

Pre-Intensive French – Grade 3

*Pre-intensive French is offered for Grade 3 students only when they are in combined 3-4 classes.

*Page numbers in the evidence section refer to page numbers in the curriculum guide for [Intensive French](#)

Speaking & Listening

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Comprehension of Oral Texts (Écouter/Compréhension orale)	Comprehends virtually all messages within the classroom context, including those with new elements; rarely requires repetition or re-wording of messages	Comprehends most messages and familiar language; sometimes requires repetition or re-wording of messages	Experiences some difficulty understanding messages containing familiar language; requires frequent repetition of messages or repeated use of gestures and images to support understanding	Rarely comprehends messages, requires use of gestures, images and other aids to support understanding
Oral Communication (Prendre part à une conversation)	Communicates messages with ease and confidence, using complete and detailed sentences, rarely making mistakes with familiar material	Communicates messages with some confidence, using mostly correct and complete sentences with some personalized details	Communicates messages with some hesitation, using some incomplete sentences and with some mistakes	Communicates messages with much hesitation, using words rather than sentences and with frequent mistakes
Evidence: Sample rubric for oral communication (based on communication functions in unit) p. 82 Teacher uses this rubric to make observations while doing the eight strategies or using the communication functions; rubrics can be customized on descriptors in New Brunswick Oral Proficiency Scale p.p. 144-149, Student Passport with Can Do statements p.119, Portfolio de langue pour le français intensif ; <i>Rubrique d'évaluation hebdomadaire pour l'oral</i> p. 143				

Reading & Viewing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Level of Text Complexity (Lire/Compréhension écrite)	Reads most familiar words without hesitation Consistently uses pictures to construct meaning	Reads many familiar words Routinely uses pictures to construct meaning	Has some difficulty reading words Occasionally uses pictures to construct meaning	Is unable to read most words Rarely uses information from pictures to construct meaning
Fluency/Accuracy	Consistently reads with fluency known texts orally using punctuation	Generally reads known texts orally using punctuation, with little hesitation	Is able to read a known text orally using punctuation, with some hesitation	Has difficulty reading a known text orally, even with support
Comprehension (Lire/Compréhension)	Can demonstrate an understanding of the general	Demonstrates a general understanding of the	Experiences some difficulty demonstrating an	Has considerable difficulty demonstrating an

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écrite)	meaning of most texts, including those containing new elements	meaning of texts	understanding of the general meaning of texts	understanding of the general meaning of texts
Evidence: Daily Observation Chart for Reading p. 87, <i>Comportements liés aux connaissances et aux habilités en lecture</i> p. 160, Assessing Fluency and comprehension p.p.85-86, characteristics of a reader in transition p. 83-84; additional reading rubrics p.p. 151-153 Can-Do statements p.109-117, Portfolio de langue pour le français intensif ,				

Writing & Representing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Process (Écrire/Expression écrite)	Using a modeled text, communicates written messages using complete sentences with some added details; applies writing strategies Skillfully uses classroom tools (word wall, classroom reading materials) to support writing	Using a modeled text communicates written messages using mostly complete sentences with personalized details; generally applies writing strategies Uses classroom tools (word wall, classroom reading materials) to support writing	Using a modeled text, communicates written messages using sentences that are often incomplete; sometimes applies writing strategies Requires support when using classroom tools (word wall, classroom reading materials) to support writing	Using a modeled text, communicates written messages using words rather than sentences; rarely applies writing strategies Rarely uses classroom tools (word wall, classroom reading materials) to support writing
Evidence: Assessing Writing in the IF Program p. 88, <i>Normes de performance en écriture</i> p.p. 90-103, Can-Do statements in Passport p.p. 109-117, Portfolio de langue pour le français intensif , additional sample writing rubrics p.p. 155				