

Post Intensive French – Grade 7

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

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<p>Oral Communication (S'exprimer oralement en continu)</p>	<p>Regularly uses a series of sentences and expressions to describe in simple terms the themes in the Grade 7 curriculum</p> <p>Regularly uses a series of sentences and expressions to describe explain, evaluate, identify, and report information or convince someone of an opinion</p> <p>Starting to produce some narration in past, present <u>and</u> future time</p>	<p>Generally uses a series of sentences and expressions to describe in simple terms the themes in the Grade 7 curriculum</p> <p>Generally uses a series of sentences and expressions to describe, explain, evaluate, identify, and report information or convince someone of an opinion</p> <p>Starting to produce some narration in past, present <u>or</u> future time</p>	<p>Occasionally uses a series of sentences and expressions to describe in simple terms the themes in the Grade 7 curriculum</p> <p>Is able to partially use a series of sentences and expressions to explain, evaluate, identify, and report information or convince someone of an opinion</p>	<p>Rarely uses a series of sentences and expressions to describe in simple terms the themes in the Grade 7 curriculum</p> <p>Rarely is able to use a series of sentences and expressions to describe, explain, evaluate, identify, and report information or convince someone of an opinion</p>
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Evidence: Example of rubric for oral communication p. 169, *Grille d'observation hebdomadaire P.F.-I..* p. 170, New Brunswick Second Language **Middle School** Scale Performance Descriptors for Oral Proficiency p. 144, New Brunswick Second Language Oral Proficiency Scale p. 146, *Critères de performance à l'oral* 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
<p>Fluency and Accuracy</p>	<p>Regularly reads with control of sound-symbol relationship, precise intonation, strong phrasing and skillfully using punctuation</p> <p>Reads fluently Reads grade level texts accurately (with no errors)</p>	<p>Generally reads with control of sound-symbol relationships, intonation, phrasing and uses punctuation</p> <p>Reads with little hesitation</p> <p>Reads grade level texts accurately (with few errors)</p>	<p>Sometimes reads with control of sound-symbol relationship, some intonation, some phrasing and experiences difficulty using punctuation</p> <p>Reads with some hesitation</p> <p>Reads a grade level text with some difficulty (with errors)</p>	<p>Reads with little control of sound-symbol relationship; poor intonation, poor phrasing and poor punctuation</p> <p>Reads a grade level text with a great degree of difficulty, even with support (with many errors)</p>
<p>Comprehension (Lire/Compréhension écrite)</p>	<p>Demonstrates a strong understanding of the key and supporting messages, and basic inferences in text</p> <p>Strong understanding of</p>	<p>Demonstrates an understanding of the key messages and some inferences in text</p> <p>Understands simple text and short</p>	<p>Demonstrates, with support, an understanding of key messages in text</p> <p>Partially understands simple</p>	<p>Has difficulty understanding the key messages in text and familiar vocabulary, even with support</p> <p>With support, somewhat</p>

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	simple text or short stories about familiar topics written in simple language	stories about familiar topics written in simple language (A2.1)	texts or stories about familiar topics written in simple language	understands simple texts or stories about familiar topics written in simple 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-Excelling	3-Meeting	2-Approaching	1-Working Below
Traits (Écrire/Expression écrite)	Consistently demonstrates all traits of strong writing (<i>Normes de performance 7^{ième} 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 as evidenced over time in multiple pieces (<i>Normes de performance 7^{ième} année</i>) Writing pieces are clear enough to understand, with errors that do not interfere with the meaning	Demonstrates some aspects of appropriate writing with support as evidenced over time in multiple pieces (<i>Normes de performance 7^{ième} année</i>) Writing pieces may be vague in places, but communicate the purpose	Seldom demonstrates all aspects of writing as evidenced over time in multiple pieces (narrative, informative, etc.) (<i>Normes de performance 7^{ième} année</i>) Writing pieces are difficult to understand, with errors that interfere with the meaning
Forms (Écrire/Expression écrite)	Creates a strong written text (personal, informative and narrative) possibly 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	Creates an appropriate written text (personal, informative and narrative) usually based on a model provided in class *Needs minimal support to select appropriate graphic organizers	With support, creates an appropriate written text (personal, informative and narrative) based on a model provided in class *Needs support to use graphic organizers	Even with support, seldom creates an appropriate written text (personal, informative and narrative) 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.53, Grade 6 writing Standards for Strong Performance p. 61 ; Rubrics for individual assignment and reporting periods can be designed based on a selection of specific criteria from within the standards