

English Language Arts to French Immersion - Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 -Working Below
Speaking and Listening	<p>Consistently shares thoughts/opinions, feelings and experiences, using strategies appropriate to informal and formal contexts.</p> <p>Purposefully and respectfully focusses on speaker; understands key ideas and the overall message.</p> <p>Asks questions to extend understanding</p>	<p>Easily shares thoughts/opinions, feelings and experiences, using strategies appropriate to informal and formal contexts.</p> <p>Respectfully focusses on speaker and generally understands key ideas and the overall message.</p> <p>Usually asks questions to extend understanding</p>	<p>Shares thoughts/opinions, feelings and experiences, with support to use strategies appropriate to informal and formal contexts.</p> <p>Requires support to focus on speaker and partially understands key ideas and the overall message.</p> <p>May asks questions but needs prompting to narrow the point.</p>	<p>Reluctant to share thoughts, feelings and experiences, needs a great deal of support to use strategies appropriate to informal contexts.</p> <p>Unable to understand key ideas or misses the overall message.</p> <p>May attend to speaker and ask questions, but rarely beyond the literal.</p>
Reading and Viewing Text complexity refers to standards for ELA in English Prime.	Independently selects and uses strategies to construct meaning from texts at a complexity considered appropriate for end of Grade 4 or beyond.	Selects and uses strategies to easily construct meaning from texts at a complexity considered appropriate for mid-year Grade 4.	Has some difficulty using strategies independently to construct meaning from texts at a complexity considered appropriate for mid-year Grade 4. Is able to read texts considered appropriate for Grade 3 independently.	Has a great deal of difficulty constructing meaning from texts beyond a complexity considered appropriate for mid-year Grade 3 and below.
Writing and Representing	<p>Regularly uses grade-level strategies and writing tools to communicate messages.</p> <p>Takes risks when creating which may result in errors; demonstrates some aspects of strong and some appropriate of grade-level writing.</p>	<p>Generally uses grade-level strategies and writing tools to communicate messages.</p> <p>Usually demonstrates the aspects of writing appropriate for the grade level.</p>	<p>Needs support to use grade-level strategies and writing tools to communicate messages.</p> <p>Demonstrates some aspects of writing appropriate for grade level.</p>	<p>Requires a great deal of direction to use grade-level strategies and writing tools.</p> <p>Writing is incomplete or rarely demonstrates aspects of writing appropriate for grade level.</p>
Evidence: simple debates, book talks, reading conferences, ACRAR results, writing samples				