

## French Immersion - Grade 3

|                                   |   | 4 – Excelling  | 3 – Meeting   | 2 – Approaching  | 1 – Working Below  |
|-----------------------------------|---|--|---|--|--|
| <b>Speaking and Listening - 3</b> | Oral Comprehension (Listening)            | <p>Regularly understands simple information and questions, as well as have short conversations regarding personal information and daily life (e.g., family, friends, activities) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Regularly follows the main points of a message and changes of topic when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting)</p> <p>Frequently understands enough of what people say to be able to meet immediate needs (hurt, sad, hungry, etc.) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> | <p>Generally understands simple information and questions, as well as have short conversations regarding personal information and daily life (e.g., family, friends, activities) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Usually follows the main points of a message and changes of topic when spoken slowly, clearly and/or with visual support (e.g., tone, gestures)</p> <p>Generally understands enough of what people say to be able to meet immediate needs (hurt, sad, hungry, etc.) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> | <p>Occasionally understands simple information and questions, as well as have short conversations regarding personal information and daily life (e.g., family, friends, activities) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Occasionally follows the main points of a message and changes of topic when spoken slowly, clearly and/or with visual support (e.g., tone, gestures)</p> <p>At times understands enough of what people say to be able to meet immediate needs (hurt, sad, hungry, etc.) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> | <p>Rarely understands simple information and questions, as well as have short conversations regarding personal information and daily life (e.g., family, friends, activities) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> <p>Seldom follows the main points of a message and changes of topic when spoken slowly, clearly and/or with visual support (e.g., tone, gestures)</p> <p>Rarely understands enough of what people say to be able to meet immediate needs (hurt, sad, hungry, etc.) when spoken slowly, clearly and/or with support (e.g., tone, gestures, prompting).</p> |
|                                   | Oral Production (Speaking)                | <p>Thoughtfully describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Expertly presents something well known when prepared in advance with prompts.</p>  | <p>Easily describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Adeptly presents something well known when prepared in advance with prompts.</p>  | <p>Somewhat describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Presents something well known with support when prepared in advance with prompts.</p>  | <p>Barely describes people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, activities).</p> <p>Seldom presents something well known with support when prepared in advance with prompts.</p>   |
|                                   | Oral Interaction (Speaking and Listening) | <p>Regularly asks for clarification when something is not understood with simple words and sentences.</p> <p>Regularly uses a variety of strategies efficiently to communicate their message when lacking vocabulary using simple words and sentences (e.g., using gestures, describing, visual support).</p> <p>Promptly expresses certain feelings and asks people how they feel using simple words with support (e.g., “I’m cold”/“Are you cold?”).</p>   | <p>Often asks for clarification when something is not understood with simple words and sentences.</p> <p>Often uses a variety of strategies to communicate their message when lacking vocabulary using simple words and sentences (e.g., using gestures, describing, visual support).</p> <p>Readily expresses certain feelings and asks people how they feel using simple words with support (e.g., “I’m cold”/“Are you cold?”).</p> <p>Generally exchanges information, asks</p>  | <p>Occasionally asks for clarification when something is not understood with simple words and sentences.</p> <p>To some extent uses a variety of strategies to communicate their message when lacking vocabulary using simple words and sentences (e.g., using gestures, describing, visual support).</p> <p>At times expresses certain feelings and asks people how they feel using simple words with support (e.g., “I’m cold”/“Are you cold?”).</p>   | <p>Rarely asks for clarification when something is not understood with simple words and sentences.</p> <p>Seldom uses a variety of strategies to communicate their message when lacking vocabulary using simple words and sentences (e.g., using gestures, describing, visual support).</p> <p>Rarely ever expresses certain feelings and asks people how they feel using simple words with support (e.g., “I’m cold”/“Are you cold?”).</p> <p>Rarely exchanges information, asks</p>  |

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|  | Frequently exchanges information, asks questions and react to personal everyday matters using simple language. | questions and react to personal everyday matters using simple language. | Partially exchanges information, asks questions and react to personal everyday matters using simple language. | questions and react to personal everyday matters using simple language. |
| Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc. |  |   |   |   |

|                               |                           | 4 – Excelling  | 3 – Meeting  | 2 – Approaching   | 1 – Working Below  |
|-------------------------------|---------------------------|--|--|---|--|
| <b>Reading and Viewing- 3</b> | Strategies and Behaviours | <p>Frequently uses appropriate strategies to help with comprehension of written texts:</p> <ul style="list-style-type: none"> <li>- phonological awareness to decode words,</li> <li>- small words within larger ones to make sense</li> <li>-meaning, structure and visual cues</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Regularly uses intonation, expression and respects punctuation with support</p> <p>Frequently recognizes sounds with support (e.g., ou, en, eau, è)</p> <p>Consistently uses comprehension strategies for understanding with support:</p> <ul style="list-style-type: none"> <li>-clarify, predict, visualize, retell, question, make inferences</li> </ul> <p>Promptly exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading)</p> | <p>Generally uses appropriate strategies to help with comprehension of written texts:</p> <ul style="list-style-type: none"> <li>- phonological awareness to decode words,</li> <li>- small words within larger ones to make sense</li> <li>-meaning, structure and visual cues</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Generally uses intonation, expression and respects punctuation with support</p> <p>Routinely recognizes sounds with support (e.g., ou, en, eau, è)</p> <p>Routinely uses comprehension strategies for understanding with support:</p> <ul style="list-style-type: none"> <li>-clarify, predict, visualize, retell, question, make inferences</li> </ul> <p>Readily exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading)</p> | <p>Occasionally uses appropriate strategies to help with comprehension of written texts:</p> <ul style="list-style-type: none"> <li>- phonological awareness to decode words,</li> <li>- small words within larger ones to make sense</li> <li>-meaning, structure and visual cues</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Occasionally uses intonation, expression and respects punctuation with support</p> <p>Occasionally recognizes sounds with support (e.g., ou, en, eau, è)</p> <p>At times uses comprehension strategies for understanding with support:</p> <ul style="list-style-type: none"> <li>-clarify, predict, visualize, retell, question, make inferences</li> </ul> <p>Occasionally exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading)</p> | <p>Rarely uses appropriate strategies to help with comprehension of written texts:</p> <ul style="list-style-type: none"> <li>- phonological awareness to decode words,</li> <li>- small words within larger ones to make sense</li> <li>-meaning, structure and visual cues</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Rarely uses intonation, expression and respects punctuation with support</p> <p>Seldom recognizes sounds with support (e.g., ou, en, eau, è)</p> <p>Hardly ever uses comprehension strategies for understanding with support:</p> <ul style="list-style-type: none"> <li>-clarify, predict, visualize, retell, question, make inferences</li> </ul> <p>Attempts to exchange ideas and point of view during various reading activities with support and prompting (e.g., guided reading, shared reading)</p> |
|                               | Comprehension             | <p>Regularly and thoughtfully answers literal, inferential and critical questions with some support.</p> <p>Regularly summarizes the main ideas of fiction and non-fiction texts with some support.</p>  | <p>Accurately and effectively answers literal, inferential and critical questions with some support.</p> <p>Often summarizes the main ideas of fiction and non-fiction texts with some support.</p>  | <p>To some extent can answer literal, inferential and/or critical questions with support.</p> <p>Sometimes summarizes the main ideas of fiction and non-fiction texts with some support.</p>  | <p>Nominally answers literal, inferential and/or critical questions with considerable support.</p> <p>Seldom summarizes the main ideas of fiction and non-fiction texts with support.</p>  |
|                               | L                         | <p>Regularly identifies the key elements of fiction and non-fiction</p>  | <p>Usually identifies the key elements of fiction and non-fiction texts.</p>   | <p>With prompting identifies the key elements of fiction and non-fiction</p>  | <p>Rarely identifies the key elements of fiction and non-fiction texts with</p>  |

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|  | texts.<br><br>Frequently identifies the purpose of narrative, informative, persuasive and poetic texts. | Generally identifies the purpose of narrative, informative, persuasive and poetic texts. | texts.<br><br>Sometimes identifies the purpose of narrative, informative, persuasive and poetic texts with some support. | considerable support.<br><br>Nominally identifies the purpose of narrative, informative, persuasive and poetic texts with support. |
| Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc. |   |  |  |  |

|                                   |                           | 4 – Excelling  | 3 – Meeting  | 2 – Approaching   | 1 – Working Below   |
|-----------------------------------|---------------------------|--|--|---|---|
| <b>Writing and Representing-3</b> | Strategies and Behaviours | <p>Consistently and freely describes personal experiences and daily activities using short, simple sentences extensively (e.g., family, friends, activities).</p> <p>Regularly writes brief notes (e.g., birthday card, note to a friend, reminders).</p> <p>With a balance writing program (e.g., modelling, shared) consistently writes a structured text with support and prompting.</p> <p>Consistently participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).</p> <p>Implements significant evidence of the writing process (i.e., plan, draft, revise) with support and prompting.</p> <p>Consistently uses writing tools and resources (word wall, models, visual dictionaries, etc.).</p> | <p>Generally describes personal experiences and daily activities using short, simple sentences that embeds teacher’s models and can personalize/expand their own ideas (e.g., family, friends, activities).</p> <p>Usually writes brief notes (e.g., birthday card, note to a friend, reminders).</p> <p>With a balance writing program (e.g., modelling, shared) routinely writes a structured text with support and prompting.</p> <p>Routinely participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).</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, visual dictionaries, etc.).</p> | <p>To some extent describes personal experiences and daily activities using short, simple sentences that heavily relies on teacher’s models (e.g., family, friends, activities).</p> <p>Occasionally writes brief notes (e.g., birthday card, note to a friend, reminders).</p> <p>With a balance writing program (e.g., modelling, shared) partially writes a structured text with support and prompting.</p> <p>At times participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).</p> <p>Implements limited evidence of the writing process (i.e., plan, draft, revise) with support and prompting.</p> <p>With support sometimes uses writing tools and resources (word wall, models, visual dictionaries, etc.).</p> | <p>With limited language rarely describes personal experiences and daily activities using short, simple sentences even with teacher’s models, prompting and support (e.g., family, friends, activities).</p> <p>Seldom writes brief notes (e.g., birthday card, note to a friend, reminders).</p> <p>With a balance writing program (e.g., modelling, shared) struggles to write a structured text with support and prompting.</p> <p>Hardly ever participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).</p> <p>Nominally implements evidence of the writing process (i.e., plan, draft, revise) with support and prompting.</p> <p>Rarely or inappropriately uses writing tools and resources (word wall, models, visual dictionaries, etc.) even with support and prompting.</p> |
|                                   | Traits                    | <p>Regularly recognizes and uses the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 3 with support.</p>   | <p>Usually recognizes and uses the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 3 with support.</p>   | <p>Occasionally recognizes and uses the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 3 with support and prompting.</p>   | <p>Rarely recognizes and uses the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 3 with support and prompting.</p>   |

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| Text Forms | <p>Through a balanced writing program, frequently uses forms with little support:</p> <ul style="list-style-type: none"> <li>- narrative</li> <li>- informative</li> <li>- persuasive</li> <li>- poetic/expressive.</li> </ul> <p>Frequently selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> <li>- audience and purpose</li> <li>- student's knowledge and experiences.</li> </ul> | <p>Through a balanced writing program, generally uses forms with some support:</p> <ul style="list-style-type: none"> <li>- narrative</li> <li>- informative</li> <li>- persuasive</li> <li>- poetic/expressive.</li> </ul> <p>Generally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> <li>- audience and purpose</li> <li>- student's knowledge and experiences.</li> </ul> | <p>Through a balanced writing program, occasionally uses forms with support:</p> <ul style="list-style-type: none"> <li>- narrative</li> <li>- informative</li> <li>- persuasive</li> <li>- poetic/expressive.</li> </ul> <p>Occasionally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> <li>- audience and purpose</li> <li>- student's knowledge and experiences.</li> </ul> | <p>Through a balanced writing program, rarely uses forms with some support and prompting:</p> <ul style="list-style-type: none"> <li>- narrative</li> <li>- informative</li> <li>- persuasive</li> <li>- poetic/expressive.</li> </ul> <p>Rarely selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> <li>- audience and purpose</li> <li>- student's knowledge and experiences.</li> </ul> |
|            | <p>Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmarks assessments, etc.</p>  |   |  |   |