

Grade 2 French immersion

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 2	Oral Comprehension (Listening)	<p>Regularly understands simple information and questions, when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Regularly able to have short conversations regarding personal information and daily life (e.g., familiar topics of interest, personal experiences and basic needs).</p>	<p>Usually understands simple information and questions, when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Usually able to have short conversations regarding personal information and daily life (e.g., familiar topics of interest, personal experiences and basic needs).</p>	<p>Occasionally understands simple information and questions, when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Occasionally able to have short conversations regarding personal information and daily life (e.g., familiar topics of interest, personal experiences and basic needs).</p>	<p>Rarely understands simple information and questions, when spoken to slowly, clearly and/or even with support (e.g., tone, gestures, prompting).</p> <p>Rarely able to have short conversations regarding personal information and daily life (e.g., familiar topics of interest, personal experiences and basic needs).</p>
	Oral Production (Speaking)	<p>Regularly expresses knowledge, ideas and preferences on familiar topics of interest, personal experiences and basic needs.</p> <p>Regularly describes familiar topics of interest, personal experiences and basic needs by using precise vocabulary and simple expressions learned in class.</p>	<p>Usually expresses knowledge, ideas and preferences on familiar topics of interest, personal experiences and basic needs.</p> <p>Usually describes familiar topics of interest, personal experiences and basic needs by using precise vocabulary and simple expressions learned in class.</p>	<p>Occasionally expresses knowledge, ideas and preferences on familiar topics of interest, personal experiences and basic needs.</p> <p>Occasionally describes familiar topics of interest, personal experiences and basic needs by using precise vocabulary and simple expressions learned in class.</p>	<p>Rarely expresses knowledge, ideas and preferences on familiar topics of interest, personal experiences and basic needs.</p> <p>Rarely describes familiar topics of interest, personal experiences and basic needs by using precise vocabulary and simple expressions learned in class.</p>
	Oral Interaction (Speaking and Listening)	<p>Regularly exchanges information and participates in conversations on familiar topics, using simple and precise language structures.</p> <p>Regularly uses new and precise vocabulary as well as oral sentence structures practised in class within various contexts.</p>	<p>Usually exchanges information and participates in conversations on familiar topics, using simple and precise language structures.</p> <p>Usually uses specific vocabulary and oral sentence structures practised in class with some accuracy.</p>	<p>Occasionally exchanges information and participates in conversations on familiar topics, using simple and precise language structures.</p> <p>Occasionally uses vocabulary and oral sentence structures practised in class with some difficulty.</p>	<p>Rarely exchanges information nor participates in conversations on familiar topics, using simple language structures.</p> <p>Rarely uses vocabulary and oral sentence structures practised in class. Often defaults to using first language.</p>
Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.					

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Reading and Viewing- 2	Strategies and Behaviours	<p>Consistently demonstrates strong phonological awareness skills.</p> <p>Consistently recognizes and produces simple and complex sounds.</p> <p>Consistently recognizes and reads with ease a large bank of high frequency words as well as significant and content-specific words.</p> <p>Consistently reads with precision and fluency.</p> <p>Consistently uses a variety of comprehension strategies to support understanding.</p>	<p>Usually demonstrates solid phonological awareness skills.</p> <p>Usually recognizes and produces simple and complex sounds.</p> <p>Usually recognizes and reads a large bank of high frequency words as well as significant and content-specific words.</p> <p>Usually reads with precision and may require some support with intonation, expression and punctuation.</p> <p>Usually uses a variety of comprehension strategies to support understanding.</p>	<p>Occasionally demonstrates some phonological awareness skills.</p> <p>Occasionally recognizes and produces most simple sounds, but may have some difficulties with more complex sounds.</p> <p>Occasionally recognizes and read some high frequency words as well as a few significant and content-specific words.</p> <p>Occasionally reads with precision and requires support with intonation, expression and punctuation.</p> <p>Occasionally uses some comprehension strategies to support understanding.</p>	<p>Rarely demonstrates the required phonological awareness skills.</p> <p>Recognizes and/or produces simple sounds.</p> <p>Rarely recognizes and/or read high frequency words or content-specific words.</p> <p>Rarely reads with precision and has difficulty with intonation, expression and punctuation.</p> <p>Rarely uses comprehension strategies to support understanding.</p>
	Comprehension	<p>Consistently responds accurately to literal questions.</p> <p>Accurately retells and/or recounts a text.</p> <p>Consistently makes simple inferences using picture cues and background knowledge.</p>	<p>Usually responds accurately to literal questions.</p> <p>Generally retells and/or recounts a text, some prompting may be required.</p> <p>Often makes simple inferences using picture cues and background knowledge.</p>	<p>Occasionally answers literal questions with some support.</p> <p>Occasionally retells and/or recounts a text, prompting and support are often required.</p> <p>Occasionally makes simple inferences using picture cues and background knowledge.</p>	<p>Rarely answers literal questions even with support.</p> <p>Rarely retells and/or recounts a text even with prompting and support.</p> <p>Rarely makes simple inferences using picture cues and background knowledge.</p>
	Level of Text Complexity	<p>Independently selects and reads texts at a complexity considered beyond target level.</p>	<p>Selects and reads texts at a complexity considered at target level.</p>	<p>Has difficulty reading texts at a complexity considered at target level.</p>	<p>Has a great deal of difficulty reading texts at target level.</p>
Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.					

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Writing and Representing- 2	Strategies and Behaviours	<p>Consistently and freely describes personal experiences and daily activities using a variety of sentences (e.g., familiar topics of interest, personal experiences and basic needs.)</p> <p>Regularly writes simple text about a familiar and/or content-based topic (e.g., autobiography, description, retell, and procedure).</p> <p>Implements significant evidence of the writing process (i.e., plan, draft, revise).</p> <p>Consistently uses writing tools and resources (word wall, models, content based word wall, etc.)</p>	<p>Generally describes personal experiences and daily activities using simple sentences that embeds teacher’s models and can personalise/expand their own ideas (e.g., familiar topics of interest, personal experiences and basic needs) with support and prompting.</p> <p>Usually writes simple text about a familiar and/or content-based topic (e.g., autobiography, description, retell, and procedure) with support and prompting.</p> <p>Implements some evidence of the writing process (i.e., plan, draft, revise) with support and prompting.</p> <p>Generally uses writing tools and resources (word wall, models, content based word wall, etc.) with support and prompting.</p>	<p>To some extent, describes personal experiences and daily activities using short, simple sentences that heavily rely on teacher’s models (e.g., familiar topics of interest, personal experiences and basic needs) with support and prompting.</p> <p>Occasionally writes simple text about a familiar and/or content-based topic (e.g., autobiography, description, retell, and procedure) with support and prompting.</p> <p>Implements limited evidence of the writing process (e.g., plan, draft, revise) with support and prompting.</p> <p>Occasionally uses writing tools and resources (word wall, models, content based word wall, etc.) with support and prompting.</p>	<p>Rarely describes personal experiences and daily activities using short, simple sentences even with teacher’s models, prompting and support (e.g., familiar topics of interest, personal experiences and basic needs).</p> <p>Seldom writes simple text about a familiar and/or content-based topic (e.g., autobiography, description, retell, and procedure) even with support and prompting.</p> <p>Seldom implements evidence of the writing process (e.g., plan, draft, revise) even with support and prompting.</p> <p>Rarely uses writing tools and resources (word wall, models, content based word wall, etc.) even with support and prompting.</p>
	Traits	Consistently uses the traits of writing.	Generally uses the traits of writing with support and prompting.	Occasionally uses the traits of writing with support and prompting.	Rarely uses the traits of writing even with support and prompting.
	Text Forms	Consistently organises according to form, with some attention to the audience and purpose.	Generally organises according to form and purpose with support and prompting.	Occasionally follows a format to organise writing with support and prompting.	Rarely follows a format to organise writing even with support and prompting.
	Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmark assessments, etc.				