

## Post Intensive French – Grade 6

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

### Speaking & Listening

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
<b>Comprehension of Oral Texts</b> (Écouter/ Compréhension orale)	<p>Always understands expressions and vocabulary related to familiar topics</p> <p>Consistently identifies changes in the topic of discussion when people speak slowly and clearly</p> <p>Frequently understands short simple stories when told clearly and slowly</p> <p>Always follows the main ideas of a message</p>	<p>Usually understands expressions and vocabulary related to familiar topics</p> <p>Usually identifies changes in the topic of discussion when people speak slowly and clearly</p> <p>Often understands short simple stories when told clearly and slowly</p> <p>Usually follows the main ideas of a message</p>	<p>Occasionally understands expressions and vocabulary related to familiar topics</p> <p>Sometimes identifies changes in the topic of discussion when people speak slowly and clearly</p> <p>Sometimes understands short simple stories when told clearly and slowly</p> <p>Partially follows the main ideas of a message</p>	<p>Seldom understands expressions and vocabulary related to familiar topics</p> <p>Rarely identifies changes in the topic of discussion when people speak slowly and clearly</p> <p>With a great degree of support, understands short simple stories when told clearly and slowly</p> <p>Rarely follows the main ideas of a message</p>
<b>Oral Communication</b> (Prendre part à une conversation)	<p>Always speaks with some spontaneity</p> <p>Initiates and sustains simple dialogue with some ease</p> <p>Is able to communicate precisely to permit discussion of familiar topics well beyond survival needs</p> <p>Routinely participates in conversation and small group discussions</p> <p>Consistently and actively engages in and responds to oral presentations</p>	<p>Usually speaks with some spontaneity</p> <p>Initiates and sustains simple dialogue</p> <p>Is able to communicate appropriately to permit discussion of familiar topics beyond survival needs</p> <p>Regularly participates in conversation and small group discussions</p> <p>Appropriately engages in and responds to oral presentations</p>	<p>Occasionally speaks with some spontaneity</p> <p>With prompting, initiates and sustains simple dialogue</p> <p>Is able to communicate with support to permit discussion of familiar topics beyond survival needs</p> <p>Sometimes participates in conversation and small group discussions</p> <p>With support, engages in and responds to oral presentations</p>	<p>Rarely speaks with spontaneity</p> <p>With support, initiates and sustains simple dialogue</p> <p>Is rarely able to communicate with support to permit discussion of familiar topics beyond survival needs</p> <p>Seldom participates in conversation and small group discussions</p> <p>Engages in and responds to oral presentations with difficulty</p>

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<b>Oral Communication</b> (S'exprimer oralement en continu)	Consistently uses a series of sentences and expressions to discuss the grade 6 themes in simple terms	Usually uses a series of sentences and expressions to discuss the grade 6 themes in simple terms	Occasionally uses a series of sentences and expressions to discuss the grade 6 themes in simple terms	Rarely uses a series of sentences and expressions to discuss the grade 6 themes in simple terms
	Consistently uses a series of sentences and expressions to describe, report, present, argue, discuss, identify information	Usually uses a series of sentences and expressions to describe report, present, argue, discuss, identify information	Is able to use some sentences and expressions to report, present, argue, discuss, identify information	Rarely able to use sentences and expressions to report, present, argue, discuss, identify information
Evidence: Example of rubric for oral communication p. 169, <i>Grille d'observation hebdomadaire P.F.-I..</i> p. 170, New Brunswick Second Language <b>Middle School</b> Scale Performance Descriptors for Oral Proficiency p. 144, New Brunswick Second Language Oral Proficiency Scale p. 146, <i>Critères de performance à l'oral</i> p.p. 148-149, CEFR Levels A1,A2. B1 and B2 p.p. 132-141				

### Reading & Viewing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
<b>Fluency and Accuracy</b>	Consistently reads with control of sound-symbol relationship, precise intonation, strong phrasing and skillfully using punctuation  Reads fluently  Reads grade level texts accurately (with no errors)	Usually reads with control of sound-symbol relationships, intonation, phrasing and uses punctuation  Reads with little hesitation  Reads grade level texts accurately (with few errors) <b>(A2.1)</b>	Sometimes reads with control of sound-symbol relationship, some intonation, some phrasing and experiences difficulty using punctuation  Reads with some hesitation  Reads a grade level text with some difficulty (with errors)	Rarely reads with control of sound-symbol relationship; poor intonation, poor phrasing and punctuation  Reads with a great deal of hesitation  Has difficulty reading a grade level text, even with support (with many errors)
<b>Comprehension</b> (Lire/ Compréhension écrite)	Demonstrates a strong understanding of the key messages in text and some inferences  Strong understanding of short text or stories about familiar topics written in simple language	Demonstrates an understanding of the key messages in text and some simple inferences  Understands short, simple texts or stories about familiar topics written in simple language <b>(A2.1)</b>	Demonstrates, with support, an understanding of key messages in text  Has some difficulty understanding short, simple texts or stories about familiar topics written in simple	Has difficulty understanding the key messages in text and familiar vocabulary, even with support  With support, has limited understanding of short, simple texts or stories about familiar topics written in simple

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			language	language
Evidence: Daily Observation Chart for Reading (Comprehension and Fluency) p. 169, <i>Grille d'observation hebdomadaire</i> p. 171, during the phase of Lecture, teacher should make observations on global comprehension (p. 155) , during step 3 of the Lecture phase, the teacher should be observing fluency, <i>Comportements liés aux connaissances et aux habilités en lecture</i> p. 161, <i>Attentes en lecture: FPI</i> p. 112				

### Writing & Representing

	4-Exceeding	3-Meeting	2-Approaching	1-Working Below
<b>Traits</b> (Écrire/Expression écrite)	Consistently demonstrates all traits of strong writing ( <i>Normes de performance 6<sup>ième</sup> année</i> ) introduced as evidenced over time in multiple pieces  Writing pieces are easy to understand, with few errors	Generally demonstrates all aspects of appropriate writing ( <i>Normes de performance 6<sup>ième</sup> année</i> ) as evidenced over time in multiple pieces  Writing pieces are clear enough to understand, with errors that do not interfere with the meaning	Sometimes demonstrates all aspects of appropriate writing ( <i>Normes de performance 6<sup>ième</sup> année</i> )with support as evidenced over time in multiple pieces  Writing pieces may be vague in places, but communicate the purpose	Seldom demonstrates all aspects of appropriate writing ( <i>Normes de performance 6<sup>ième</sup> année</i> ) as evidenced over time in multiple pieces  Writing pieces are difficult to understand, with errors that interfere with the meaning
<b>Forms</b> (Écrire/Expression écrite)	Regularly creates a strong written text (personal, informative and narrative) based on a model provided in class  May self-select or create graphic organizers as part of the writing process  Tries out new techniques/ideas independently	Often creates an appropriate written text (personal, informative and narrative) based on a model provided in class  Needs minimal support to select appropriate graphic organizers	With support, sometimes creates an text (personal, informative and narrative) appropriate written based on a model provided in class  Needs support to use graphic organizers	Seldom creates an appropriate written text (personal, informative and narrative) appropriate written based on a model provided in class  Even with support, not able to use graphic organizers

Evidence: *Grille d'observation hebdomadaire* p. 171 Assessing Writing in the Post-IF Program p. 45, Grade 6 Writing Standards for Appropriate p.46, Grade 6 writing Standards for strong Performance p. 49 ; Rubrics for individual assignment and reporting periods can be designed based on a selection of specific criteria from within the standards