



SIMCOE MUSKOKA CATHOLIC  
DISTRICT SCHOOL BOARD

# **Simcoe Muskoka Catholic District School Board Curriculum Expectations for French as a Second Language, Grades 1-3**



**June 2008**

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This document is put forth in the spirit of the Simcoe Muskoka Catholic District School Board's vision:

**We are a faith-filled Catholic learning community  
dedicated to excellence.**

We seek to:

- Support Faith Formation
- Promote Learning
- Champion Continuous Improvement
- Foster Relationships
- Communicate Effectively

## **Acknowledgements**

This document reflects the valued contributions of many people and resources, including:

- The SMCDSB Primary FSL Writing Committee
- Niagara Catholic District School Board - Primary Curriculum Expectations Document, 2004
- Modern Language Council – Core French Handbook, 2005
- The SMCDSB Assessment, Evaluation and Reporting: Policy, Standards and Procedures Grades 9 -12, 2007
- The SMCDSB Assessment, Evaluation and Reporting of Learning K-8, 1995
- The Ontario Curriculum: French as a Second Language: Core French Grade 4 – 8, 1998
- The Ontario Curriculum Grades 1-12 Achievement Charts (Draft), 2004



SIMCOE MUSKOKA CATHOLIC  
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## Our Mission

The Catholic schools of Simcoe County and the District of Muskoka, rooted in a rich tradition of faith, family and community values, are committed to education as lifelong growth. Our response to personal and societal challenges has helped to form a vibrant school system which is resolute in its commitment to academic excellence nurtured within a faith-filled, Catholic environment. As communities of faith, Catholic schools are called to be visible signs of Christ in the modern world.

The gospel calls our Catholic school system to service, preserving the richness of our heritage while meeting the challenges of an ever-changing society by:

- Fostering the development of self-motivated, unselfish, responsible students
- Inviting staff, parents, students and clergy to active partnership in our school community
- Accepting the responsibility of participation
- Living joyous faith-filled lives which call others to witness to our Catholic faith
- Communicating openly
- Respecting and enhancing individual rights and dignity



## **Introduction**

As discerning believers formed in the Catholic faith community, we acknowledge and affirm the uniqueness of each person and the diversity of cultures. The Core French program in our schools enables students to become effective communicators in French, and encourages them to speak, write and listen actively and critically to understand and learn in light of gospel values. It provides students with an appreciation of French culture in Canada and in other parts of the world. This appreciation teaches them to become responsible citizens who respect the rights of all in order to contribute to the common good.

The ability to communicate in French is beneficial because it is one of Canada's two official languages, and it is also widely used around the world. Second-language learning is also valuable for a number of other reasons. Research confirms that knowledge of a second language strengthens a child's first-language skills. In addition, the ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for reflective, creative and holistic thinking, and the ability to respect and understand other cultures.

Second-language learning strengthens students' ability to communicate and participate effectively in the workplace and in the Canadian and global community. It also raises self-awareness, demonstrates the power of words and the many different uses of language.

Ultimately, the Core French program encourages students to develop attitudes and values founded on the Gospel. It enables students to demonstrate a confident and positive sense of self and respect for the dignity and welfare of others.

## **Rationale**

Currently in Ontario, Core French is mandatory in Grades 4 to 8 for all students in English-language elementary schools. Within the SMCDSB, students in Grades 1 to 3 receive instruction in French as a Second Language. Prior to this document, there has not been a defined set of curriculum expectations to assist primary FSL teachers in creating an instructional program as well as assessing, evaluating and reporting student achievement.

The purpose of this document is to set curriculum expectations for all primary students in French as a Second Language in SMCDSB. In order to meet the needs of the Primary Core French programme within SMCDSB, these expectations for primary students have been created to ensure student success in the Ontario Curriculum: French as a Second Language - Core French, Grades 4-8 program.

## **VISION STATEMENTS**

### **Vision of the Catholic School Learner**

The Catholic school learner is a person with physical, spiritual, intellectual, emotional and social dimensions, who is capable of developing knowledge and skills and growing in faith. The learner will progress toward wholeness by actively engaging in and reflecting on learning tasks, accepting the support and guidance of teachers, principals and other leaders in the Catholic school community. He or she will learn in community with other learners, assisting, sharing responsibilities, and contributing to a common good to the best of his or her ability.

### **Vision of the Catholic School Teacher**

The Catholic school teacher, as an educator and an experienced learner, works with each student to find the best pathway to success. Mindful of the Board's vision, the teacher provides instruction and applies assessment, evaluation, and reporting practices rooted in fairness and respect for the learner which both fulfill Ministry of Education and Institute for Catholic Education expectations and meet the particular needs of the students. The teacher uses assessment and evaluation to provide feedback on the achievement of learning to students and their parents or guardians. Because the teacher's goal is to improve student learning, the teacher also uses assessment and evaluation information to provide opportunity for greater learning through further instruction as needed, as well as to continually inform and improve instructional practices. The teacher works as a community member, who assists, shares, and collaborates with other teachers to improve practice.

### **Vision of the Catholic School Principal**

The Catholic school principal, as an educator and an experienced learner, works with teachers to improve learning for all students in the school. In support of the Board's Vision Statement, the principal develops a thorough understanding of Board and Ministry policies, standards and procedures on curriculum and assessment. The principal also supports improved student learning by providing opportunities for teachers to acquire the knowledge and skills necessary to effectively assess and evaluate student work and to report achievement to students and parents.

## **Embedding Catholicity in Assessment, Evaluation and Reporting**

In our schools, assessment and evaluation is not just a task of measuring the student's achievement and assigning value to a student's work. Teachers and principals use assessment and evaluation practices to foster growth with the understanding that student learning is an extension of who the learner is and the promise of who the learner will become. Informed by this and the Gospel message, the assessment and evaluation practices also seek to recognize each student as an individual who possesses his/her own uniqueness of character, gifts and experience. In respecting this uniqueness, assessment and evaluation practices in our schools also maintain self-worth and dignity, give hope, and when needed, offer redemption.



## **Roles and Responsibilities in Second Language Learning**

### **Parents/guardians**

Parents/guardians play an important role in their child's learning even if they are unable to speak or understand French. They can support second language learning by:

- reading and understanding the curriculum expectations for each grade level
- monitoring their child's progress and communicating openly with teachers through parent conferences and/or other methods
- encouraging an appreciation of French and other languages and cultures in society
- providing support with assignments and homework completion

### **Teachers**

FSL teachers support students' second language learning by:

- providing a supportive, faith-filled learning environment in which second language knowledge skills are incrementally introduced, continually practiced and consolidated
- planning lessons that include learning activities based on students' interests and needs
- implementing a variety of teaching strategies that reflect the various individual learning styles and preferences of all students
- introducing oral skills first, and then using these oral skills as a foundation for the acquisition of reading and writing in the second language
- making use of a variety of assessment strategies that reflect an appropriate balance of knowledge and skills
- using French as the language of communication during the French learning block
- teaching the importance of learning second language skills
- emphasizing the importance of Canadian francophone culture

### **Students**

Students at the primary level play an important role in their second language acquisition. They can achieve success by:

- reflecting on their learning and progress
- participating in the learning and assessment activities provided by the teacher
- being open to opportunities outside the classroom to enrich their knowledge and abilities in French



## **Core French for Exceptional Students**

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. Specific procedures are set out in legislation for the identification and placement of exceptional students. The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC). An IEP defines the student's educational program as one that is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In planning Core French programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP and/or IPRC's statement of decision. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (e.g., styles of presentation, methods of organization, use of technology and multimedia) and the curriculum content (e.g., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests, they may need to do tests orally or in other forms that are not written, and they may need more explanations about what is expected in a particular assignment or test than would normally be given.

## SMCDSB Curriculum Expectations for French as a Second Language, Grades 1-3

The SMCDSB Overall and Specific Curriculum Expectations of the French as a Second Language curriculum for Grades 1 to 3 are provided in the charts below. These expectations are organized into three strands, which correspond to the three main areas of language use. The three strands are: oral communication, reading and writing. The grammar, language conventions, and vocabulary expectations have been grouped into one section. These specific skills and knowledge should be developed in the context of oral communication, reading, and writing activities. The overall expectations provide a broad picture of what students should know and be able to do at the end of the grade. A skill may be introduced in earlier grades before it is listed as an expectation, giving students opportunities to practice and refine the skill before being evaluated on it. All the skills described in the expectations continue to be developed and refined as students move on through the grades, whether or not the expectations for the skills are repeated.

The Curriculum Expectations for Ontario French as a Second Language, Grade 4 have also been provided in order to demonstrate the logical progression and sequence.



## Overall Expectations

**\**Italicized* words in brackets in Grade 4 should be used to programme for students without prior FSL instruction.**

	<b>Grade 1</b> By the end of Grade 1, students will :		<b>Grade 2</b> By the end of Grade 2, students will :		<b>Grade 3</b> By the end of Grade 3, students will :		<b>Grade 4</b> By the end of Grade 4, students will :
<b>1f1</b>	<ul style="list-style-type: none"> <li>respond to oral activities following a model using very simple phrases and sentences;</li> </ul>	<b>2f1</b>	<ul style="list-style-type: none"> <li>respond to oral activities following a model using simple phrases and sentences;</li> </ul>	<b>3f1</b>	<ul style="list-style-type: none"> <li>talk about familiar topics using very simple phrases and sentences;</li> </ul>	<b>4f1</b>	<ul style="list-style-type: none"> <li>talk about familiar topics, using (<i>very</i>) simple phrases and sentences;</li> </ul>
<b>1f2</b>	<ul style="list-style-type: none"> <li>listen to a variety of short very simple oral texts, using a variety of materials and respond to specific very simple questions;</li> </ul>	<b>2f2</b>	<ul style="list-style-type: none"> <li>listen to and talk about short simple oral texts, using a variety of materials and respond to specific simple questions;</li> </ul>	<b>3f2</b>	<ul style="list-style-type: none"> <li>listen to and talk about short simple oral texts, using a variety of materials and respond to simple questions;</li> </ul>	<b>4f2</b>	<ul style="list-style-type: none"> <li>listen to short, (<i>very</i>) simple oral texts and respond to specific (<i>simple</i>) questions;</li> </ul>
<b>1f3</b>	<ul style="list-style-type: none"> <li>read very short texts limited to current themes, using basic reading strategies to make sense of written text;</li> </ul>	<b>2f3</b>	<ul style="list-style-type: none"> <li>read a variety of very simple materials containing basic learned vocabulary, using basic reading strategies to make sense of written text;</li> </ul>	<b>3f3</b>	<ul style="list-style-type: none"> <li>read a variety of simple materials, containing learned vocabulary and demonstrate understanding;</li> </ul>	<b>4f3</b>	<ul style="list-style-type: none"> <li>read a variety of (<i>very</i>) simple materials, 50-100 words long, containing basic learned vocabulary and demonstrate understanding;</li> </ul>
<b>1f4</b>	<ul style="list-style-type: none"> <li>choose and transcribe selected material (e.g., labelling diagrams)</li> </ul>	<b>2f4</b>	<ul style="list-style-type: none"> <li>write short, very simple texts following a model;</li> </ul>	<b>3f4</b>	<ul style="list-style-type: none"> <li>write very simple texts and responses following a model;</li> </ul>	<b>4f4</b>	<ul style="list-style-type: none"> <li>write (<i>very</i>) simple texts and responses following a model;</li> </ul>
<b>1f5</b>	<ul style="list-style-type: none"> <li>use the vocabulary and language conventions appropriate for this grade level.</li> </ul>	<b>2f5</b>	<ul style="list-style-type: none"> <li>use the vocabulary and the language conventions appropriate for this grade level.</li> </ul>	<b>3f5</b>	<ul style="list-style-type: none"> <li>use the vocabulary and language conventions appropriate for this grade level.</li> </ul>	<b>4f5</b>	<ul style="list-style-type: none"> <li>identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.</li> </ul>

## Specific Expectations - Oral Communication

*\*Italicized words in brackets in Grade 4 should be used to programme for students without prior FSL instruction.*

	<b>Grade 1</b> By the end of Grade 1, students will :		<b>Grade 2</b> By the end of Grade 2, students will :		<b>Grade 3</b> By the end of Grade 3, students will :		<b>Grade 4</b> By the end of Grade 4, students will :
<b>1f1.1</b>	<ul style="list-style-type: none"> <li>follow a limited number of basic classroom instructions; ask and respond to simple routine classroom questions;</li> </ul>	<b>2f1.1</b>	<ul style="list-style-type: none"> <li>follow simple classroom instructions; ask and respond to routine classroom questions;</li> </ul>	<b>3f1.1</b>	<ul style="list-style-type: none"> <li>follow and give simple basic classroom instructions; ask simple routine classroom questions;</li> </ul>	<b>4f1.1a</b>	<ul style="list-style-type: none"> <li>follow basic classroom instructions;</li> </ul>
<b>1f1.2</b>	<ul style="list-style-type: none"> <li>use basic grade appropriate conventions of oral language (e.g. pronunciation, intonation) to speak in rehearsed contexts, such as rhymes, chants, prayers;</li> </ul>	<b>2f1.2</b>	<ul style="list-style-type: none"> <li>use basic grade appropriate conventions of oral language (e.g. pronunciation, intonation) to speak in rehearsed contexts, such as rhymes, chants, prayers;</li> </ul>	<b>3f1.2</b>	<ul style="list-style-type: none"> <li>use simple grade appropriate conventions of oral language (e.g. pronunciation, intonation) to speak in rehearsed contexts, such as songs, poems, prayers;</li> </ul>	<b>4f1.1b</b>	<ul style="list-style-type: none"> <li>ask (<i>very</i>) simple questions, and ask for repetition to clarify understanding;</li> </ul>
<b>1f1.3</b>	<ul style="list-style-type: none"> <li>give a simple rehearsed oral presentation of a minimum of 2 simple sentences following a model;</li> </ul>	<b>2f1.3</b>	<ul style="list-style-type: none"> <li>give a simple oral presentation of a minimum of 3 simple sentences following a model;</li> </ul>	<b>3f1.3</b>	<ul style="list-style-type: none"> <li>give an oral presentation of a minimum of 4 sentences following a model;</li> </ul>	<b>4f1.2</b>	<ul style="list-style-type: none"> <li>use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts;</li> </ul>
<b>1f2.1</b>	<ul style="list-style-type: none"> <li>use visual and verbal cues to understanding overall meaning;</li> </ul>	<b>2f2.1</b>	<ul style="list-style-type: none"> <li>use visual and verbal cues to understanding overall meaning;</li> </ul>	<b>3f2.1</b>	<ul style="list-style-type: none"> <li>use visual and verbal cues to understanding overall meaning;</li> </ul>	<b>4f1.3</b>	<ul style="list-style-type: none"> <li>give an oral presentation of up to 5 sentences (e.g. a description of themselves);</li> </ul>
<b>1f2.2</b>	<ul style="list-style-type: none"> <li>respond briefly to simple rehearsed oral texts (songs and games); gesture words of a song, play or dialogue; orally provide missing words in group singing/chanting of easy songs and rhymes (e.g. Frère _____, Frère _____).</li> </ul>	<b>2f2.2</b>	<ul style="list-style-type: none"> <li>respond briefly to familiar oral texts (answer short, very simple questions); gesture words of a song, play or dialogue; orally provide missing words in independent singing/ chanting of easy French songs and rhymes.</li> </ul>	<b>3f2.2</b>	<ul style="list-style-type: none"> <li>respond briefly to oral texts (e.g., answer short, simple questions; gesture words of a song or dialogue; act out the words of a song or play).</li> </ul>	<b>4f1.4</b>	<ul style="list-style-type: none"> <li>make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher;</li> </ul>
						<b>4f2.1</b>	<ul style="list-style-type: none"> <li>use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);</li> </ul>
						<b>4f2.2</b>	<ul style="list-style-type: none"> <li>respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song).</li> </ul>

## Specific Expectations -Reading

*\*Italicized words in brackets in Grade 4 should be used to programme for students without prior FSL instruction.*

	<b>Grade 1</b>		<b>Grade 2</b>		<b>Grade 3</b>		<b>Grade 4</b>
	By the end of Grade 1, students will:		By the end of Grade 2, students will:		By the end of Grade 3, students will:		By the end of Grade 4, students will:
<b>1f3.1</b>	<ul style="list-style-type: none"> <li>begin to identify words in print from known charts and labels;</li> </ul>	<b>2f3.1</b>	<ul style="list-style-type: none"> <li>identify words in print from known charts and labels;</li> </ul>	<b>3f3.1</b>	<ul style="list-style-type: none"> <li>begin to read aloud familiar material using correct pronunciation and intonation;</li> </ul>	<b>4f3.1</b>	<ul style="list-style-type: none"> <li>read aloud familiar material, using correct pronunciation and intonation;</li> </ul>
<b>1f3.2</b>	<ul style="list-style-type: none"> <li>participate in modelled and shared reading activities.</li> </ul>	<b>2f3.2</b>	<ul style="list-style-type: none"> <li>participate in modelled and shared reading activities;</li> </ul>	<b>3f3.2</b>	<ul style="list-style-type: none"> <li>read and understand a variety of French pattern books, simple stories, class charts and dialogues;</li> </ul>	<b>4f3.2</b>	<ul style="list-style-type: none"> <li>read at least six simple passages or stories (e.g., greeting cards, song lyrics);</li> </ul>
		<b>2f3.3</b>	<ul style="list-style-type: none"> <li>read a variety of simple materials containing learned vocabulary.</li> </ul>	<b>3f3.3</b>	<ul style="list-style-type: none"> <li>use a variety of French resources (e.g. flashcards, picture dictionary, posters);</li> </ul>	<b>4f3.3</b>	<ul style="list-style-type: none"> <li>read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);</li> </ul>
				<b>3f3.4</b>	<ul style="list-style-type: none"> <li>read and respond to familiar, simple written material (e.g., select the correct answer, fill in the missing word, draw a picture.</li> </ul>	<b>4f3.4</b>	<ul style="list-style-type: none"> <li>use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning.</li> </ul>

## Specific Expectations - Writing

*\*Italicized words in brackets in Grade 4 should be used to programme for students without prior FSL instruction.*

	<b>Grade 1</b>		<b>Grade 2</b>		<b>Grade 3</b>		<b>Grade 4</b>
	By the end of Grade 1, students will:		By the end of Grade 2, students will:		By the end of Grade 3, students will:		By the end of Grade 4, students will:
<b>1f4.1</b>	<ul style="list-style-type: none"> <li>copy some French words following a model as provided by the teacher;</li> </ul>	<b>2f4.1</b>	<ul style="list-style-type: none"> <li>select and transcribe correct vocabulary in simple sentences (e.g. J'ai un chat/chien);</li> </ul>	<b>3f4.1</b>	<ul style="list-style-type: none"> <li>begin to independently print known words using charts, posters and flashcards (e.g., the date, weather terms);</li> </ul>	<b>4f4.1</b>	<ul style="list-style-type: none"> <li>copy and write simple words, phrases and short sentences and questions, using basic vocabulary and very simple language structures;</li> </ul>
<b>1f4.2</b>	<ul style="list-style-type: none"> <li>copy basic sentences (e.g., Je m'appelle...);</li> </ul>	<b>2f4.2</b>	<ul style="list-style-type: none"> <li>identify and correctly label objects using familiar vocabulary;</li> </ul>	<b>3f4.2</b>	<ul style="list-style-type: none"> <li>create a simple pattern story by substituting words;</li> </ul>	<b>4f4.2</b>	<ul style="list-style-type: none"> <li>write, using a model, a first draft and corrected version in guided and co-operative writing tasks (e.g., greeting cards);</li> </ul>
<b>1f4.3</b>	<ul style="list-style-type: none"> <li>select and write basic vocabulary from a chart to create simple personal sentences (e.g., fill in the blank).</li> </ul>	<b>2f4.3</b>	<ul style="list-style-type: none"> <li>write simple French books following a model (e.g., fill in the blank and illustrate).</li> </ul>	<b>3f4.3</b>	<ul style="list-style-type: none"> <li>write own French books or poems using a model (e.g. acrostic poem, haiku).</li> </ul>	<b>4f4.3</b>	<ul style="list-style-type: none"> <li>write responses to very simple questions;</li> </ul>
						<b>4f5.1</b>	<ul style="list-style-type: none"> <li>use and spell the vocabulary appropriate for this grade level.</li> </ul>

## Grammar, Language Conventions and Vocabulary

These are addressed in the 3 strands of the FSL Curriculum

*\*Italicized words in brackets in Grade 4 should be used to programme for students without prior FSL instruction.*

	<b>Grade 1</b>		<b>Grade 2</b>		<b>Grade 3</b>		<b>Grade 4</b>
	By the end of grade 1, students will develop and apply the following grammar and language conventions in the <u>oral strand</u> :		By the end of grade 2, students will develop and apply the following grammar and language conventions through communicative activities in <u>all three strands</u> :		By the end of grade 3, students will develop and apply the following grammar and language conventions through communicative activities in <u>all three strands</u> :		By the end of grade 4, students will develop and apply the language knowledge outlined below through communicative activities in <u>all three strands</u> :
	<b>Nouns and Pronouns</b>		<b>Nouns and Pronouns</b>		<b>Nouns and Pronouns</b>		<b>Nouns and Pronouns</b>
<b>1f5.1</b>	<ul style="list-style-type: none"> <li>words and expressions used to identify nouns (C'est, voilà, voici, il y a);</li> </ul>	<b>2f5.1</b>	<ul style="list-style-type: none"> <li>words and expressions used to identify nouns (C'est, voilà, voici, il y a);</li> </ul>	<b>3f5.1</b>	<ul style="list-style-type: none"> <li>words and expressions used to identify nouns (C'est, voilà, voici, il y a);</li> </ul>	<b>4f5.1</b>	<ul style="list-style-type: none"> <li>words and expressions used to identify nouns (e.g. C'est Lise. Ce sont des crayons. Voilà Céline. Il y a...);</li> </ul>
<b>1f5.2</b>	<ul style="list-style-type: none"> <li>pronoun subjects (e.g., je, j', tu, il, elle);</li> </ul>	<b>2f5.2</b>	<ul style="list-style-type: none"> <li>pronoun subjects (e.g., je, j', tu, il, elle);</li> </ul>	<b>3f5.2</b>	<ul style="list-style-type: none"> <li>pronoun subjects (e.g., je, j', tu, il, elle);</li> </ul>	<b>4f5.2</b>	<ul style="list-style-type: none"> <li>pronoun subjects (je, j', tu, vous, il, elle);</li> </ul>
<b>1f5.3</b>	<ul style="list-style-type: none"> <li>introduction of indefinite articles (un, une, des) and definite articles (le, la, l', les) with nouns;</li> </ul>	<b>2f5.3</b>	<ul style="list-style-type: none"> <li>agreement of indefinite and definite articles (le, la, l', les) with nouns;</li> </ul>	<b>3f5.3a</b>	<ul style="list-style-type: none"> <li>addition of « s » to form the plural of nouns (le canard, les canards, un enfant, des enfants);</li> </ul>	<b>4f5.3a</b>	<ul style="list-style-type: none"> <li>addition of « s » to form the plural of nouns (un enfant/des enfants);</li> </ul>
				<b>3f5.3b</b>	<ul style="list-style-type: none"> <li>introduction of terms masculin/féminin; singulier/pluriel;</li> </ul>	<b>4f5.3b</b>	<ul style="list-style-type: none"> <li>agreement of definite articles (le/la/l'/les), and indefinite articles (un/une/des) with nouns;</li> </ul>

<p><b>1f5.4</b></p>	<p style="text-align: center;"><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of some regular and irregular verbs with a singular pronoun or noun subject used in oral context (e.g., j'aime, je suis, je peux, j'ai);</li> </ul>	<p><b>2f5.4</b></p>	<p style="text-align: center;"><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of some regular and irregular verbs with a singular pronoun or noun subject (e.g., j'aime, je suis, je peux, j'ai);</li> </ul>	<p><b>3f5.4</b></p>	<p style="text-align: center;"><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of some regular and irregular verbs with a singular pronoun or noun subject (e.g., j'aime, je suis, je peux, j'ai);</li> </ul>	<p><b>4f5.4</b></p>	<p style="text-align: center;"><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of être, avoir and some regular –er verbs with a singular pronoun or noun subject (e.g., j'aime, Paul aime);</li> </ul>
<p><b>1f5.6</b></p>	<p style="text-align: center;"><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• introduction of common descriptive adjectives (e.g. grand(e), petit(e), rouge, triste.);</li> </ul>	<p><b>2f5.6</b></p>	<p style="text-align: center;"><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• use of common descriptive adjectives (e.g. grand(e), petit(e), rouge, triste.);</li> </ul>	<p><b>3f5.6a</b></p>	<p style="text-align: center;"><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• use of common descriptive adjectives (e.g. grand(e), petit(e), rouge, triste.);</li> </ul>	<p><b>4f5.6</b></p>	<p style="text-align: center;"><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• addition of « e » to form the feminine of simple, regular adjectives (grand/grande);</li> </ul>
<p><b>1f5.7</b></p>	<p style="text-align: center;"><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• introduction of prepositions of place in oral context (e.g., sur, sous, dans, devant, derrière, à côté de);</li> </ul>	<p><b>2f5.7</b></p>	<p style="text-align: center;"><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• use of prepositions of place in oral context (e.g., sur, sous, dans, devant, derrière, à côté de);</li> </ul>	<p><b>3f5.7</b></p>	<p style="text-align: center;"><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• use of prepositions of place (e.g., sur, sous, dans, devant, derrière, à côté de);</li> </ul>	<p><b>4f5.7</b></p>	<p style="text-align: center;"><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>• use of prepositions of place (e.g. sur, sous, dans, devant, derrière, à côté de) and to indicate possession (e.g., de);</li> </ul>
<p><b>1f5.8 a</b></p>	<p style="text-align: center;"><b>Interrogative Constructions</b></p> <ul style="list-style-type: none"> <li>• introduction of questions with rising intonation and with est-ce que in oral context;</li> </ul>	<p><b>2f5.8</b></p>	<p style="text-align: center;"><b>Interrogative Constructions</b></p> <ul style="list-style-type: none"> <li>• introduction of questions with rising intonation and with est-ce que in oral context;</li> </ul>	<p><b>3f5.8</b></p>	<p style="text-align: center;"><b>Interrogative Constructions</b></p> <ul style="list-style-type: none"> <li>• respond orally and in written form to questions with est-ce que;</li> </ul>	<p><b>4f5.8a</b></p>	<p style="text-align: center;"><b>Interrogative Constructions</b></p> <ul style="list-style-type: none"> <li>• questions with rising intonation and with est-ce que;</li> </ul>
<p><b>1f5.8 b</b></p>	<ul style="list-style-type: none"> <li>• introduction of the question words in oral context (qui, comment, quel/quelle, qu'est-ce que, combien, où, pourquoi);</li> </ul>					<p><b>4f5.8b</b></p>	<ul style="list-style-type: none"> <li>• question words (comment, où, combien, quel/quelle, qu'est-ce que, and qui);</li> </ul>



	<b>Grade 1</b>		<b>Grade 2</b>		<b>Grade 3</b>		<b>Grade 4</b>
	By the end of grade 1, students will build and use the following vocabulary in the <u>oral strand</u> :		By the end of grade 2, students will build and use the following vocabulary in communicative activities <u>in all three strands</u> :		By the end of grade 3, students will build and use the following vocabulary in communicative activities <u>in all three strands</u> :		By the end of grade 4, students will build and use the following vocabulary in communicative activities <u>in all three strands</u> :
	<b>Vocabulary</b>		<b>Vocabulary</b>		<b>Vocabulary</b>		<b>Vocabulary</b>
<b>1f5.9</b>	<ul style="list-style-type: none"> <li>introduction of basic vocabulary in oral context (e.g., colours, numbers, alphabet, words associated with classroom objects, weather, calendar, family).</li> </ul>	<b>2f5.9</b>	<ul style="list-style-type: none"> <li>use of basic vocabulary (e.g., colours, numbers, alphabet, words associated with classroom objects, weather, calendar, family);</li> </ul>	<b>3f5.9</b>	<ul style="list-style-type: none"> <li>use of vocabulary (e.g., colours, numbers, alphabet, words associated with classroom objects, weather, calendar, family);</li> </ul>	<b>4f5.9</b>	<ul style="list-style-type: none"> <li>basic vocabulary (e.g., colours; numbers from 1 to 31; words associated with classroom objects, time, calendar, family);</li> </ul>
		<b>2f5.10</b>	<ul style="list-style-type: none"> <li>new words from units of study ;</li> </ul>	<b>3f5.10</b>	<ul style="list-style-type: none"> <li>new words from units of study;</li> </ul>	<b>4f5.10</b>	<ul style="list-style-type: none"> <li>new words from units of study and words from personal word lists, class lists;</li> </ul>
		<b>2f5.11</b>	<ul style="list-style-type: none"> <li>introduction of French cognates of English words.</li> </ul>	<b>3f5.11</b>	<ul style="list-style-type: none"> <li>recognize, in context, French cognates of English words.</li> </ul>	<b>4f5.11</b>	<ul style="list-style-type: none"> <li>word banks of identical cognates (e.g., un animal, le golf);</li> </ul>
							<b>Spelling Rules and Strategies</b>
						<b>4f5.12</b>	<ul style="list-style-type: none"> <li>use of lower-case letters for the days of the week and months of the year;</li> </ul>
						<b>4f5.13</b>	<ul style="list-style-type: none"> <li>use of rhyming words such as père and mère, and basic sounds and their related spelling patterns in French (e.g., fâché / février, auto / chameau / jaune)</li> </ul>

# **Assessment and Evaluation of Student Achievement**

## **Basic Considerations**

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs.

Assessment is the process of gathering information from a variety of sources (e.g., day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation of SMCDSB French as a Second Language, Grades 1-3 will be based on the expectations and the achievement levels outlined in this document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart provided in this document;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning a second language;
- ensure that each student is given clear directions for improvement and next steps;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the **overall expectations**. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart for level 3 represent the “provincial standard” for achievement of the expectations. Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

## **The Achievement Chart**

The Ontario Curriculum – Grades 1–12: Achievement Charts (draft 2004) (provided below) identifies four categories of knowledge and skills for French as a Second Language, Grades 1-8. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The achievement chart is designed to:

- provide a framework that encompasses all expectations;
- guide the development of assessment tasks and tools;
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

### **Categories of Knowledge and Skills**

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given grade are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are described as follows:

***Knowledge and Understanding.***

Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

***Thinking.***

The use of critical and creative thinking skills and/or processes.

***Communication.***

The conveying of meaning through various forms.

***Application.***

The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

**Descriptors**

A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement charts, effectiveness is the descriptor used for the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

**Qualifiers**

A specific “qualifier” is used to define each of the four levels of achievement that is, **limited** for level 1, **some** for level 2, **considerable** for level 3, and **a high degree** or **thorough** for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be, “the student uses planning skills with considerable effectiveness”.

## Achievement Chart – French As a Second Language (Core, Extended, and Immersion), Grades 1–8

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., grammar, vocabulary, definitions, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., main ideas and supporting details, literary themes and devices, forms of text)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing an inquiry, formulating questions, gathering information, using prior knowledge of the language)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., generating, analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, reading process, writing process, problem solving, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information in oral, visual, and written forms (e.g., clear expression; use of visual and verbal cues; use of appropriate vocabulary)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills in familiar contexts (e.g., use of a model, language knowledge, second-language learning strategies, reading strategies, vocabulary-building strategies)	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., use of models, language knowledge, second-language learning strategies, reading strategies, vocabulary-building strategies)	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal experiences and FSL, between FSL and other disciplines, between FSL and the world outside the school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

## Reporting Procedures for French as a Second Language

When reporting achievement of students to parents, the communication should include a description of performance. With respect to the report card, every effort should be made to include a personalized comment relating to strengths, needs and next steps. For example, level 3 could be described as, “The student can effectively: respond to oral tasks; read simple texts and write following a model. He/She enjoyed performing “Les trois petits cochons”. The student is encouraged to continue participating in class discussions.” Please refer to *Appendix 1* for sample level 3 comments.

The evaluation and reporting of student achievement will be based on the curriculum strands indicated in the following chart. Note that students in grade one will be assessed, evaluated and reported only on the oral communication strand for the entire year.

<i>Grade</i>	<i>Oral Communication</i>	<i>Reading</i>	<i>Writing</i>
Grade 1	Terms 1, 2 & 3	Not evaluated	Not evaluated
Grade 2	Terms 1, 2 & 3	Terms 2 & 3	Terms 2 & 3
Grade 3	Terms 1, 2 & 3	Terms 1, 2 & 3	Terms 1, 2 & 3
Grades 4 – 8	Terms 1, 2 & 3	Terms 1, 2 & 3	Terms 1, 2 & 3

Note: Please remember that the Ministry of Education states that “*If a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the grade/mark column blank*”. (Guide to the Provincial Report Card, Grades 1-8, 1998, 10).

In the event that a junior student transfers without prior FSL instruction in the primary grades, it is expected that the student’s instruction will be based on the expectations in the Ontario Curriculum FSL Document: Grades 4-8.

## **Appendix 1: Sample Report Comments for Level 3 Performance**

### **Grade 1**

#### **Term 1:**

(Name) is able to listen to and repeat basic vocabulary in rehearsed contexts (e.g., rhymes songs or chants) with considerable effectiveness. He/She enjoys learning a second language. He/She is encouraged to continue to listen attentively in order to improve his/her pronunciation.

#### **Term 2:**

(Name) is able to respond to oral activities following a model using very simple phrases that include learned vocabulary with considerable effectiveness. He/She is an enthusiastic learner and is eager to share his/her knowledge. (Name) is encouraged to integrate new vocabulary into daily conversations.

#### **Term 3:**

(Name) is able to listen to and respond to a variety of short texts and simple questions with considerable effectiveness. He/She demonstrates a positive attitude towards learning French. Continued participation in daily oral activities is encouraged.





## **Appendix 2: Sample Report Comments for Level 3 Performance Grades 2 & 3**

### **Grade 2:**

#### **Term 1:**

(Name) is able to listen to and talk about short oral texts and respond to simple questions in order to demonstrate understanding with considerable effectiveness. (Name) participates willingly and is encouraged to share his/her enthusiasm with his/her peers.

#### **Term 2:**

(Name) is able to speak using simple sentences, read a variety of basic materials and write a short text following a model with considerable effectiveness. He/She uses accurate pronunciation and is encouraged to ask more questions for clarification.

#### **Term 3:**

(Name) is able to give a simple oral presentation, use basic reading strategies to make sense of written text, and use learned vocabulary to write a simple French book following a model with considerable effectiveness. (Name) is expressive when performing in a French presentation. He/She is encouraged to use visual and verbal cues to gain meaning.

### **Grade 3:**

#### **Term 1:**

(Name) is able to listen to and respond briefly to oral text, read simple materials containing learned vocabulary and independently print known words with considerable effectiveness. (Name) consistently uses visual and verbal cues to gain meaning. He/She is urged to explore new French resources.

#### **Term 2:**

(Name) is able to talk about familiar topics, read aloud familiar material using correct pronunciation and write simple text with considerable effectiveness. (Name) is an enthusiastic peer tutor and is encouraged to continue participating consistently.

#### **Term 3:**

(Name) is able to give an oral presentation, read and respond to simple written material, and create a pattern story by substituting words with considerable effectiveness. (Name) demonstrates creativity in his/her story writing. He/She is encouraged to use classroom resources for editing.

### **Appendix 3: Sample Report Card Comments indicating Next Steps for Grades 1-3:**

- Name is encouraged to continue to participate fully in all class activities.
- Name should continue his/her strong attempts in French class.
- Name should continue to improve his/her attempts in French class.
- Name is encouraged to use newly acquired vocabulary in a variety of contexts.
- Name is encouraged to continue sharing his/her enthusiasm with his/her peers.
- Name is encouraged to become an active in-class participant.
- Name is encouraged to participate more often in all class activities.
- Name is encouraged to participate and listen more often in class.
- Name is encouraged to use visual and verbal cues on a regular basis.
- Name is encouraged to use visual and verbal cues to determine meaning.
- Name is encouraged to improve his/her listening skills.
- Name is encouraged to demonstrate more enthusiasm towards learning a second language.
- Name is urged to work more effectively in a group setting.
- Name is urged to focus more during (class discussions, seat work, group work...)

## Appendix 4: Grille d'observation

Échelle    **4: tout le temps**                      **3: souvent**                      **2: quelquefois**                      **1: rarement**

<b>Nom des élèves:</b>																						
<b>Participe à l'activité</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Répond en français aux autres</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Encourage les autres à parler en français</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Pratique le vocabulaire et les structures de l'unité</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

### Appendix 5: Grille d'observation (Gabarit)

Échelle    **4: tout le temps**                      **3: souvent**                      **2: quelquefois**                      **1: rarement**

Nom des élèves:																						
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

### Appendix 6: Grille d'observation : Évaluation de travail de groupe

Les membres du groupe:	L'élève s'est conformé(e) aux règles du groupe telles qu'établies pour cette activité.	L'élève a partagé le matériel et les idées avec les autres.	L'élève a montré du respect pour les autres en écoutant leurs points de vue.	L'élève s'est montré(e) responsable en faisant sa partie de la tâche.	L'élève a présenté clairement l'information pertinente.
1.					
2.					
3.					
4.					
5.					

**Appendix 7: Grille d'observation (Gabarit)**

<b>Les membres du groupe:</b>					
<b>1.</b>					
<b>2.</b>					
<b>3.</b>					
<b>4.</b>					
<b>5.</b>					

**Appendix 8: Fiche anecdotique**

**Tâche :** \_\_\_\_\_

**Date :** \_\_\_\_\_

Nom :	Nom :
Observations / remarques:	Observations / remarques:
Nom :	Nom :
Observations / remarques:	Observations / remarques: