Grade 12 English Language Arts
Standards Test

Information Bulletin

2025/2026

Manitoba

Grade 12 English Language Arts Standards Test: Information Bulletin, 2025/2026

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Any websites referenced in this resource are subject to change without notice.

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.

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Introduction

Purpose of Document

Grade 12 English Language Arts Standards Test: Information Bulletin provides an overview of the testing procedures, dates, and features of the Grade 12 English Language Arts Standards Test that will be administered during the 2025/2026 school year.

The *Information Bulletin* is one of three documents:

- *Grade 12 Provincial Tests: Policies and Procedures*
- ***Grade 12 English Language Arts Standards Test: Information Bulletin***
- *Grade 12 English Language Arts Standards 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.

INQUIRIES

If you have any questions about the content of this *Information Bulletin*, please contact the Provincial Assessment Program at 204-945-6156 or email assesseval@gov.mb.ca.

LOOK FOR CHANGES

Changes from previous year's documents will be highlighted using the following symbol:

Grade 12 English Language Arts Standards Test

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

- Comprehensive Focus
- Literary Focus
- Transactional Focus

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

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

General Test Description

The Grade 12 English Language Arts Standards 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 serves as an assessment of student learning relative to *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards*.

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 subsequent sessions on the three following days are each one hour long. **An extra half-hour of time is available to all students on Days 1 and 4 of the test. If a student requires more than half an hour, this is to be indicated at the time of registration under Adaptations that extra time is needed.**

Test Design

The test design reflects the fact that students writing the test may be enrolled in the Comprehensive Focus, Literary Focus, and/or Transactional Focus course(s). Students read and respond to a variety of texts. Students will also complete an extended writing task over multiple sessions.

The test includes open-response questions and an extended writing task. Each question and task on the test targets at least one specific learning outcome. Some questions, along with the extended writing task, target multiple outcomes. The test is process-based and marks are allocated to both process and product.

For a copy of *Grade 12 English Language Arts: Common Standards*, please

- visit the department's website at www.edu.gov.mb.ca/k12/assess/gr12/infobulls/index.html
- contact: assesseval@gov.mb.ca

Student responses on the test are assessed according to how they compare to standards that identify the knowledge, skills and strategies, and attitudes common to the three English language arts curricula. The standards are outlined in *Grade 12 English Language Arts: Common Standards (2007)*.

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

Approximate Percentage by General Learning Outcome

General Learning Outcome (GLO)	Approximate Percentage
GLO 1: Explore thoughts, ideas, feelings, and experiences.	10–20%
GLO 2: Comprehend and respond personally and critically to oral, literary, and media texts.	20–30%
GLO 3: Manage ideas and information.	5–15%
GLO 4: Enhance the clarity and artistry of communication.	40–50%
GLO 5: Celebrate and build community.	5–15%

Test Components

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

- *Grade 12 English Language Arts Standards 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 they are encouraged to highlight and take notes as they progress.
- *Grade 12 English Language Arts Standards Test: Responding to Text* presents five questions that require students to respond to the texts presented in the Process Booklet, including an extended written response. In this extended response, students have a choice of pragmatic or aesthetic texts upon which to base their response. Students receive this booklet for the first test session only.

Changes to the Test

The following changes are implemented for 2025/2026:

- In the *Process Booklet*, the Activating Your Thoughts organizer layout has changed (Appendices, page 12).
- In the *Process Booklet*, the Reflecting on Your Writing Task prompt has changed (Appendices, page 17).

Schedule for Test Administration

The Grade 12 English Language Arts Standards Test for the 2025/2026 school year must be written on the following dates:

- January 6 to 9, 2026, for Semester 1
- May 25 to 28, 2026, 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. All tasks on the test are integrated and purposeful.

- **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 such as the visuals or the poem(s).
  - After the group discussion, students will receive their responding-to-text questions, which they will have while they complete the readings. At the end of the first session, students have an opportunity to preview their writing task.
  - Students may have 30 minutes extra time on Day 1.
- **Day 2: Applying (1 hour)**
  - On the second day, students plan their written text and identify writing variables (central idea, form, purpose, audience, and context), and draft their written text.
- **Day 3: Applying (1 hour)**
  - On the third day, students reflect on their draft in order to complete the Reflecting on Your Writing Task question.
  - Students continue to revise, edit, and begin the final copy of their written text.
- **Day 4: Applying (1 hour)**
  - On the last day of the test, students complete the final copy and proofread their written text.
  - Students may have 30 minutes extra time on Day 4.

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

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 Standards Test: Administration Manual* will be available online at www.edu.gov.mb.ca/k12/assess/admin_manuals/index.html. This manual can be used to familiarize teachers and administrators with the specific test procedures and requirements.

Test materials are mailed to 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.

All shrink-wrapped student booklets are **not** to 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 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 approved as an adaptation and students are under direct supervision during the test period.

Adaptations

Adaptations of tests are available for students with diverse learning needs (e.g., braille versions of tests, the use of a scribe). More detailed information about adaptations is provided in Policies and Procedures for Provincial Tests at www.edu.gov.mb.ca/k12/assess/gr12/pol_proc/index.html. When an adaptation affects how a test is scored, detailed instructions are provided with the marking materials sent to schools for local marking.

Academic Dishonesty

Students are expected to participate in the Provincial Standards Tests with academic honesty in their behaviour and responses. It is the responsibility of school or divisional authorities to ensure all students adhere to the aspects of academic honesty. In the case where an issue arises, schools would follow their guidelines regarding the behaviours. Any instances of cheating or plagiarsim will result in **a test score of zero**. Cheating refers to removing any test materials from the room, communication with other students during a test session (outside of group discussion), or bringing outside notes to the test. Plagiarism is defined as the presentation of someone's ideas or writings, including artifical 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 *Policies and Procedures for Provincial Tests*. Detailed instructions regarding the marking and reporting of test results for students who miss part of a test are provided in the *Administration Manual* and in the marking materials sent to schools for local marking.

Procedures for Processing Provincial Test Results

Marking Provincial Tests

Tests are marked locally. Training related to the marking and reporting of results will be made available to teachers by Manitoba Education and Early Childhood Learning. Sample scoring rubrics for the writing task are also included in the final section of this document (pages 21 to 25).

Following the test administration dates, schools will be required to send randomly selected student test booklets and all marker sheets to the Continuous Improvement Branch. The sample of tests are marked centrally using a double-marking process. For the purpose of providing feedback on the local marking process, the department will produce a report for each school or school division based on the results of the central marking of the sample of tests and the results of the local marking. The report is sent to the superintendent and is available only to the individual school or school division.

Reporting Provincial Test Results

Results on the Grade 12 English Language Arts Standards Test count for **20%** of a student's final grade in one course.

Schools will report test marks to students immediately following the local marking. Schools must report individual student results on provincial tests separately from term marks when showing final grades on report cards and in student files.

Marking of the Test

The learning outcomes and standards from all three courses are combined in *Grade 12 English Language Arts: Common Standards*. The common standards were developed to create scoring rubrics for a standards test that could be used for each of the three courses. The scoring rubrics, outlined in *Grade 12 English Language Arts Standards Test: Scoring Rubrics*, are developed with each test.

The scoring rubrics identify the specific learning outcome(s) and standard(s) being assessed in a given task or question on the provincial test and provide descriptors/ indicators for a range of student performance levels: At Level, Above Level, Below Level, and Out of Range. The *possible characteristics* suggested in the rubrics for each test question are intended to assist markers by clarifying what an answer *might* look like. The possible characteristics are not exhaustive; other ways of responding must be considered to determine whether the student has addressed the learning outcome.

Although the provincial assessment addresses as many of the 56 specific learning outcomes as possible, some can, by their nature, best be addressed in classroom assessment. For example, some of the learning outcomes require extensive research and inquiry, or require the student to make a presentation.

The provincial test is, however, also a tool to aid teachers with their classroom assessment. Some of the learning outcomes are clustered in the scoring rubrics, which mirrors classroom practice.

Resources for Classroom Teachers

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

- Sample: Group Discussion
- Sample: Rubric for Responding to Text
- Sample: Writing Task
- Sample: Brainstorming for Ideas
- Sample: Writing Variables
- Sample: Identifying Your Writing Variables
- Sample: Reflecting on Your Writing Task
- Exemplar: Identifying Your Writing Variables
- Exemplar: Reflecting on Your Writing Task
- Exemplar: Rationale for Reflecting on Your Writing Task
- Scoring Rubric for Reflecting on Your Writing Task
- Scoring Rubrics for the Writing Task

Teachers may use these materials in a variety of classroom assignments. They can be applied to term work, as well as help classes prepare for the provincial standards test.

Appendices

Sample: Group Discussion

Activating Your Thoughts

Group Discussion (20 minutes)

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

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

Topic **–** Definition

"Definition"
–Cambridge Dictionary (online)

"Definition"
–Oxford English Dictionary (online)

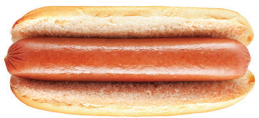
Connect the idea of the topic to another text (novel, film, article, etc.).	How do the texts, visuals, and poems connect to your understanding of the topic?

Rubric for Responding to Text

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

Out of Range 0	Below Level 1–2	At Level 3–4	Above Level 5
No response is given to the prompt. **OR** There is no reference to the text. **OR** Response is off topic.	Response is unclear and/or undeveloped. Response provides limited examples and/or generalized support. Explanations are unclear and/or illogical.	Response is clear and thoughtfully developed. Response provides logical and specific examples. Explanations are clear and logical.	Response is insightful and/or thoroughly developed. Response provides precise examples. Explanations are perceptive and may extend to a broader context.

If your task was to make the best hamburger, here is what the rubric would look like:

Out of Range	Below Level	At Level	Above Level
			

Sample: Writing Task

Day 1

Writing Task

Your Task

Develop an original written text using an idea about ***Topic*** that you consider to be interesting and meaningful. This task is worth **40 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 (10 marks):** Your text is sufficiently developed to communicate an idea for your audience, purpose, and context.
- **Organization (10 marks):** Your text uses organizational structures, techniques, and transitions that are effective and appropriate for the form of writing you have chosen.
- **Language Use (10 marks):** Your text uses effective and appropriate language and stylistic techniques for the audience and purpose you have identified.
- **Conventions (10 marks):** Your text uses appropriate conventions of written language (e.g., grammar, spelling, capitalization, and punctuation).

Brainstorming, Planning, and Organizing

The graphic organizers provided will help you plan and organize your ideas. Use the pages to build connections between 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 a dark blue or black pen.
- Plagiarism is defined as the presentation of someone else's ideas or writings as one's own. Plagiarism on the Writing Task will result in a zero for all categories in the ***Scoring Rubric***.

Sample: Brainstorming, Planning, and Organizing Ideas

Day 1

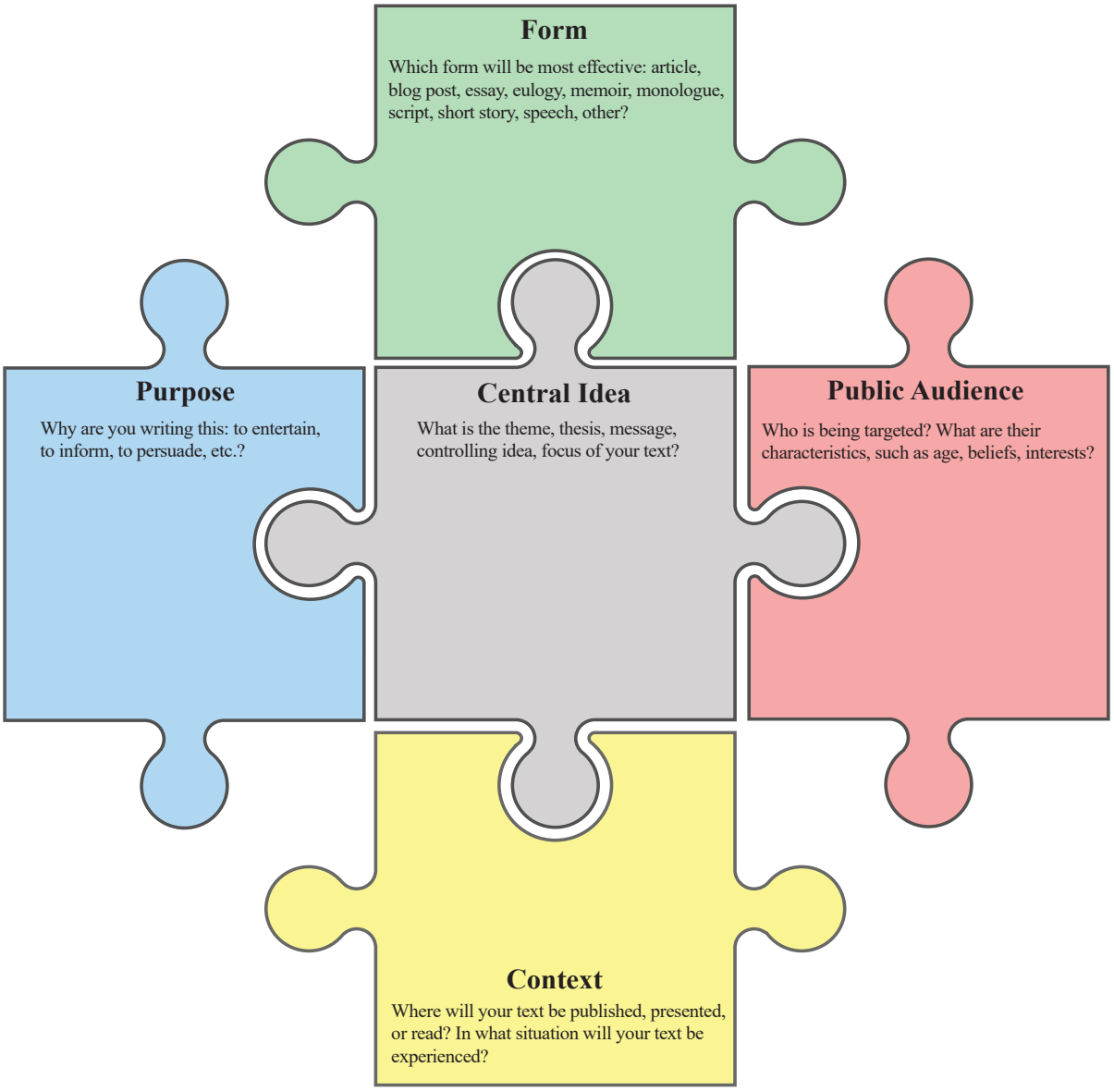
Brainstorming, Planning, and Organizing Ideas

Sample: Identifying Your Writing Variables

Day 2

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 question **Reflecting on Your Writing Task.** This graphic may be reviewed during the assessment process.



Day 3 or 4

Reflecting on Your Writing Task

With reference(s) to your writing variables and your draft, choose **one** of the following prompts to reflect on your Writing Task:

5 marks

107

- My **central idea** is effective for my chosen **purpose** and **audience** because . . .

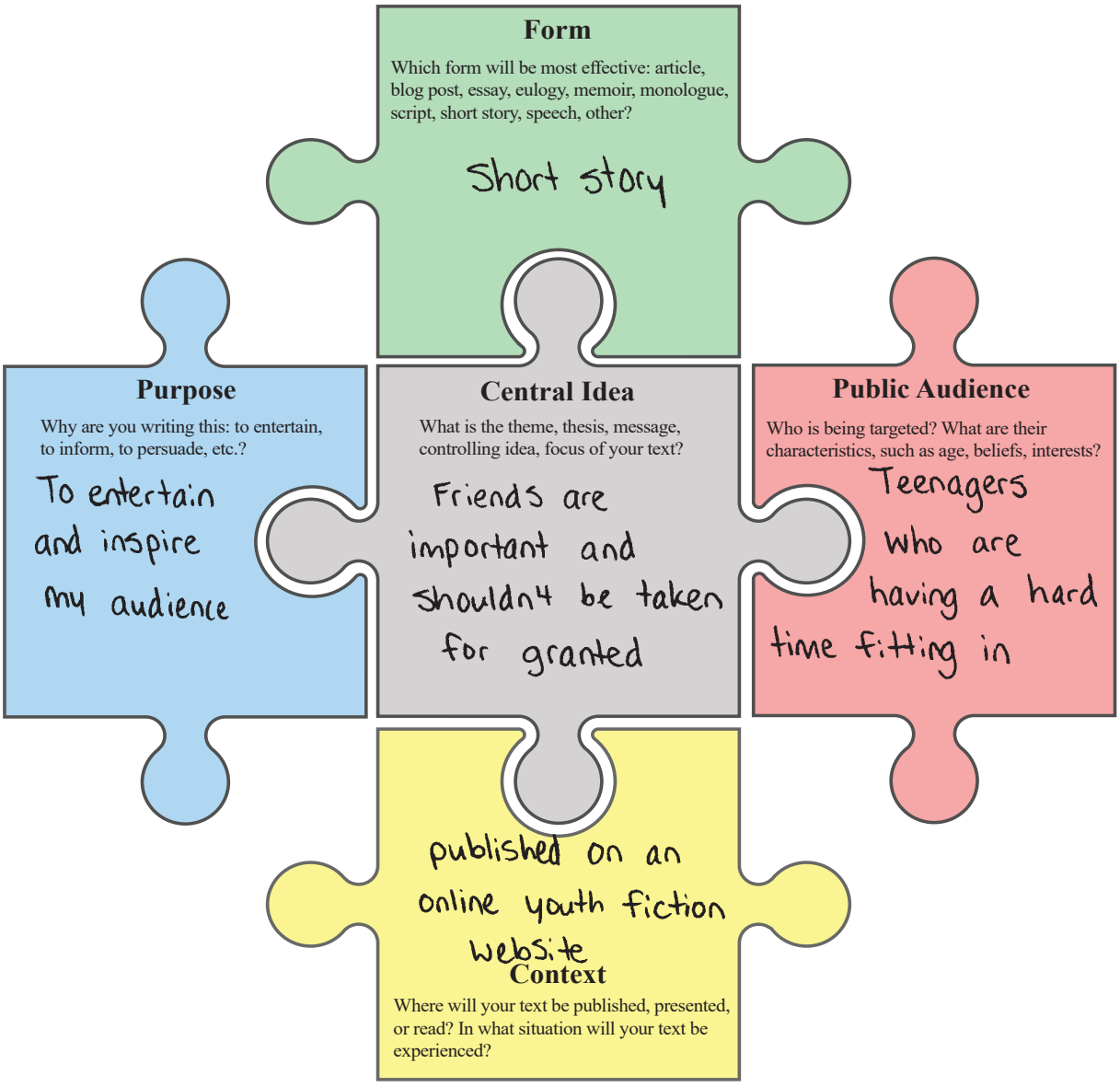
OR

- My choice of **form** is effective for my chosen **context** and **audience** because . . .

Day 2

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 question **Reflecting on Your Writing Task**. This graphic may be reviewed during the assessment process.



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Exemplar: Reflecting on Your Writing Task

Day 3 or 4

Reflecting on Your Writing Task

With reference(s) to your writing variables and your draft, choose **one** of the following prompts to reflect on your Writing Task:

5 marks

107

- My **central idea** is effective for my chosen **purpose** and **audience** because . . .

OR

- My choice of **form** is effective for my chosen **context** and **audience** because . . .

My central idea is that it is important to remain loyal and true to your friends. This idea is important for teenagers to understand because they will often mistreat their friends or ignore them when they have a new boyfriend or girlfriend. Being a teenager can be a difficult time and I wanted them to realize that friends can help them get through the tough times. When writing a story you have to make characters interesting and relatable to the audience. I tried to make some of the dialogue humorous like when Jacob says, "Gee Holly, I really loved it when you forgot my birthday. It made me feel so special." Sarcasm is the language of teenagers so I gave Jacob a very sarcastic voice. This is contrasted by Holly's more upbeat and positive voice. She always says things like, "You're the best!" or "I know we can do better!" She is a natural for the exclamation mark. I didn't spend a lot of time describing the setting because teens can get bored with that so I focussed more on the dialogue between the two main characters. Hopefully this will keep their attention and they will be able to see the central idea more clearly.

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Rationale for Exemplar
Writing Task—Short Story

Reflecting on Your Writing Task

Rationale: **Score: 5**

- Response provides a thorough explanation of one or more of the prompts.
  - "*This idea is important for teenagers to understand because they will often mistreat their friends or ignore them when they have a new boyfriend or girlfriend.*"
  - "*When writing a story you have to make characters interesting and relatable to the audience.*"
  - "*I didn't spend a lot of time describing the setting because teens can get bored with that so I focussed more on the dialogue between the two main characters.*"
- Support for the explanation is precise.
  - "*I tried to make some of the dialogue humorous.*"
  - "*Sarcasm is the language of teenagers so I gave Jacob a very sarcastic voice.*"
  - "*This is contrasted by Holly's more upbeat and positive voice.*"

Scoring Rubric for Reflecting on Your Writing Task

Reflecting on Your Writing Task

With reference(s) to your writing variables and your draft, choose **one** of the following prompts to reflect on your Writing Task

- My **central idea** is effective for my chosen **purpose** and **audience** because . . .

OR

- My choice of **form** is effective for my chosen **context** and **audience** because . . .

Learning Outcomes: 3.3.1 Organize Information

Out of Range Score: 0	Below Level Score: 1 or 2	At Level Score: 3 or 4	Above Level Score: 5
	Demonstrates limited skill in organizing and reorganizing information and ideas to clarify thinking and achieve desired effect.	Organizes and reorganizes information and ideas to clarify thinking and to achieve desired effect.	Demonstrates superior skill in organizing and reorganizing information and ideas to clarify thinking and to achieve desired effect.
Possible Characteristics	***Possible Characteristics***	***Possible Characteristics***	***Possible Characteristics***
• Response provides no explanation of why the variables are effective together.	• Response provides a superficial or undeveloped explanation of why the variables are effective together. *For example:* – Support for the explanation is generalized or illogical or vague. – Support has limited or no reference to the draft.	• Response provides a clear and developed explanation of why the variables are effective together. *For example:* – Support for the explanation is logical and specific.	• Response provides an insightful or thorough explanation of why the variables are effective together. *For example:* – Support for the explanation is perceptive or precise.

Notes to Marker: • **Student response may focus on elements of their draft that are different from their final copy.**
• **Student response may use both prompts; assess the best response.**

Scoring Rubrics for the Writing Task

Writing Task: Ideas

Focus for Assessment: Attend to ideas as described in the outcome below.

Learning Outcomes: 4.1.1 Generate Ideas

Out of Range Score: 0	Below Level Score: 1 or 2	At Level Score: 3 or 4	Above Level Score: 5
	Generates, evaluates, and selects ideas but with limited skill in focusing and clarifying a topic appropriate for audience, purpose, and context, or in expressing thoughts and feelings to create desired effect.	Generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.	Demonstrates superior skill in generating, evaluating, and selecting ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.
Possible Characteristics	***Possible Characteristics***	***Possible Characteristics***	***Possible Characteristics***
• Ideas are off topic. • Text and/or ideas are plagiarized.	• Ideas are generalized or superficial or undeveloped or vague for the identified audience and for achieving the stated purpose. • Thoughts and feelings are generalized or superficial or undeveloped or vague in creating an overall effect. • Generation of own ideas is limited.	• Ideas are clear, appropriate, and adequately developed for the identified audience and for achieving the stated purpose. • Thoughts and feelings are clear and appropriate, and are adequately developed and consistent in creating an overall effect.	• Ideas are creatively or perceptively or thoroughly developed for the identified audience and for effectively achieving the stated purpose. • Thoughts and feelings are creatively or perceptively or thoroughly developed and are interrelated in creating an overall effect.

Notes to Marker:
- **Under the possible characteristics, the first bullet refers primarily to pragmatic texts, while the second bullet refers to aesthetic texts.**
- **Markers may refer to writing variables for additional support.**

Continued

Writing Task: Organizational Structures, Techniques, and Transitions

Focus for Assessment: Attend to the macro- and micro-organization (e.g. beginning, middle, and end, as well as organization within the beginning, middle, and end) in relation to the student's writing variables.

Learning Outcomes: 4.1.3 Organize Ideas

Out of Range Score: 0	Below Level Score: 1 or 2	At Level Score: 3 or 4	Above Level Score: 5
	Demonstrates limited skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.	Evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.	Demonstrates superior skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.
Possible Characteristics	***Possible Characteristics***	***Possible Characteristics***	***Possible Characteristics***
• Text and/or ideas are plagiarized.	• Organizational structures* are awkward or not apparent for stated purpose; techniques and transitions** are weak and distract from a coherent, unified central idea.	• Overall organizational structures* are used to achieve stated purpose; techniques and transitions** ensure a coherent, unified central idea.	• Distinct overall organizational structures* are used with impact and achieve stated purpose; techniques and transitions** artfully integrate ideas into a coherent, unified whole.

* "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."

Continued

Scoring Rubrics for the Writing Task (continued)

Writing Task: Language Use and Arrangement

Focus for Assessment: Attend to language choices and arrangement, in relationship to the student's writing variables.

Learning Outcomes: 4.2.4 Enhance Artistry

Out of Range Score: 0	Below Level Score: 1 or 2	At Level Score: 3 or 4	Above Level Score: 5
	Demonstrates limited skill in using effective language and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.	Uses effective language and arranges and juxtaposes ideas for balance, impact, and originality, considering voice and/or audience.	Demonstrates superior skill in using language, visuals, and sounds and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.
Possible Characteristics	***Possible Characteristics***	***Possible Characteristics***	***Possible Characteristics***
• Text and/or ideas are plagiarized.	• Language choices* and arrangement** of ideas are ineffective for the writing variables; voice is inappropriate or inconsistent or weak. *For example:* – Generalized or unvaried or vague diction; awkward or repetitious or unvaried syntax***; unvaried or weak arrangement of ideas.	• Language choices* and arrangement** of ideas are effective and consistent for the writing variables; voice is established and appropriate. *For example:* – Clear, specific, and varied diction; clear and purposeful syntax***; varied and meaningful arrangement of ideas.	• Language choices* and arrangement** of ideas are superior for the writing variables; voice is distinct and effective. *For example:* • Creative or powerful or precise diction; mature or polished syntax***; original or sophisticated arrangement of ideas.

* "Language choices" might include figurative language, description, diction, and connotation.
** "Arrangement" might include sentence pattern, juxtaposition, arrangement for emphasis, metrical devices, rhythm, and phrasing.
*** "Syntax" includes phrasing, sentence patterns, and sentence variety.

Note to Marker: Assess word choice in terms of its effectiveness for the writing variables.

Continued

Writing Task: Grammar, Spelling, Capitalization, Punctuation

Focus for Assessment: Attend to the relationship between the mechanics and the student's writing variables. Consider the extent to which the errors detract from the overall impact of the work but do not affect meaning.

Learning Outcomes: 4.3.1 Grammar and Usage, 4.3.2 Spelling, 4.3.3 Capitalization and Punctuation

Out of Range Score: 0	Below Level Score: 1 or 2	At Level Score: 3 or 4	Above Level Score: 5
	Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1) Knows and applies Canadian spelling conventions; demonstrates limited skill in using creative spellings for clarity and special effects. (4.3.2) Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes. (4.3.3)	Analyzes and edits texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1) Knows and applies Canadian spelling conventions for a broad repertoire of words; recognizes and uses creative spellings for special effects. (4.3.2) Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to capitalization and punctuation conventions for specific purposes. (4.3.3)	Demonstrates superior skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1) Knows and applies Canadian spelling conventions for a broad repertoire of words; demonstrates superior skill in using creative spellings effectively for special effects. (4.3.2) Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to and using capitalization and punctuation conventions for specific purposes. (4.3.3)
Possible Characteristics • Text and/or ideas are plagiarized.	***Possible Characteristics*** • Demonstrates limited or tentative control of the conventions of written language. • Errors are distracting and interfere with the overall impact of the work.	***Possible Characteristics*** • Demonstrates capable control of the conventions of written language. • Errors may detract from the overall impact of the work, but they do not affect the meaning.	***Possible Characteristics*** • Demonstrates skillful control of the conventions of written language. • Errors may exist, but they do not affect the overall impact.

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.**

Continued

Frequently Asked Questions

1. Is the test required in every course if a student takes more than one ELA 40S Focus course?

   No. Only one test result is counted for the final course grade for the ELA credit being used to meet graduation requirements.

2. Can a student retake a course, to which a provincial Grade 12 test applies, and not rewrite the test?

   Yes. However, the final course grade must reflect the provincial mark based on the test written earlier. The test must be included in a credit gained, not just in a course taken without credit.

3. Can a student rewrite the test, to which a provincial Grade 12 test applies, and not retake the course?

   Yes. This option is available in future administrations of the test (January or May). The higher mark is used for the final course grade determination. If there is a change in the student's final mark, the school updates this with Student Records. It is important that students be registered for the test well in advance, to ensure the school has a sufficient number of tests available.

4. What is the procedure for students who do not have demographic data forms?

   Record their names on the **Students without Demographic Data Forms** *and send the form to the department with the other demographic data forms.*

5. What do we do about students who registered for the test and do not write it?

   Record this on the student's **Demographic Data Form** *using the codes described in the* **Administration Manual***: 200 Excused Absence; 040 Test Deferred; 210 Registered in Error; 220 Withdrawn from Course.*

6. Is it acceptable for a teacher to have an entire class write the test, for convenience, when some students have previously written it, and others have not? The intention then would be to use one of the provincial tests as a school-based test, and one as the provincial test.

   This is not the best practice. Students who know they only have to count one of the tests as their provincial test may have a different mindset going into the test. It is a great deal of extra work for the student and for the teachers marking the tests. It is preferable that students who have already written the test be given an alternative assignment. Rewriting the test should be done when a student sincerely feels the mark can be improved.

7. Can students be exempted from the provincial test if enrolled in the 40M or 40E courses?

   Students with these course designations should ***not*** *be registered to write the provincial tests, so exemptions are not applicable.*

8. Can a student challenge the course if they write the Grade 12 ELA provincial test?

   No. The test is required and not sufficient on its own to challenge the course. Details are available under the heading Challenge for Credit Option at [www.edu.gov.mb.ca/k12/policy/grad_require.html.](www.edu.gov.mb.ca/k12/policy/grad_require.html)

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