French Immersion - Grade 6 (Grade 3 Entry)

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 6	Oral Comprehension (Listening)	Consistently understands familiar vocabulary related to personal environment (family, friends, school, places, etc.) and different forms of media (video, TV, internet) provided there is an opportunity to get repetition or clarification sometimes Consistently, follows instructions and directions. Consistently responds accurately to a variety of questions and instructions. Consistently monitors meaning, using a range of cues and conventions, and seeks clarification or explanation with a goal of solid understanding.	Generally understands familiar vocabulary related to personal environment (family, friends, school, places, etc.) and different forms of media (video, TV, internet) provided there is an opportunity to get repetition or clarification sometimes Usually follows simple instructions and directions. Can generally respond accurately to a variety of questions and instructions. Generally monitors meaning, using a range of cues and conventions, and seeks clarification or explanation when intent is lost.	Sometimes understands familiar vocabulary related to personal environment (family, friends, school, places, etc.) and different forms of media (video, TV, internet) provided there is an opportunity to get repetition or clarification Occasionally, can follow simple instructions and directions With support, responds to a variety of simple questions and instructions. Occasionally monitors meaning, often needing prompting about cues and conventions and occasionally seeks clarification or explanation.	Has great difficulty understanding familiar vocabulary related to personal environment (family, friends, school, places, etc.) and different forms of media (video, TV, internet) even if there is an opportunity to get repetition or clarification Rarely able to follow instructions and direction in a variety of situations. With a great deal of support and prompting, can respond to simple questions and instructions. Rarely monitors meaning, often needing prompting about cues and conventions and seldom seeks clarification or explanation.
	Oral Production (Speaking)	Precisely, describes people, everyday activities, interests, things, places, events and projects by using present, past and/or future tenses.	Accurately describes people, everyday activities, interests, things, places, events, projects in present, past and/or future tenses, although some errors still occur.	With some support, describes people, everyday activities, interests, things, places, events, projects in present, past and/or future tenses, although errors occur.	With limited vocabulary, describes people, everyday activities, interests, things, places, events, projects in present, past and/or future tenses, although many errors occur

Oral Interaction (Speaking and Listening)	Skilfully presents ideas/opinions, using strategies appropriate to informal contexts. Shows a significant degree of fluency and accuracy when taking part in a conversation. Skilfully can handle most social situations by clearly expressing opinions, providing details and giving extensive justifications as required	Easily presents ideas/opinions, using strategies appropriate to informal contexts. Appropriately takes part in a conversation and asks for clarification if message is not clear Effectively can handle most social situations by expressing opinions, providing details and giving brief justifications as required.	Presents ideas/opinions, in informal contexts, but needs support to use strategies appropriate to formal contexts. With some difficulty, is able to take part in a conversation and ask for clarification if message is not clear With support can handle some social situations, express opinions and give brief justifications that are sometimes imprecise.	Rarely presents ideas/opinions in informal or formal contexts. With limited vocabulary, is able to take part in a conversation and ask for clarification if message is not clear Rarely able to handle social situations and express opinions because of limited vocabulary. Justifications are not clear and contain many errors
	Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.			

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Reading and Viewing- 6	Strategies and Behaviours	Efficiently chooses and demonstrates the use of a wide range of strategies including knowledge of text forms and features to construct meaning even when texts are unfamiliar.	Demonstrates the use of strategies including knowledge of text forms and features to construct meaning. May need reminders with unfamiliar texts.	With prompting, demonstrates the use of some strategies including knowledge of text forms and features to construct meaning. May require extra support with both, familiar and unfamiliar texts.	Even with prompting, struggles to demonstrate the use of strategies. Often guesses at meaning and may not check for understanding unless prompted.
	Comprehension	Skillfully uses comprehension strategies and can consistently explain why, how and when they use the strategies. Uses multiple sources of information, reference materials and search engines to construct meaning. Consistently understands the main points in texts of various topics of interest.	Appropriately uses comprehension strategies and can generally explain why, how and when they use the strategies. Uses basic reference materials and search engines to construct meaning. Understands the main points in simple, short texts on familiar topics.	With prompting and support, uses some comprehension strategies. With support, uses basic reference materials and search engines to construct meaning. With support, understands some of the main points in simple, short texts on familiar topics.	Even with prompting and support, has great difficulty using comprehension strategies. Rarely uses reference materials may use search engines but is not able to construct meaning. Even with a great deal of support, has difficulty understanding the main points in simple, short texts on familiar topics.
	Level of Complexity	Thoughtfully selects and constructs meaning from a variety of narrative, informational, persuasive and poetic/expressive texts. Skillfully uses the characteristics of narrative, informational, persuasive and poetic\ expressive texts to deepen comprehension.	Selects and constructs meaning from a variety of narrative, informational, persuasive and poetic/expressive texts. Identifies many of the characteristics of narrative, informational, persuasive and poetic\ expressive texts.	With support, selects and constructs meaning from selective genres. With prompting, identifies a few characteristics of several genres (narrative, informational, persuasive and poetic\ expressive)	Has a great deal of difficulty selecting and constructing meaning from selective genres. Even with prompting, has great difficulty identifying the characteristics of narrative, informational, persuasive and poetic\ expressive texts.
		Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.			

French Immersion - Grade 6 (Grade 3 Entry)

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Writing and Representing- 6	Strategies and Behaviours	Consistently demonstrates the use of strategies from the process of writing, including revising and editing, to strengthen content and embedding text features appropriate to form, to generate a collection of drafts and pieces of drafts. According to the audience and purpose, selects and thoughtfully justifies pieces of writing to share or publish. Published pieces are purposeful, clear to understand, with few errors.	Often demonstrates the use of strategies from the process of writing, including revising and editing, to strengthen content and embedding text features appropriate to form, to generate a collection of drafts and pieces of drafts. Selects and appropriately justifies pieces of writing to share or publish. Published pieces are clear and include enough details to communicate the writing purpose. Errors do not interfere with meaning.	With some support uses strategies and behaviours to generate a collection of drafts and pieces of drafts. Needs support with content revisions and editing to complete a piece of writing. With support, selects pieces of writing to share or publish. Justification is superficial. Published pieces may be vague and unfocussed in places; however, overall meaning is evident. The writing meets basic requirements to communicate the purpose. May include some errors that interfere with meaning.	Requires a great deal of support to use strategies and behaviours to complete a piece of writing. Is not able to create a piece of writing independently. Requires a great deal of support when selecting pieces of writing to share or publish. Has difficulty justifying. Published pieces are difficult to follow and do not meet basic requirements. Errors interfere with meaning.
	Traits	Demonstrates all aspects of strong writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time in multiple pieces.	Demonstrates all aspects of appropriate writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time in multiple pieces.	Demonstrates most aspects of appropriate writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time in multiple pieces.	May demonstrate some aspects of appropriate writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused.
	Text Forms	Skillfully uses a variety of forms and presentation modes (written, visual and multimedia) based on audience and purpose.	Generally uses a variety of forms and presentation modes (written, visual and multimedia) based on audience and purpose.	With some support uses a variety of forms and presentation modes (written, visual and multimedia) based on audience and purpose.	Requires a great deal of support or is unable to use a variety of forms and presentation modes (written, visual, and multimedia) based on audience and purpose.

Skillfully includes structures and features related to the form of text studied; may self-select different ways to support planning or create graphic organizers to effectively support the writing process.	Appropriately includes structures and features related to the form of text studied; needs minimal support to select and use appropriate graphic organizers or other ways to support planning.	Includes some structures and features related to the form of text studied; needs some support to select and use appropriate graphic organizers.	May include structures or features that are inappropriate and/or omitted from those expected; requires a great deal of support or is unable to select and use graphic organizers.
Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmarks assessments, etc.			