

French Immersion - Grade 6 (Late Immersion)

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 6	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</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</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</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</p>

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	<p>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>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>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>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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Reading and Viewing- 6	Strategies and Behaviours	Frequently uses appropriate strategies to help with comprehension of written texts: - phonological awareness to decode words, - small words within larger ones to make sense -meaning, structure and visual cues - uses illustrations - rereading when necessary	Generally uses appropriate strategies to help with comprehension of written texts: - phonological awareness to decode words, - small words within larger ones to make sense -meaning, structure and visual cues - uses illustrations - rereading when necessary	Occasionally uses appropriate strategies to help with comprehension of written texts: - phonological awareness to decode words, - small words within larger ones to make sense -meaning, structure and visual cues - uses illustrations - rereading when necessary	Rarely uses appropriate strategies to help with comprehension of written texts: - phonological awareness to decode words, - small words within larger ones to make sense -meaning, structure and visual cues - uses illustrations - rereading when necessary
		Regularly uses intonation, expression and respects punctuation with support	Generally uses intonation, expression and respects punctuation with support	Occasionally uses intonation, expression and respects punctuation with support	Rarely uses intonation, expression and respects punctuation with support
		Frequently recognizes sounds with support (e.g., ou, en, eau, è).	Routinely recognizes sounds with support (e.g., ou, en, eau, è).	Occasionally recognizes sounds with support (e.g., ou, en, eau, è).	Seldom recognizes sounds with support (e.g., ou, en, eau, è).
		Consistently uses comprehension strategies for understanding with support: -clarify, predict, visualize, retell, question, make inferences	Routinely uses comprehension strategies for understanding with support: -clarify, predict, visualize, retell, question, make inferences	At times uses comprehension strategies for understanding with support: -clarify, predict, visualize, retell, question, make inferences	Hardly ever uses comprehension strategies for understanding with support: -clarify, predict, visualize, retell, question, make inferences
		Promptly exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading).	Readily exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading).	Occasionally exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading).	Attempts to exchange ideas and point of view during various reading activities with support and prompting (e.g., guided reading, shared reading).

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Comprehension	Regularly and thoughtfully answers literal, inferential and critical questions with some support.	Accurately and effectively answers literal, inferential and critical questions with some support.	To some extent can answer literal, inferential and/or critical questions with support.	Nominally answers literal, inferential and/or critical questions with considerable support.
	Regularly summarizes the main ideas of fiction and non-fiction texts with some support.	Often summarizes the main ideas of fiction and non-fiction texts with some support.	Sometimes summarizes the main ideas of fiction and non-fiction texts with some support.	Seldom summarizes the main ideas of fiction and non-fiction texts with support.
Level of Complexity	Regularly identifies the key elements of fiction and non-fiction texts.	Usually identifies the key elements of fiction and non-fiction texts.	With prompting identifies the key elements of fiction and non-fiction texts.	Rarely identifies the key elements of fiction and non-fiction texts with considerable support.
	Frequently identifies the purpose of narrative, informative, persuasive and poetic texts.	Generally identifies the purpose of narrative, informative, persuasive and poetic texts.	Sometimes identifies the purpose of narrative, informative, persuasive and poetic texts with some support.	Nominally identifies the purpose of narrative, informative, persuasive and poetic texts with support.
Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.				

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Writing and Representing- 6	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., modeling, 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, revision, etc.) 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., modeling, 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, revision, etc.) 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., modeling, 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, revision, etc.) 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., modeling, 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, revision, etc.) with support and prompting.</p> <p>Rarely or inappropriately uses writing tools and resources (word wall, models, visual dictionaries, etc.) even with support and</p>

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					prompting
Traits	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.	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.	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.	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.	
Text Forms	<p>Through a balanced writing program, frequently uses forms with little support:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Frequently 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 with some support:</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 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 some 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.					