

## Post Intensive French - Grade 8

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

### Speaking & Listening

	<b>4-Excelling</b>	<b>3-Meeting</b>	<b>2-Approaching</b>	<b>1-Working Below</b>
<b>Comprehension of Oral Texts</b> (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 <b>(A2)</b>  Usually identifies changes in the topic of discussion when people speak slowly and clearly <b>(A2.2)</b>  Often understands short simple stories when told clearly and slowly  Routinely 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  To some extent, 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
<b>Oral Communication</b> (Prendre part à une conversation)	Speaks spontaneously  Initiates and sustains simple dialogue  Is able to communicate precisely to permit discussion of familiar topics well beyond survival needs  Regularly participates in conversation and small group discussions  Consistently engages in and responds to oral presentations	Generally speaks with spontaneity  Initiates and sustains simple dialogue  Is able to communicate appropriately to permit discussion of familiar topics  Regularly participates in conversation and small group discussions  Engages in and responds to oral presentations appropriately	Occasionally speaks with spontaneity  With prompting, initiates and sustains simple dialogue  is able to communicate with support to permit discussion of familiar topics  Sometimes participates in conversation and small group discussions  With support, can sometimes engage in and respond to oral presentations	Rarely speaks spontaneously  With support, initiates and sustains simple dialogue, with difficulty  Even with support, is rarely able to communicate to permit discussion of familiar topics  Seldom participates in conversation and small group discussions  Has difficulty engaging in and responding to oral presentations

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<p><b>Oral Communication</b> (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 8 curriculum</p> <p>*Usually uses a series of sentences and expressions to compare, identify, report, make predictions, form an opinion, discuss, argue, and explain topics discussed from the curriculum</p> <p>Consistently participates in classroom routines using phrases and expressions that are useful in many different situations (e.g. asking for repetition, clarification, position, direction)</p> <p>Always relates personal experiences with the understanding of <b>present, past and future</b></p> <p>Frequently listens to other's ideas and responds in complex sentences</p> <p>Thoughtfully asks and responds to a variety of questions</p>	<p>Generally uses a series of sentences and expressions to describe in simple terms the themes in the Grade 8 curriculum <b>(A2)</b></p> <p>Often uses a series of sentences and expressions to compare, identify, report, make predictions, form an opinion, discuss, argue, and explain topics discussed from the curriculum</p> <p>Routinely participates in classroom routines using phrases and expressions that are useful in many different situations (e.g. asking for repetition, clarification, position, direction)</p> <p>Generally relates personal experiences with the understanding of <b>present, past and future</b></p> <p>Usually listens to other's ideas and responds in complex sentences</p> <p>Proficiently asks and responds to a variety of higher level questions</p>	<p>Sometimes uses a series of sentences and expressions to describe in simple terms the themes in the Grade 8 curriculum</p> <p>Partially uses a series of sentences and expressions to compare, identify, report, make predictions, form an opinion, discuss, argue, and explain topics discussed from the curriculum</p> <p>Occasionally participates in classroom routines using phrases and expressions that are useful in many different situations (e.g. asking for repetition, clarification, position, direction)</p> <p>Sometimes relates personal experiences with the understanding of <b>present, past and future</b></p> <p>At times, listens to other's ideas and responds in full sentences</p> <p>With prompting, asks and responds to a variety of questions</p>	<p>Rarely uses a series of sentences and expressions to describe in simple terms the themes in the Grade 8 curriculum</p> <p>Rarely uses a series of sentences and expressions to compare, identify, report, make predictions, form an opinion, discuss, argue, and explain topics discussed from the curriculum</p> <p>Rarely participates in classroom routines using phrases and expressions that are useful in many different situations (e.g. asking for repetition, clarification, position, direction)</p> <p>Rarely relates personal experiences with the understanding of <b>present, past and future</b></p> <p>Seldom listens to other's ideas and responds occasionally</p> <p>With support and prompting, asks and responds to some questions with a degree of difficulty</p>
<p>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</p>				

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### Reading & Viewing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
<b>Fluency and Accuracy</b>	<p>Regularly reads with control of sound-symbol relationship, precise intonation, strong phrasing and skillfully using punctuation</p> <p>begins to read silently</p> <p>Reads fluently</p> <p>Reads grade level texts accurately</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>Rarely reads with 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>
<b>Comprehension</b> (Lire/Compréhension écrite)	<p>Demonstrates overall comprehension of almost all grade level texts</p> <p>Understands short, simple texts or stories about familiar topics written in simple language</p> <p>Can understand texts beyond grade level</p>	<p>Demonstrates overall comprehension of most grade level texts</p> <p>Adeptly understands short, simple texts or stories about familiar topics written in simple language (<b>A2.2</b>)</p>	<p>Has some difficulty understanding grade level texts</p> <p>Partially understands short, simple texts or stories about familiar topics written in simple language</p>	<p>Often has difficulty understanding short, simple texts containing familiar vocabulary, even with support</p> <p>Often has difficulty reading</p>
<p>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</p>				

### Writing & Representing

	4-Excelling	3-Meeting	2-Approaching	1-Working Below
<b>Traits</b> (Écrire/Expression écrite)	<p>Always demonstrates the aspects of strong writing which have been introduced as evidenced over time in multiple pieces (<i>Normes de performance 8<sup>ième</sup> année</i>)</p>	<p>Generally demonstrates the aspects of appropriate writing which have been introduced as evidenced over time in multiple pieces (<i>Normes de performance 8<sup>ième</sup> année</i>)</p>	<p>With support, can demonstrate many aspects of appropriate writing which have been introduced as evidenced over time in multiple pieces (<i>Normes de performance 8<sup>ième</sup> année</i>)</p>	<p>Seldom demonstrates aspects of writing which have been introduced (<i>Normes de performance 8<sup>ième</sup> année</i>)</p> <p>Writing pieces are difficult to understand, with errors</p>

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	Writing pieces are easy to understand, with few errors	Writing pieces are clear enough to understand, with errors that do not interfere with the meaning	Writing pieces may be vague in places, but communicate the purpose	that interfere with the meaning)
<b>Forms</b> (Écrire/Expression écrite)	<p>Regularly creates a strong written text (personal narrative and informative) based on a model provided in class</p> <p>Thoughtfully includes structures and features outlined in the text forms of the grade-level standards(eg. compound\complex sentences)</p> <p>May self-select or create graphic organizers as part of the writing process</p> <p>Tries out new techniques\ideas independently.</p>	<p>Often creates an appropriate written text (personal narrative and informative) based on a model provided in class</p> <p>Often includes structures and features outlined in the text forms of the grade-level standards (eg. compound\ complex sentences)</p> <p>Needs minimal support to select appropriate graphic organizers</p>	<p>With support, sometimes creates an appropriate written text (personal ,narrative and informative) based on a model provided in class</p> <p>Occasionally includes structures and features of the text forms outlined in the grade-level standards (eg. compound\complex sentences)</p> <p>Needs support to use graphic organizers</p>	<p>Seldom creates an appropriate written text</p> <p>May include structures and features that are inappropriate and\or omit those that are expected</p> <p>Even with support not able to use graphic organizers</p>
<p>Evidence: <i>Grille d'observation hebdomadaire</i> p. 171 Assessing Writing in the Post-IF Program p. 45, Grade 8 Writing Standards for Appropriate p.62, Grade 8 writing Standards for strong Performance p. 68 ; Rubrics for individual assignment and reporting periods can be designed based on a selection of specific criteria from within the standards</p>				