

Intensive French – Grade 4 (for combined 4-5 classes)

*These descriptors are used with grade 4 IF (ex.with combined 4-5) and not for Pre-IF

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

Speaking & Listening CEFR Level - A2.1 (Échelle Orale Provinciale attendue à la fin de l'année: Basic Low)

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Comprehension of Oral Texts (Écouter/Compréhension orale)	<p>Always has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>Easily understands simple information and questions about family, hobbies, and daily life</p>	<p>Usually has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>Generally understands simple information and questions about family, hobbies, and daily life</p>	<p>Occasionally has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>With prompting, understands simple information and questions about family, hobbies, and daily life</p>	<p>Seldom has sufficient comprehension to meet immediate needs, even when people speak slowly and clearly</p> <p>Rarely able to understand simple information and questions about family, hobbies, and daily life</p>
Oral Communication (Prendre part à une conversation)	<p>Communicates messages with considerable ease and confidence, using complete and detailed sentences</p> <p>Exchanges information about everyday matters, using increasingly complex vocabulary</p> <p>Asks and answers questions about a past event with ease</p>	<p>Communicates messages with some ease and confidence, using complete sentences, with some detail</p> <p>Exchanges information about everyday matters, using simple structures</p> <p>Asks and answers simple questions about a past event</p>	<p>Communicates messages with some hesitation, using some incomplete sentences and with some mistakes</p> <p>With support, exchanges some information about everyday matters, with limited vocabulary</p> <p>With support, asks and answers simple questions about a past event</p>	<p>Communicates messages with much hesitation, using words rather than sentences, making frequent mistakes</p> <p>Seldom able to exchange information about everyday matters</p> <p>Rarely able to ask and answer simple questions about a past event</p>
Oral Communication (S'exprimer oralement en continu)	<p>Efficiently able to satisfy basic survival needs and minimum courtesy requirements In areas of immediate need or on very familiar topics, asks and answers simple questions with ease</p> <p>Regularly describes likes and dislikes while adding some details</p>	<p>Generally able to satisfy basic survival needs and minimum courtesy requirements In areas of immediate need or on very familiar topics, generally asks and answers simple questions</p> <p>Routinely describes likes and dislikes</p>	<p>With support, is able to satisfy basic needs and minimum courtesy requirements using learned statements</p> <p>With prompting, in areas of immediate need or on very familiar topics, sometimes is able to ask and answer simple questions</p>	<p>Rarely able to satisfy immediate needs using learned statements *is seldom able, even with support, to ask and answer simple questions in areas of immediate need or on very familiar topics</p> <p>Rarely is able to describe likes and dislikes even with support</p>

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	Talks about upcoming or past events on familiar topics Consistently describes hobbies and interests, adding in some details	Briefly talks about upcoming or past events on familiar topics Generally describes hobbies and interests	With prompting, describes likes and dislikes With prompting, briefly talks about upcoming or past events on familiar topics With support, occasionally describes hobbies and interests	Rarely talks about upcoming or past events on familiar topics even with support Describes hobbies and interests with a great degree of difficulty and limited vocabulary
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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](#), *Rubrique d'évaluation hebdomadaire pour l'oral* p. 143

Reading & Viewing

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Level of Text Complexity (Lire/Compréhension écrite)	Consistently recognizes high frequency words Efficiently uses letter-sound relationships along with meaning and language to solve words Consistently uses images and print text to construct meaning	Usually recognizes high frequency words Knows many letter-sound relationships and generally uses them to solve words Routinely uses images and some print text to construct meaning	Sometimes recognizes high frequency words Knows some letter-sound relationships and with support, uses them to solve words Occasionally uses images to construct meaning	Seldom recognizes high frequency words With support, identifies some sounds in words and is beginning to work towards building letter-sound relationships Seldom uses information from images to construct meaning
Fluency/Accuracy	Consistently reads orally and fluently known texts using punctuation	Generally reads orally known texts, using punctuation and with little hesitation (fluency)	Is able to read orally known texts using punctuation, but with some hesitation (fluency)	Has difficulty reading orally known text, even with support
Comprehension (Lire/Compréhension écrite)	Easily understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	Understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	With support, understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	Has difficulty understanding short, simple texts containing familiar vocabulary, even with support

Intensive French – Grade 4 (for combined 4-5 classes)

Evidence: Daily Observation Chart for Reading p. 87, *Comportements liés aux connaissances et aux habilités en lecture* 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)	<p>Communicates written messages using complete and detailed sentences; applies writing strategies</p> <p>Regularly extends writing text from modeled writing piece, adding relevant details while maintaining focus on topic</p> <p>Skillfully uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using sentences with some personalized detail; generally applies writing strategies</p> <p>Usually adapts writing text from modeled writing piece and may add relevant details while generally maintaining focus on topic</p> <p>Appropriately uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using sentences that are often incomplete; sometimes applies writing strategies</p> <p>Sometimes adapts writing text from modeled writing piece, may add some details, not necessarily pertaining to topic</p> <p>Requires support when using classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using words rather than sentences; rarely applies writing Strategies</p> <p>Has difficulty adapting writing text from modeled writing piece, requires support</p> <p>Rarely uses classroom tools (word wall, classroom reading materials) to support writing</p>
Traits (Écrire/Expression écrite)	<p>Demonstrates all aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of strong writing (<i>normes de performance élevées 5e</i>) as evidenced over time in multiple texts</p>	<p>Usually demonstrates all aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>	<p>Partially demonstrates most aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>	<p>Rarely demonstrates aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>
Forms (Écrire/Expression écrite)	<p>Creates a strong written text (personal and narrative) based on a model provided in class</p> <p>Writes efficiently, adding relevant details about topics</p>	<p>Creates an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Writes effectively and may</p>	<p>With support, creates an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Writes with prompting about</p>	<p>Rarely is able to create an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Even with support, has</p>

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	such as school, family and pets, hobbies, friends and daily activities	add relevant details about topics such as school, family and pets, hobbies, friends and daily activities	topics such as school, family and pets, hobbies, friends and daily activities	difficulty writing about topics such as school, family and pets, hobbies, friends and daily activities
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. 155-156				