## **Post Intensive French – Grade 7**

\*Page numbers in the evidence section refer to page numbers in the curriculum guide for <u>Post-Intensive French</u>

**Speaking & Listening** 

Speaking & Listen	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Comprehension of	Regularly understands	Generally understands	Occasionally understands	Seldom understands
Oral Texts	expressions and vocabulary	expressions and vocabulary	expressions and vocabulary	expressions and vocabulary
(Écouter/Compréhensio	related to familiar topics	related to familiar topics	related to familiar topics	related to familiar topics
n orale)				
	Consistently identifies changes	Usually identifies changes in the	Sometimes identifies	Rarely identifies changes in
	in the topic of discussion when people speak slowly and	topic of discussion when people speak slowly and clearly	changes in the topic of	the topic of discussion when people speak slowly and
	clearly	speak slowly and clearly	discussion when people speak slowly and clearly	clearly
	Clearly	Often understands short simple	Speak slowly and clearly	Clearly
	Frequently understands short	stories when told clearly and	Sometimes understands	With a great degree of
	simple stories when told	slowly	short simple stories when	support, understands short
	clearly and slowly		told clearly and slowly	simple stories when told
		Often follows the main ideas of a		clearly and slowly
	Regularly follows the main	message	Partially follows the main	
	ideas of a message		ideas of a message	Rarely follows the main ideas
				of a message
Oral Communication	Regularly speaks with some	Generally speaks with some	Occasionally speaks with	Rarely speaks with
(Prendre part à une	spontaneity	spontaneity	some spontaneity	spontaneity
conversation)	Initiates and southing simple	Initiates and southing sincels	NA/isla and another a limit of a const	From with a man and in manuals.
	Initiates and sustains simple dialogue with some ease	Initiates and sustains simple dialogue	With prompting, initiates and sustains simple dialogue	Even with support, is rarely able to initiate and sustain
	dialogue with some ease	dialogue	Sustains simple dialogue	simple dialogue
	Is able to communicate	Is able to communicate	Is able to communicate with	Simple dialogue
	precisely to permit discussion	appropriately to permit discussion	support to permit discussion	Is rarely able to communicate
	of familiar topics well beyond	of familiar topics beyond survival	of familiar topics beyond	with support to permit
	survival needs	needs	survival needs	discussion of familiar topics
				beyond survival needs
	Routinely participates in	Regularly participates in	Sometimes participates in	
	conversation and small group	conversation and small group	conversation and small group	Seldom participates in
	discussions	discussions	discussions	conversation and small group
	Consistently engages in, and	Appropriately engages in, and	With support, engages in,	discussions
	responds to oral presentations	responds to oral presentations	and responds to oral	Engages in, and responds to
	respende to oral presentations	responde to oral procentations	presentations	oral presentations with
				difficulty

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Oral Communication	Regularly uses a series of	Generally uses a series of	Occasionally uses a series of	Rarely uses a series of
(S'exprimer oralement	sentences and expressions to	sentences and expressions to	sentences and expressions	sentences and expressions
en continu)	describe in simple terms the	describe in simple terms the	to describe in simple terms	to describe in simple terms
	themes in the Grade 7	themes in the Grade 7 curriculum	the themes in the Grade 7	the themes in the Grade 7
	curriculum		curriculum	curriculum
		Generally uses a series of		
	Regularly uses a series of	sentences and expressions to	Is able to partially use a	Rarely is able to use a series
	sentences and expressions to	describe, explain, evaluate,	series of sentences and	of sentences and
	describe explain, evaluate,	identify, and report information or	expressions to explain,	expressions to describe,
	identify, and report information	convince someone of an opinion	evaluate, identify, and report	explain, evaluate, identify,
	or convince someone of an		information or convince	and report information or
	opinion	Starting to produce some	someone of an opinion	convince someone of an
		narration in past, present or future		opinion
	Starting to produce some	time		·
	narration in past, present and			
	future time			

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
Fluency and Accuracy	Regularly reads with control of	Generally reads with control of	Sometimes reads with	Reads with little control of
	sound-symbol relationship,	sound-symbol relationships,	control of sound-symbol	sound-symbol relationship;
	precise intonation, strong	intonation, phrasing and uses	relationship, some intonation,	poor intonation, poor
	phrasing and skillfully using	punctuation	some phrasing and	phrasing and poor
	punctuation		experiences difficulty using	punctuation
		Reads with little hesitation	punctuation	
	Reads fluently			Reads a grade level text with
	Reads grade level texts	Reads grade level texts	Reads with some hesitation	a great degree of difficulty,
	accurately (with no errors)	accurately (with few errors)		even with support (with many
			Reads a grade level text with	errors)
			some difficulty (with errors)	
Comprehension	Demonstrates a strong	Demonstrates an understanding	Demonstrates, with support,	Has difficulty understanding
(Lire/Compréhension	understanding of the key and	of the key messages and some	an understanding of key	the key messages in text and
écrite)	supporting messages, and	inferences in text	messages in text	familiar vocabulary, even
	basic inferences in text			with support
	Strong understanding of	Understands simple text and short	Partially understands simple	With support, somewhat

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simple text or short stories	stories about familiar topics	texts or stories about familiar	understands simple texts or
about familiar topics written in	written in simple language (A2.1)	topics written in simple	stories about familiar topics
simple language		language	written in simple language

Evidence: Daily Observation Chart for Reading (Comprehension and Fluency) p. 169, *Grille d'observation hebdomadaire* 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, *Comportements liés aux connaissances et aux habilités en lecture* p. 161, *Attentes en lecture: FPI* p. 112

Writing & Representing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
Traits	Consistently demonstrates all	Generally demonstrates all	Demonstrates some aspects of	Seldom demonstrates all
(Écrire/Expression	traits of strong writing (Normes	aspects of appropriate writing	appropriate writing with support	aspects of writing as
écrite)	de performance 7 <sup>ieme</sup> année)	as evidenced over time in	as evidenced over time in	evidenced over time in
	introduced as evidenced over	multiple pieces (Normes de	multiple pieces	multiple pieces (narrative,
	time in multiple pieces	performance 7 <sup>ieme</sup> année)	(Normes de performance 7 <sup>ième</sup>	informative, etc.)
			année)	(Normes de performance
	Writing pieces are easy to	Writing pieces are clear		7 <sup>ième</sup> année)
	understand, with few errors	enough to understand, with	Writing pieces may be vague in	
		errors that do not interfere with	places, but communicate the	Writing pieces are difficult
		the meaning	purpose	to understand, with errors
				that interfere with the
				meaning
Forms	Creates a strong written text	Creates an appropriate written	With support, creates an	Even with support, seldom
(Écrire/Expression	(personal, informative and	text (personal, informative and	appropriate written text	creates an appropriate
écrite)	narrative) possibly based on a	narrative) usually based on a	(personal, informative and	written text (personal,
,	model provided in class	model provided in class	narrative) based on a model	informative and narrative)
		·	provided in class	based on a model provided
	*May self-select or create	*Needs minimal support to		in class
	graphic organizers as part of	select appropriate graphic	*Needs support to use graphic	*Even with support, not
	the writing process	organizers	organizers	able to use graphic
				organizers
	*Tries out new			
	techniques/ideas			
	independently			

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

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