

French Immersion - Grade 5

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 5	Oral Comprehension (Listening)	<p>Consistently understands precise and pertinent 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 understands the main points of a message and changes of topic.</p> <p>Consistently follows instructions and direction in a variety of situations.</p>	<p>Routinely understands precise and pertinent 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 understands the main points of a message and changes of topic.</p> <p>Usually follows simple instructions and directions in certain situations.</p>	<p>Partially understands precise and pertinent 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 understands the main points of a message and changes of topic.</p> <p>Occasionally and with some difficulty can follow simple and instructions directions.</p>	<p>Rarely understands precise and pertinent 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 able to follow simple instructions and directions</p>
	Oral Production (Speaking)	<p>Efficiently describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities).</p> <p>Always shares something well known or experienced in the form of a simple sequence (e.g., party, school event).</p>	<p>Effectively describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities).</p> <p>Usually shares something well known or experienced in the form of a simple sequence (e.g., party, school event).</p>	<p>Describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities) with support and prompting.</p> <p>To some extent shares something well known or experienced in the form of a simple sequence (e.g., party, school event).</p>	<p>Nominally describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities) with support and prompting.</p> <p>Rarely shares something well known or experienced in the form of a simple sequence with considerable support (e.g., party, school event).</p>

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Oral Interaction (Speaking and Listening)	<p>Consistently asks for clarification when something is not understood.</p> <p>Consistently 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 ask people how they feel regarding general events, preferences, etc.</p> <p>Frequently exchanges information, ask questions and reacts to everyday matters.</p> <p>Consistently participates in small/whole group discussions to accomplish various tasks.</p>	<p>Often asks for clarification when something is not understood.</p> <p>Often 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 ask people how they feel regarding general events, preferences, etc.</p> <p>Generally exchanges information, ask questions and reacts to everyday matters.</p> <p>Routinely participates in small/whole group discussions to accomplish various tasks.</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 ask people how they feel using simple words regarding general events, preferences, etc.</p> <p>Partially exchanges information, ask questions and reacts to everyday matters.</p> <p>Partially participates in small/whole group discussions to accomplish various tasks.</p>	<p>Rarely asks for clarification when something is not understood with prompting.</p> <p>Rarely 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 ask people how they feel using simple words with support regarding general events, preferences, etc.</p> <p>Rarely exchanges information, ask questions and reacts to everyday matters.</p> <p>Rarely to participate in small/whole group discussions to accomplish various tasks.</p>
	Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.			

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Reading and Viewing- 5	Strategies and Behaviours	Frequently uses appropriate strategies to help with comprehension of written texts. - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support	Generally uses appropriate strategies to help with comprehension of written texts: - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support	Occasionally uses appropriate strategies to help with comprehension of written texts. - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support	Rarely uses appropriate strategies to help with comprehension of written texts. - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support
		Frequently uses intonation, expression and respects punctuation	Often uses intonation, expression and respects punctuation	Sometimes uses intonation, expression and respects punctuation	Rarely to use intonation, expression and respects punctuation
		Consistently recognizes sounds (e.g., aille, ien, ouille).	Routinely recognizes simple and complex sounds (e.g., aille, ien, ouille).	Sometimes recognizes simple and complex sounds (e.g., aille, ien, ouille).	Seldom recognizes simple and complex sounds (e.g., aille, ien, ouille).
		Consistently uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences	Routinely uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences	At times uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences	Hardly ever uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences
		Promptly exchanges ideas and point of view during various reading activities (e.g., guided reading, shared reading).	Readily exchanges ideas and point of view during various reading activities (e.g., guided reading, shared reading).	Exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading).	Exchanges ideas and point of view during various reading activities with extensive support and prompting (e.g., guided reading, shared reading).

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Comprehension	<p>Precisely and thoughtfully answers literal, inferential and critical questions.</p> <p>Consistently summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Often and effectively answers literal, inferential and critical questions.</p> <p>Easily summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Attempts and requires some support to answer literal, inferential and critical questions.</p> <p>Sometimes summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Has a great deal of difficulty to answer literal, inferential and critical questions.</p> <p>Seldom summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>
	<p>Regularly demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts. Frequently demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>Usually demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts. Generally demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>With prompting demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts. Sometimes demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts with some support.</p>	<p>Rarely demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts with considerable support. Nominally demonstrates the ability to compare and analyze 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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Writing and Representing- 5	Strategies and Behaviours	Frequently describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, and activities).	Generally describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, and activities).	To some extent describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, and activities).	With limited language nominally describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, and activities).
		Regularly writes personal notes (e.g., agenda, journal, reminders).	Usually writes personal notes (e.g., agenda, journal, reminders).	Occasionally writes personal notes (e.g., agenda, journal, reminders).	Seldom writes personal notes (e.g., agenda, journal, reminders).
		With a balanced writing program (e.g., modeling, shared) consistently writes a structured text.	With a balanced writing program (e.g., modeling, shared) generally writes a structured text.	With a balanced writing program (e.g., modeling, shared) occasionally writes a structured text.	With a balanced writing program (e.g., modeling, shared) struggles to write a structured text even with support and prompting.
		Eagerly participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).	Readily participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).	At times participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).	Hardly ever participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).
		Skilfully completes the writing process with editing (e.g., plan, draft, revision).	Routinely completes the writing process with editing (e.g., plan, draft, revision).	Superficially completes the writing process with support during editing (e.g., plan, draft, revision).	Inappropriately completes the writing process with support during editing (e.g., plan, draft, revision).
		Consistently uses writing tools and resources (word wall, models, dictionaries, etc.)	Generally uses writing tools and resources (word wall, models, dictionaries, etc.)	Sometimes uses writing tools and resources (word wall, models, dictionaries, etc.)	Rarely or inappropriately uses writing tools and resources (word wall, models, dictionaries, etc.) even with support and prompting

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Traits	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 5.	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 5.	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 5 with some support.	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 5 with support.
Text Forms	<p>Through a balanced writing program, consistently uses forms:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Consistently selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences. 	<p>Through a balanced writing program, generally uses forms:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Generally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences. 	<p>Through a balanced writing program, occasionally uses forms with some support:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Occasionally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences. 	<p>Through a balanced writing program, rarely uses forms with support and prompting:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Rarely selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - 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.				