

## French Immersion - Grade 4

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
<b>Speaking and Listening - 4</b>	Oral Comprehension (Listening)	<p>Consistently understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Consistently follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Consistently understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>	<p>Routinely understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Usually follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Routinely understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>	<p>Partially understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Occasionally follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Partially understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</p>	<p>Rarely understands simple information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Seldom follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Rarely understands what people say to be able to meet immediate needs (e.g., hurt, sad, hungry).</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.</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.</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.</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 even with support.</p>
	Oral Interaction (Speaking and Listening)	<p>Regularly asks for clarification when something is not understood.</p> <p>Regularly uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support).</p> <p>Promptly expresses certain feelings and asks people how they feel regarding general events, preferences, etc.</p> <p>Frequently exchanges information, asks questions and reacts to personal everyday matters.</p>	<p>Usually asks for clarification when something is not understood.</p> <p>Usually uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support).</p> <p>Readily expresses certain feelings and asks people how they feel regarding personal events, preferences, etc.</p> <p>Generally exchanges information, asks questions and reacts to personal everyday matters.</p>	<p>Occasionally asks for clarification when something is not understood with prompting.</p> <p>Sometimes uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support). with prompting.</p> <p>Occasionally expresses certain feelings and asks people how they feel using simple words regarding personal events, preferences, etc.</p> <p>Partially exchanges information, asks questions and reacts to personal everyday matters.</p>	<p>Rarely asks for clarification when something is not understood with prompting.</p> <p>Seldom uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support). with prompting.</p> <p>Rarely expresses certain feelings and asks people how they feel using simple words with support regarding personal events, preferences, etc.</p> <p>Rarely exchanges information, asks questions and reacts to personal everyday matters.</p>
Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.					

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<b>Reading and Viewing- 4</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>-meaning, structure and visual cues</li> <li>- small words within larger ones to make sense</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Regularly uses intonation, expression and respect punctuation</p> <p>Consistently recognizes sounds (e.g., ou, en, eau, è)</p> <p>Consistently uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Promptly exchanges ideas and point of view during various reading activities using short &amp; simple sentences (i.e.: guided reading, shared reading, etc.)</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>-meaning, structure and visual cues</li> <li>- small words within larger ones to make sense</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Usually uses intonation, expression and respect punctuation</p> <p>Routinely recognizes sounds (e.g., ou, en, eau, è)</p> <p>Routinely uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Readily exchanges ideas and point of view during various reading activities using short &amp; simple sentences (i.e.: guided reading, shared reading, etc.)</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>-meaning, structure and visual cues</li> <li>- small words within larger ones to make sense</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Occasionally uses intonation, expression and respect punctuation</p> <p>Sometimes recognizes sounds (e.g., ou, en, eau, è)</p> <p>At times uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Exchanges ideas and point of view during various reading activities using short &amp; simple sentences with support (i.e.: guided reading, shared reading, etc.)</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>-meaning, structure and visual cues</li> <li>- small words within larger ones to make sense</li> <li>- uses illustrations</li> <li>- rereading when necessary</li> </ul> <p>Rarely uses intonation, expression and respect punctuation</p> <p>Recognizes sounds with support (e.g., ou, en, eau, è)</p> <p>Hardly ever uses comprehension strategies for understanding: -clarify, predict, visualize, retell, question, make inferences</p> <p>Exchanges ideas and point of view during various reading activities using short &amp; simple sentences with extensive support and prompting (i.e.: guided reading, shared reading, etc.)</p>
	Comprehension	<p>Regularly and thoughtfully answers literal, inferential and critical questions.</p> <p>Efficiently summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Routinely and effectively answers literal, inferential and critical questions.</p> <p>Often summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>To some extent answers literal, inferential and/or critical questions with support.</p> <p>Sometimes summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts with support.</p>	<p>Nominally answers literal, inferential and/or critical questions with support.</p> <p>Rarely summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts with support.</p>
	Level of Text Complexity	<p>Regularly describes the key elements of fiction and non-fiction texts.</p> <p>Frequently describes the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>Usually describes the key elements of fiction and non-fiction texts.</p> <p>Generally describes the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>With prompting describes the key elements of fiction and non-fiction texts.</p> <p>Sometimes describes the purpose of narrative, informative, persuasive and procedural texts with some support.</p>	<p>Rarely describes the key elements of fiction and non-fiction texts with considerable support.</p> <p>Nominally describes the purpose of narrative, informative, persuasive and procedural texts with support.</p>
Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.					

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<b>Writing and Representing- 4</b>	<b>Strategies and Behaviours</b>	<p>Frequently describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, activities).</p> <p>Regularly writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) frequently writes a structured text.</p> <p>Eagerly participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Skilfully completes the writing process (e.g., plan, draft, revise).</p> <p>Consistently uses writing tools and resources (word wall, models, visual dictionaries, etc.)</p>	<p>Generally describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, activities).</p> <p>Usually writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) usually writes a structured text.</p> <p>Readily participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Routinely completes the writing process (e.g., plan, draft, revise).</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 simple and some complex sentences (e.g., family, friends, activities).</p> <p>Occasionally writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) occasionally writes a structured text.</p> <p>At times participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Superficially completes the writing process (e.g., plan, draft, revise).</p> <p>Sometimes uses writing tools and resources (word wall, models, visual dictionaries, etc.)</p>	<p>With limited language nominally describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, activities).</p> <p>Seldom writes personal notes (e.g., agenda, journal, reminders).</p> <p>With a balanced writing program (e.g., modelling, shared) seldom write a structured text even with support and prompting.</p> <p>Hardly ever participates and contributes in classroom discussions/activities (e.g., brainstorms, graphic organizers, writing process).</p> <p>Inappropriately completes the writing process (e.g., plan, draft, revise).even 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>
	<b>Traits</b>	<p>Regularly applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4.</p>	<p>Usually applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4.</p>	<p>Occasionally applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4 with some support.</p>	<p>Rarely applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 4 with support.</p>
	<b>Text Forms</b>	<p>Through a balanced writing program, consistently uses forms:</p> <ul style="list-style-type: none"> <li>- narrative</li> <li>- informative</li> <li>- persuasive</li> <li>- poetic/expressive</li> </ul> <p>Consistently selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> <li>- audience and purpose</li> </ul>	<p>Through a balanced writing program, generally uses forms:</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> </ul>	<p>Through a balanced writing program, occasionally 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>Occasionally selects presentation mode (written, visual, multimedia) to transmit information based on:</p>	<p>Through a balanced writing program, rarely uses forms with 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>

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	- student's knowledge and experiences.	- student's knowledge and experiences.	- audience and purpose - student's knowledge and experiences.	- audience and purpose - student's knowledge and experiences.
	Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmarks assessments, etc.			