 20 minutes before the test on Day 1 to complete administration procedures (reading instructions, filling out demographic data forms, etc.).

Teachers are encouraged to create discussion groups prior to Day 1 of the test to better facilitate the activation of ideas on the given topic.

Procedures for Test Administration

Test administration procedures are designed to ensure fair assessment practices and parallel testing conditions in all schools throughout Manitoba.

Distribution of Test Materials and *Administration Manual*

Approximately one month prior to test administration, the *Grade 12 English Language Arts Achievement Test: Administration Manual* will be available online at www.edu.gov.mb.ca/k12/assess/admin_manuals/index.html. This manual familiarizes teachers and administrators with the specific test procedures and requirements.

Test materials are mailed to schools and school divisions approximately two weeks prior to the test dates. Once test materials are in the school, the school principal is responsible for ensuring that they are kept secure until test administration and that they are only accessed by authorized personnel.

Shrink-wrapped student booklets must **not** be opened until the day of the test.

To ensure that the test results are reliable and valid, test booklets must be distributed, administered, and marked strictly according to the procedures prescribed in the *Administration Manual*.

Use of Classroom Resources during Test Sessions

During the test, students will need the following supplies:

- a dark blue or black ink pen
- an HB pencil
- an eraser
- a highlighter pen

During all four sessions of the test, students may use the following resources:

- an English or bilingual dictionary
- a thesaurus
- a grammar handbook

Computers or electronic devices of any kind are **not** to be used unless they have been approved as an adaptation and students are under direct supervision during the test sessions.

Adaptations

Adaptations are available for students with diverse learning needs, including Braille versions of test and the use of a scribe. More detailed information about adaptations is provided in *Grade 12 Provincial Tests: Policies and Procedures* (see section 3.3). In the event that an adaptation affects how a test is scored, detailed instructions are provided in adaptation-related correspondence and with marking materials sent to schools for local marking.

Academic Honesty

Students are expected to participate in the Grade 12 English Language Arts Achievement Test with academic honesty in their behaviour and responses. It is the responsibility of school or divisional authorities to ensure all students adhere to the principles of academic honesty. In the case where an issue arises, schools shall follow local guidelines regarding such behaviour. Any instances of academic dishonesty will result in a test score of zero. Academic dishonesty refers to instances of removing any test materials from the room, communication with other students during a test session (outside of their group discussion), bringing outside notes to the test setting, or presenting another person's ideas or writing, or artificial intelligence-generated content, as one's own.

Policies for Missing the Test

Policies on student absenteeism during the test, late arrivals, and other circumstances for missing a test are provided in *Grade 12 Provincial Tests: Policies and Procedures*. Detailed instructions regarding the marking and reporting of test results for students who miss part of a test are provided in the *Administration Manual*.

Assessment, Marking, and Reporting

The Grade 12 English Language Arts Achievement Test is a summative assessment designed to measure a sample of learning outcomes that are appropriate within a provincial large-scale assessment. Its purpose is to provide evidence of student learning specific to those outcomes at the conclusion of a Grade 12 English Language Arts course.

Student responses are scored using rubrics that identify the relevant learning outcomes being assessed in each task or question, and describe indicators of performance across a range of achievement levels. These rubrics provide a consistent framework for evaluating student learning and for reporting achievement.

Provincial tests are marked locally by schools, and training and support materials related to marking and reporting results are provided by the department. Sample scoring rubrics are included in the final section of this document.

Following test administration, schools are required to submit randomly selected student test booklets and all marking materials to the department. This sample of tests is then centrally marked using a double-marking process. To support the consistency and reliability of local marking practices, the department provides each school or school division with a report comparing the results of the centrally marked sample with local marking results.

Results on the Grade 12 English Language Arts Achievement Test count for **20%** of a student's final grade in the course. Schools must report individual student results on the provincial test separately from term marks when displaying final grades on report cards.

Resources for Classroom Teachers

The following pages contain a variety of materials from the Grade 12 English Language Arts Achievement Test:

- Group Discussion (Appendix A)
- Scoring Rubric for *Responding to Text* (Appendix B)
- Writing Task (Appendix C)
- Identifying Your Writing Variables (Appendix D)
- Reflecting on Your Writing Task (Appendix E)
- Revising and Editing Checklist (Appendix F)
- Scoring Rubric for Reflecting on Your Writing Task (Appendix G)
- Scoring Rubrics for the Writing Task (Appendix H)

Appendices

Group Discussion: Activating Your Thoughts
(20 minutes)

In your group, discuss the following prompts for the topic.

Connect the topic to your own experiences.	Connect the topic to culture, society, or something you have learned.

Definitions:

<insert definition of the topic>

Synonyms:

Connect the topic to another text you know (novel, film, article, etc.).	How do the texts, visuals, and poems in this *Process Booklet* connect to your understanding of the topic?

Appendix B: Scoring Rubric for *Responding to Text*

Rubric for Responding to Text

Use the following criteria as a guide for writing your responses.

Scoring	Level of Achievement	Learning Outcome Indicators
6	Demonstrates an excellent level of understanding and application of skills for the outcome.	■ Response is **sophisticated** and/or **insightful**. ■ Response demonstrates a **thorough** understanding with examples and references that are **precise** and/or **purposeful**. ■ Response extends to a broader context (e.g, self, other texts, society).
5	Demonstrates a very good level of understanding and application of skills for the outcome.	■ Response is **clear** and **thoughtfully** developed. ■ Response demonstrates a **strong** understanding with examples and references that are **logical**, **specific,** and **relevant**.
4	Demonstrates a basic level of understanding and application of skills for the outcome.	■ Response is **sufficient** and **adequately** developed. ■ Response demonstrates a **basic** understanding with examples and references that are **generally** appropriate.
3	Demonstrates a limited level of understanding and application of skills for the outcome.	■ Response is **generalized** or **underdeveloped**. ■ Response demonstrates a **limited** understanding and **relies heavily** on summary with examples and references that are **limited, vague,** or **loosely connected**.
2	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Response is **unclear** or **undeveloped**. ■ Response includes examples or references that are **illogical** or **insufficient**.
1	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Response is **minimal**. ■ Response includes examples or references that are **irrelevant** or **superficial**.
0	Does not demonstrate an understanding and application of skills for the outcome.	■ No response is given to the prompt. or ■ No reference(s) to the text. or ■ Response is off topic.

Writing Task

Your Task

Develop an original written text using an idea about the topic that you consider to be meaningful. This task is worth **24 marks**. Refer to your Day 1 group discussion notes and think about the texts you have read to gather ideas about the topic.

Your written text will be assessed using the following criteria:

- **Ideas (6 marks):** Your text is well developed to clearly communicate an idea that is appropriate for your audience and purpose.
- **Organizational Structures, Techniques, and Transitions (6 marks):** Your text uses organizational structures, techniques, and transitions that are effective and appropriate for your central idea and support the form of writing you have chosen.
- **Language Choice and Arrangement (6 marks):** Your text uses effective and appropriate word choices for your chosen audience and purpose.
- **Mechanics/Conventions (6 marks):** Your text uses appropriate mechanics/conventions of written language (e.g., spelling, capitalization, and punctuation).

Brainstorming, Planning, and Organizing

The graphic organizers provided will help you plan and organize your ideas. Use the information to build connections among your ideas, your writing variables, and your draft.

Drafting, Revising, and Editing

Use only the draft paper provided at the back of this booklet to develop your written text. At the end of each session, place all your draft paper inside the back cover.

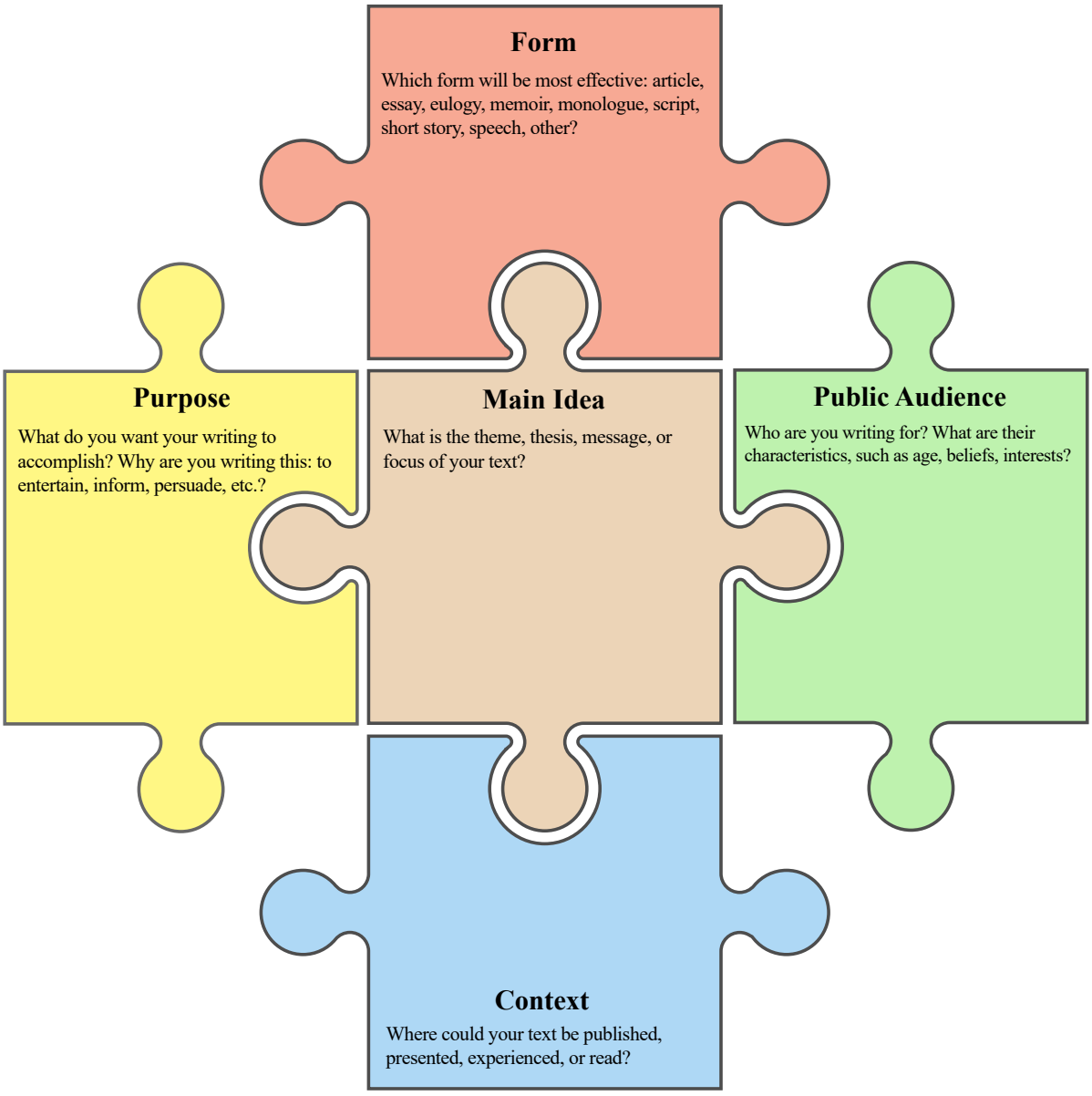
Points to Remember

- The tasks on the following pages must be completed by the end of Day 4.
- Use **dark blue or black ink**. No pencil should be used on your final copy.
- Your writing task should show your own thinking and writing. Submitting ideas that are not your own will result in a score of zero for the entire test.

Appendix D: Identifying Your Writing Variables

Identifying Your Writing Variables

The writing variables work like pieces of a puzzle. Identifying your writing variables in the spaces below will support your response to the Reflecting question.



Appendix E: Reflecting on Your Writing Task

Reflecting — 6 marks

107

With reference(s) to both your writing variables **and** your draft, explain how your form or language choices are effective for one or more of the following:

- Main Idea (theme, thesis, message, focus)
- Purpose (entertain, inform, persuade)
- Public Audience (age, beliefs, interests)
- Context (published, presented, experienced, read)

Revising and Editing

Checklist

- ❑ My main idea is original, clear, and developed. When necessary, I have referenced other texts (e.g., articles, novels, poems).
- ❑ My form is appropriate for my audience, purpose, and context.
- ❑ My organizational structure is distinct and effective for my chosen form.
- ❑ My language choices are effective for my writing variables.
- ❑ My draft has been edited to demonstrate control of the mechanics/conventions (e.g., spelling, capitalization, punctuation).

Finalizing Your Writing Variables

Record your writing variables below, even if no changes have been made.

Main Idea: .....

Form: .....

Purpose: .....

Public Audience: .....

Context: .....

Appendix G: Scoring Rubric for Reflecting on Your Writing Task

Writing Task: Reflecting — ELA.12.D1.1

With reference(s) to both your writing variables **and** your draft, explain how your form or language choices are effective for one or more of the following:

- Main Idea ***or*** Purpose ***or*** Public Audience ***or*** Context

Learning Outcome:
Select, organize, and communicate ideas and relevant details for purpose, context, audience (informal, formal); integrate relevant and credible evidence as examples, as appropriate; use transitions and organization structures intentionally to create a coherent and effective message that supports audience understanding and impact.

Scoring	Level of Achievement	Learning Outcome Indicators
6	Demonstrates an excellent level of understanding and application of skills for the outcome.	■ Provides a **sophisticated** and/or **insightful** explanation of how form and/or language choices are effective. ■ Demonstrates a **thorough** understanding of effectiveness in relation to one or more of the main idea, purpose, public audience, and/or context. ■ Includes references to their writing variables and draft that are **precise** and/or **purposeful**.
5	Demonstrates a very good level of understanding and application of skills for the outcome.	■ Provides a **clear** and **thoughtfully developed** explanation of how form and/or language choices are effective. ■ Demonstrates a **strong** understanding of effectiveness in relation to one or more of the main idea, purpose, public audience, and/or context. ■ Includes references to their writing variables and draft that are **logical**, **specific**, and **relevant**.
4	Demonstrates a basic level of understanding and application of skills for the outcome.	■ Provides a **sufficient** and **adequately developed** explanation of how form and/or language choices are effective. ■ Demonstrates a **basic** understanding of effectiveness in relation to one or more of the main idea, purpose, public audience, and/or context. ■ Includes references to their writing variables and draft that are **generally appropriate**.

Appendix G: Scoring Rubric for Reflecting on Your Writing Task (continued)

Scoring	Level of Achievement	Learning Outcome Indicators
3	Demonstrates a limited level of understanding and application of skills for the outcome.	■ Provides a **generalized** or **underdeveloped** explanation of how form and/or language choices are effective. ■ Demonstrates a **limited** understanding of effectiveness in relation to one or more of the main idea, purpose, public audience, and/or context, and **relies heavily** on summary rather than explanation. ■ Includes references to their writing variables and draft that are **limited, vague,** or **loosely connected**.
2	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Provides an **unclear** and/or **undeveloped** explanation of how form and/or language choices are effective. ■ Demonstrates **partial** or **incomplete** understanding of effectiveness in relation to one or more of the main idea, purpose, public audience, and/or context. ■ Includes references to their writing variables and draft that are **insufficient** or **inaccurate**.
1	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Provides **minimal** attempt to explain form and/or language choices. ■ Includes references to their writing variables and draft that are **superficial** or **irrelevant**.
0	Does not demonstrate an understanding and application of skills for the outcome.	■ Provides no response, and no explanation of form or language choices, and no reference to the writing variables or the draft.

Notes to marker:
- Student response may focus on elements of their draft that are different from their final copy.
- Student response may include more than one prompt; assess the best response.

Appendix H: Scoring Rubrics for the Writing Task

Writing Task: Ideas — ELA.12.C1.1

Learning Outcome:
Generate and refine ideas from a variety of experiences, current events, texts, and cross-curricular learning; select topics aligned with purpose, form, perspective, context, and audience.

Scoring	Level of Achievement	Learning Outcome Indicators
6	Demonstrates an excellent level of understanding and application of skills for the outcome.	■ Generates ideas that are **sophisticated** and/or **thoroughly developed** for the identified audience and for achieving the stated purpose.
5	Demonstrates a very good level of understanding and application of skills for the outcome.	■ Generates ideas that are **clear** and **thoughtfully developed** for the identified audience and for achieving the stated purpose.
4	Demonstrates a basic level of understanding and application of skills for the outcome.	■ Generates ideas that are **sufficient** and/or **adequately developed** for the identified audience and for achieving the stated purpose.
3	Demonstrates a limited level of understanding and application of skills for the outcome.	■ Generates ideas that are **generalized** and/or **underdeveloped** for the identified audience and for achieving the stated purpose.
2	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Generates ideas that are **unclear** or **undeveloped**, or the generation of own ideas is **insufficient**.
1	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Generates ideas that are **illogical**, or the generation of own ideas is **minimal**.
0	Does not demonstrate an understanding and application of skills for the outcome.	■ Generates ideas that are plagiarized.

Notes to marker:
- Markers may refer to writing variables for additional support.
- If plagiarism is confirmed, each element of the writing task is recorded as a zero.

Writing Task:
Organizational Structures, Techniques, and Transitions **ELA.12.C2.1**

Learning Outcome:
Re-evaluate the organization of content by applying knowledge of how texts are organized across forms, contexts, and modes; make intentional adjustments to the sequencing of ideas, text features, and structures to enhance alignment with purpose, context, and audience.

Scoring	Level of Achievement	Learning Outcome Indicators
6	Demonstrates an excellent level of understanding and application of skills for the outcome.	■ Uses organizational structures that are **sophisticated** and **precise**. ■ Techniques and transitions are **purposeful** and enhance coherence by intentional sequencing of ideas that contribute to the overall impact.
5	Demonstrates a very good level of understanding and application of skills for the outcome.	■ Uses organizational structures that are **clear** and **thoughtfully developed**. ■ Techniques and transitions are **logical** and support a coherent central idea.
4	Demonstrates a basic level of understanding and application of skills for the outcome.	■ Uses organizational structures that are **sufficient** and **adequately developed**. ■ Techniques and transitions are **present** and **generally** support a coherent central idea.
3	Demonstrates a limited level of understanding and application of skills for the outcome.	■ Uses organizational structures that are **generalized** or **partially developed**. ■ Techniques and/or transitions are **weak** or **inconsistently** support a central idea.
2	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Uses organizational structures that are **awkward**. ■ Techniques and/or transitions are **distracting**.
1	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Organizational structures are not apparent.
0	Does not demonstrate an understanding and application of skills for the outcome.	■ If plagiarism is confirmed, each element of the writing task is recorded as a zero.

Notes to marker:
- "Structures" refer to the macro-organization. Structures in aesthetic texts might include rising action, prologue/epilogue, stanza and line organization, and acts and scenes. Structures in pragmatic texts might include cause/effect, inverted pyramid, introduction/body/conclusion, point-example-discussion, and chronological order
- "Techniques and transitions" might include use of narrator, extended metaphor, repetition, refrains, flashbacks/flashforwards, headings and subheadings, and dissolves and transitional paragraphs. "Transitions" also include words that tie ideas together, such as "on the other hand" or "hence."

Writing Task: Language Choice and Arrangement ELA.12.C2.2, C2.3

Learning Outcomes:

Apply an extensive vocabulary and knowledge of word relationships, meanings, and nuances to understand and interpret text: select, refine, and evaluate vocabulary for precision and rhetorical impact to communicate ideas effectively across a range of contexts.

Adapt varied sentence lengths, structures, and syntax to enhance clarity, emphasis, rhythm, and flow; refine and integrate sentences within and across paragraphs to achieve cohesion and stylistic effect; evaluate and apply grammar conventions to support effective communication.

Use nuanced, discipline-specific language, including rhetorical devices, to suit purpose, context, and audience; refine word choice to convey meaning with precision and depth; use word choice intentionally to cultivate a distinct voice and shape style.

Scoring	Level of Achievement	Learning Outcome Indicators
6	Demonstrates an excellent level of understanding and application of skills for the outcome.	■ Uses language choices and arrangements that are **sophisticated**, **precise**, and/or **perceptive**. ■ Voice is **distinct** and **effective**, enhancing meaning, impact, and originality.
5	Demonstrates a very good level of understanding and application of skills for the outcome.	■ Uses language choices and arrangements that are **clear**, **thoughtful**, and **effective**. ■ Voice is **clear**, **appropriate**, and **consistent**.
4	Demonstrates a basic level of understanding and application of skills for the outcome.	■ Uses language choices and arrangements that are **sufficient** and **appropriate**. ■ Voice is present, though it may be **irregular**.
3	Demonstrates a limited level of understanding and application of skills for the outcome.	■ Uses language choices and arrangements that are **generalized** and/or **repetitive**. ■ Voice is **weak** or **inconsistently** applied.
2	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Uses language choices and arrangements that are **ineffective** and **interfere** with communication.
1	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Uses language choices and arrangements that are **inappropriate** and/or **limit** meaning.
0	Does not demonstrate an understanding and application of skills for the outcome.	■ If plagiarism is confirmed, each element of the writing task is recorded as a zero.

Notes to marker:

- Assess word choice in terms of its effectiveness for the writing variables.
- "Language choices" might include figurative language, description, diction, and connotation.
- "Arrangement" might include varied sentence lengths, structures, and syntax to enhance clarity, emphasis, rhythm, and flow.

Writing Task: Mechanics/Conventions — ELA.12.C3.1, C3.2, C3.3

Learning Outcomes:

Analyze and evaluate how language conventions (e.g., syntax, sentence structure, grammar, usage, mechanics) influence meaning, style, emphasis, and precision in texts; apply language conventions strategically to communicate complex and nuanced ideas across a range of contexts.

Apply knowledge of spelling and Canadian spelling conventions to edit and proofread texts, including those containing specialized vocabulary, for spelling accuracy and consistency; use print and digital resources to verify, evaluate, and correct spelling.

Edit texts to apply capitalization conventions strategically and consistently; apply style guides and publication standards, including formal citations, to meet the expectations of academic, professional, and public audiences.

Edit and proofread texts to identify, evaluate, and correct punctuation errors using appropriate resources; apply punctuation conventions purposefully to enhance meaning, emphasis, tone, and effect for different purposes, contexts, and audiences.

Scoring	Level of Achievement	Learning Outcome Indicators
6	Demonstrates an excellent level of understanding and application of skills for the outcome.	■ Demonstrates **skillful** and **consistent** control of conventions. ■ Errors, if present, are **minimal** and do not detract from meaning or impact.
5	Demonstrates a very good level of understanding and application of skills for the outcome.	■ Demonstrates **consistent** control of conventions. ■ Errors do not affect meaning or impact.
4	Demonstrates a basic level of understanding and application of skills for the outcome.	■ Demonstrates **capable** control of conventions. ■ Errors may detract from but do not affect meaning.
3	Demonstrates a limited level of understanding and application of skills for the outcome.	■ Demonstrates **inconsistent** control of conventions. ■ Errors are noticeable and interfere with meaning and impact.
2	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Errors are **frequent** and **varied** and interfere with meaning and impact.
1	Does not demonstrate a limited level of understanding and application of skills for the outcome.	■ Errors are **persistent** and **severe** and interfere with meaning and impact.
0	Does not demonstrate an understanding and application of skills for the outcome.	■ If plagiarism is confirmed, each element of the writing task is recorded as a zero.

Notes to marker:

- Impact of errors is to be considered in relation to
  - the complexity of the language used and/or risks taken by the student
  - the variety and frequency of errors
  - the length of the written text
- Assess word choice in terms of its correctness.