

## French Immersion - Grade 7 (Grade 3 Entry)

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
<b>Speaking and Listening - 7</b>	Oral Comprehension (Listening)	<p>Consistently understands the main points of clear standard speech on familiar every day subjects provided there is an opportunity to get repetition or clarification.</p> <p>Consistently understands the main points of media (video, TV, internet), announcements and other recorded, factual texts.</p> <p>Consistently monitors meaning, using a range of cues and conventions, and seeks clarification or explanation with a goal of solid understanding.</p>	<p>Generally understands the main points of clear standard speech on familiar every day subjects provided there is an opportunity to get repetition or clarification.</p> <p>Generally understands the main points of media (video, TV, internet), announcements and other recorded, factual texts.</p> <p>Generally monitors meaning, using a range of cues and conventions, and seeks clarification or explanation when intent is lost.</p>	<p>Sometimes understands the main points of clear standard speech on familiar every day subjects provided there is an opportunity to get repetition or clarification.</p> <p>Occasionally understands the main points of media (video, TV, internet), announcements and other recorded, factual texts.</p> <p>Occasionally monitors meaning, often needing prompting about cues and conventions and occasionally seeks clarification or explanation.</p>	<p>Rarely understands the main points of clear standard speech on familiar every day subjects provided there is an opportunity to get repetition or clarification.</p> <p>Rarely understands the main points of media (video, TV, internet), announcements and other recorded, factual texts.</p> <p>Rarely monitors meaning, often needing prompting about cues and conventions and seldom seeks clarification or explanation.</p>
	Oral Production (Speaking)	<p>Able to narrate and describe precisely in present, past and future tenses.</p> <p>Consistently able to express opinions and feelings on subjects relating to everyday life</p> <p>Consistently able to give precise descriptions on a variety of subjects and personal interests</p> <p>Skillfully is able to give a detailed presentation on familiar topic, and answer questions.</p>	<p>Able to narrate and describe events and stories accurately in present, past and future tenses.</p> <p>Generally able to express opinions and feelings on subjects relating to everyday life</p> <p>Generally able to give accurate descriptions on familiar subjects related to personal interests.</p> <p>Is able to give a prepared presentation, on a very familiar topic, and accurately answer</p>	<p>Able to narrate and describe, with some difficulty in present, past and future tenses.</p> <p>Occasionally and with some prompting, is able to express opinions and feelings on subjects relating to everyday life</p> <p>Occasionally and with some prompting is able to give descriptions on familiar subjects related to personal interests.</p> <p>Occasionally and with some support and prompting, able to give a short prepared presentation, on a very familiar</p>	<p>Rarely able to narrate and describe in present, past and future tenses.</p> <p>Rarely and with limited language, is able to express opinions and feelings on subjects relating to everyday life</p> <p>Rarely and with limited language, is able to give brief descriptions on familiar subjects related to personal interests.</p> <p>With a high degree of support and prompting, is able to give</p>

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			questions.	topic, and answer simple questions.	a short prepared presentation, on a very familiar topic, and answer simple questions.
Oral Interaction (Speaking and Listening)	<p>Shows a significant degree of fluency and accuracy when taking part in a conversation.</p> <p>Consistently, able to maintain informal/formal conversations or discussions on various topics and interests</p> <p>Consistently, uses appropriate formal/informal language to solve practical problems for various purposes.</p> <p>Thoughtfully expresses and responds to feelings and attitudes.</p>	<p>Appropriately takes part in a conversation and asks for clarification if message is not clear</p> <p>Generally, able to maintain informal/formal conversations or discussions on familiar topics or personal interests; others may ask for clarification</p> <p>Generally, uses appropriate formal/informal language to solve practical problems for various purposes.</p> <p>Appropriately expresses and responds to feelings and attitudes.</p>	<p>With some difficulty, takes part in a conversation and asks for clarification if message is not clear</p> <p>Occasionally, able to maintain informal/formal conversations or discussions on familiar topics or personal interests; others may ask for clarification</p> <p>With prompting, uses appropriate formal/informal language to solve simple problems.</p> <p>With support, expresses and responds to feelings and attitudes.</p>	<p>With limited vocabulary, is able to take part in a conversation and ask for clarification if message is not clear</p> <p>Rarely maintains informal/formal conversations or discussions on familiar topics or personal interests. Message is often unclear.</p> <p>With a high degree of support, uses limited language to solve simple problems.</p> <p>With a high degree of support, expresses and responds to feelings and attitudes with limited language.</p>	
Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.					

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<b>Reading and Viewing- 7</b>	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.  Efficiently identifies and deeply understands important information in texts of varying lengths on various topics of interests.	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.  Identifies and understands important information in texts of varying lengths on familiar topics or topics of interests.	With prompting and support, uses some comprehension strategies.  With support, uses basic reference materials and search engines to construct meaning.  With support, identifies and understands some information in 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 great deal of support, has difficulty identifying important information in 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.					

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<b>Writing and Representing- 7</b>	Strategies and Behaviours	<p>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.</p> <p>According to the audience and purpose, selects and thoughtfully justifies pieces of writing to share or publish.</p> <p>Published pieces are purposeful, clear to understand, with few errors.</p>	<p>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.</p> <p>Selects and appropriately justifies pieces of writing to share or publish.</p> <p>Published pieces are clear and include enough details to communicate the writing purpose. Errors do not interfere with meaning.</p>	<p>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.</p> <p>With support, selects pieces of writing to share or publish. Justification is superficial.</p> <p>Published pieces may be vague and unfocused in places; however, overall meaning is evident. The writing meets basic requirements to communicate the purpose. May include some errors that interfere with meaning.</p>	<p>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.</p> <p>Requires a great deal of support when selecting pieces of writing to share or publish. Has difficulty justifying.</p> <p>Published pieces are difficult to follow and do not meet basic requirements. Errors interfere with meaning.</p>
	Traits	<p>Demonstrates all aspects of strong writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time in multiple pieces.</p>	<p>Demonstrates all aspects of appropriate writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time in multiple pieces.</p>	<p>Demonstrates most aspects of appropriate writing (ideas/content, organization, word choice, voice, sentence structure, conventions) as evidenced over time in multiple pieces.</p>	<p>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.</p>
	Text Forms	<p>Skilfully uses a variety of forms and presentation modes (written, visual and multimedia) based on audience and purpose.</p>	<p>Generally uses a variety of forms and presentation modes (written, visual and multimedia) based on audience and purpose.</p>	<p>With some support uses a variety of forms and presentation modes (written, visual and multimedia) based on audience and purpose.</p>	<p>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</p>

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	<p>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.</p>	<p>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.</p>	<p>Includes some structures and features related to the form of text studied; needs some support to select and use appropriate graphic organizers.</p>	<p>purpose.</p> <p>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.</p>
<p>Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmarks assessments, etc.</p>				