

Grade 1 French immersion

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 1	Oral Comprehension (Listening)	Regularly understands simple information and questions, when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting) as well as being able to have short conversations regarding personal information and daily life (e.g., family, school, activities).	Generally understands simple information and questions, when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting) as well as being able to have short conversations regarding personal information and daily life (e.g., family, school, activities).	Occasionally understands simple information and questions, when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting) as well as being able to have short conversations regarding personal information and daily life (e.g., family, school, activities).	Rarely understands simple information and questions, even when spoken to slowly, clearly and/or with support (e.g., tone, gestures, prompting) as well as being able to have short conversations regarding personal information and daily life (e.g., family, school, activities).
	Oral Production (Speaking)	<p>Regularly describes, without prompts, people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, objects, and activities).</p> <p>Regularly expresses, without prompts, knowledge, ideas and preferences from familiar topics learned in class.</p>	<p>Generally describes, with or without prompts, people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, objects, and activities).</p> <p>Generally expresses, with or without prompts, knowledge, ideas and preferences from familiar topics learned in class.</p>	<p>Occasionally describes, with prompts, people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, objects, and activities).</p> <p>Occasionally expresses, with prompts, knowledge, ideas and preferences from familiar topics learned in class.</p>	<p>Rarely describes, even with prompts, people, places and things that are of interest, including likes and dislikes (e.g., family, home, school, objects, and activities).</p> <p>Rarely expresses, even with prompts, knowledge, ideas and preferences from familiar topics learned in class.</p>
	Oral Interaction (Speaking and Listening)	<p>Regularly exchanges information and participates in conversations on simple and familiar topics, using simple language.</p> <p>Regularly uses new and precise vocabulary as well as oral sentence structures practised in class within various contexts.</p>	<p>Generally exchanges information and participates in conversations on simple and familiar topics, using simple language.</p> <p>Generally uses specific vocabulary and oral sentence structures practised in class with some accuracy.</p>	<p>Occasionally exchanges information and participates in conversations on simple and familiar topics, using simple language.</p> <p>Occasionally uses vocabulary and oral sentence structures practised in class with some difficulty.</p>	<p>Rarely exchanges information nor participates in conversations on simple and familiar topics, using simple language.</p> <p>Rarely uses vocabulary and oral sentence structures practised in class. Often defaults to using first language.</p>

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Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.

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Reading and Viewing- 1	Strategies and Behaviours	<p>Consistently demonstrates strong phonological awareness skills.</p> <p>Consistently recognizes and produces most simple and complex sounds presented.</p> <p>Consistently recognizes and reads with ease a large bank of high frequency words as well as significant and content-specific words.</p> <p>Consistently reads with precision and fluency.</p> <p>Consistently uses a variety of comprehension strategies to support understanding.</p>	<p>Generally demonstrates solid phonological awareness skills.</p> <p>Generally recognizes and produces most simple and complex sounds presented.</p> <p>Generally recognizes and reads a bank of high frequency words as well as significant and content-specific words.</p> <p>Generally reads with precision and may require some support with intonation, expression and punctuation.</p> <p>Generally uses a variety of comprehension strategies to support understanding.</p>	<p>Occasionally demonstrates some phonological awareness skills.</p> <p>Occasionally recognizes and produces most simple sounds, but may have some difficulties with more complex sounds.</p> <p>Occasionally recognizes and reads some high frequency words as well as a few significant and content-specific words.</p> <p>Occasionally reads with precision and requires support with intonation, expression and punctuation.</p> <p>Occasionally uses some comprehension strategies to support understanding.</p>	<p>Rarely demonstrates the required phonological awareness skills.</p> <p>Rarely recognizes and/or produces simple sounds.</p> <p>Rarely recognizes and/or reads high frequency words or specific words.</p> <p>Rarely reads with precision and has difficulty with intonation, expression and punctuation.</p> <p>Rarely uses comprehension strategies to support understanding.</p>
	Comprehension	<p>Consistently responds accurately to literal questions.</p> <p>Accurately retells and/or recounts a text.</p> <p>Consistently makes simple inferences using picture cues.</p>	<p>Generally responds accurately to literal questions with some support.</p> <p>Generally retells and/or recounts a text, some prompting may be required.</p> <p>Generally makes simple inferences using picture cues.</p>	<p>Occasionally answers literal questions even with support.</p> <p>Occasionally retells and/or recounts a text, prompting and support is often required.</p> <p>Occasionally makes simple inferences using picture cues.</p>	<p>Rarely answers literal questions even with support.</p> <p>Rarely retells and/or recounts a text without prompting and support.</p> <p>Rarely makes simple inferences using picture cues.</p>

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Level of Text Complexity	Independently selects and reads texts at a complexity considered beyond target level.	Selects and reads texts at a complexity considered at target level.	Has difficulty reading texts at a complexity considered at target level.	Has a great deal of difficulty reading texts at target level.
	Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.			

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Writing and Representing- 1	Strategies and Behaviours	<p>Consistently and freely describes personal experiences and daily activities using short, simple sentences extensively (e.g., family, friends, activities) with support.</p> <p>Regularly writes brief notes (e.g., birthday card, note to a friend, thank you note) with support.</p> <p>Implements significant evidence of the writing process (i.e., plan, draft, revise) with support and prompting.</p> <p>Consistently uses writing tools and resources (word wall, models, content based word wall, etc.)</p>	<p>Generally describes personal experiences and daily activities using short, simple sentences that embeds teacher’s models and can personalise/expand their own ideas (e.g., family, friends, activities) with support and prompting.</p> <p>Usually writes brief notes (e.g., birthday card, note to a friend, thank you note) with support and prompting.</p> <p>Implements some evidence of the writing process (i.e., plan, draft, revise) with support and prompting.</p> <p>Generally uses writing tools and resources (word wall, models, content based word wall, etc.) with support.</p>	<p>To some extent, describes personal experiences and daily activities using short, simple sentences that heavily rely on teacher’s models (e.g., family, friends, activities) with support and prompting.</p> <p>Occasionally writes brief notes (e.g., birthday card, note to a friend, thank you note) with support and prompting.</p> <p>Implements limited evidence of the writing process (e.g., plan, draft, revise) with support and prompting.</p> <p>Occasionally uses writing tools and resources (word wall, models, content based word wall, etc.) with support.</p>	<p>With limited language, rarely describes personal experiences and daily activities using short, simple sentences even with teacher’s models, prompting and support (e.g., family, friends, activities).</p> <p>Seldom writes brief notes (e.g., birthday card, note to a friend, thank you note) with support and prompting.</p> <p>Seldom implements evidence of the writing process (e.g., plan, draft, revise) with support and prompting.</p> <p>Rarely or inappropriately uses writing tools and resources (word wall, models, content based word wall, etc.) even with support and prompting.</p>
	Traits	<p>Consistently uses the traits of writing with support.</p>	<p>Generally uses the traits of writing with support and prompting.</p>	<p>Occasionally uses the traits of writing with support and prompting.</p>	<p>Rarely uses the traits of writing even with support and prompting.</p>

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	Text Forms	Consistently organises according to form, with some attention to the audience and purpose with support.	Generally organises according to form and purpose with support.	Occasionally follows a format to organise writing with support and prompting.	Rarely follows a format to organise writing with support and prompting.
Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmark assessments, etc.					

