

# Intensive French – Year One

## Intensive French Learning Outcomes & Performance Standards

First Report

Second Report

Third Report

Student: \_\_\_\_\_

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

<b>COMMUNICATING AND CONVEYING INFORMATION (Listening and Speaking)</b>	<b>Level 1 - Developing</b> Not yet within expectations	<b>Level 2 - Basic</b> Minimally meets expectations	<b>Level 3 - Proficient</b> Fully meets expectations	<b>Level 4 - Strong</b> Exceeds expectations
<b>The student</b> participates in classroom routines and activities conducted in French;	<ul style="list-style-type: none"> <li>communicates only with constant prompting</li> <li>tends to use single words when speaking</li> </ul>	<ul style="list-style-type: none"> <li>requires frequent prompting to communicate</li> <li>uses words and some sentences when speaking</li> </ul>	<ul style="list-style-type: none"> <li>requires occasional prompting to communicate</li> <li>uses sentences when speaking</li> </ul>	<ul style="list-style-type: none"> <li>requires little or no prompting to communicate</li> <li>always uses full sentences when speaking</li> </ul>
responds appropriately to verbal instructions	<ul style="list-style-type: none"> <li>demonstrates very limited comprehension</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates comprehension some of the time</li> </ul>	<ul style="list-style-type: none"> <li>comprehends and responds appropriately</li> </ul>	<ul style="list-style-type: none"> <li>comprehends easily</li> </ul>
asks and responds to questions; expresses ideas about familiar topics	<ul style="list-style-type: none"> <li>uses a few basic forms to express ideas; message may be incomprehensible</li> <li>expresses ideas orally with little fluency</li> </ul>	<ul style="list-style-type: none"> <li>uses some basic forms to express ideas; message is mostly understandable</li> <li>expresses ideas orally with limited fluency</li> </ul>	<ul style="list-style-type: none"> <li>uses basic forms appropriately to express ideas; message is understandable</li> <li>expresses ideas orally with fluency</li> </ul>	<ul style="list-style-type: none"> <li>uses basic forms effectively to express ideas or adds extra detail; message is clearly understandable</li> <li>expressing ideas orally with a high degree of fluency</li> </ul>
completes tasks individually, in pairs and in groups;	<ul style="list-style-type: none"> <li>accomplishes minimal results individually; contributes very little to pair or group work</li> </ul>	<ul style="list-style-type: none"> <li>accomplishes tasks individually with support; contributes some ideas to pair or group work;</li> </ul>	<ul style="list-style-type: none"> <li>accomplishes tasks individually; participates effectively in pair or group work</li> </ul>	<ul style="list-style-type: none"> <li>effectively accomplishes tasks individually; contributes significantly or leads during pair or group work</li> </ul>
negotiates meaning in unfamiliar situations using various language learning strategies, e.g., recognizing cognates & familiar words; seeks help and uses resources	<ul style="list-style-type: none"> <li>rarely applies language learning strategies</li> <li>rarely seeks help from others or consults resources</li> </ul>	<ul style="list-style-type: none"> <li>sometimes applies language learning strategies</li> <li>sometimes seeks help from others and/or consults resources</li> </ul>	<ul style="list-style-type: none"> <li>applies language learning strategies by asking others and/or consulting resources</li> <li>seeks help by asking others and/or consulting resources</li> </ul>	<ul style="list-style-type: none"> <li>makes effective use of language learning strategies to negotiate meaning</li> <li>makes effective use of other people and resources for assistance</li> </ul>

<b>COMMUNICATING AND CONVEYING INFORMATION (Reading and Writing)</b>	<b>Level 1 - Developing</b> Not yet within expectations	<b>Level 2 - Basic</b> Minimally meets expectations	<b>Level 3 - Proficient</b> Fully meets expectations	<b>Level 4 - Strong</b> Exceeds expectations
<b>The student</b> reads aloud texts with comprehensible pronunciation and fluency;	• message may include many pauses and not be understandable	• some parts of the message are fluent; mostly understandable	• message is fluent and understandable	• message is fluent and clearly understandable
reads simple texts and understands (with support) the main ideas of what is read	• demonstrates little comprehension in reading	• demonstrates some comprehension in reading	• demonstrates comprehension in reading	• demonstrates a consistently high degree of comprehension
transcribes material that is developed through verbal interaction and reading	• copies from a model	• uses a model and makes minor changes to it	• makes some changes and additions to a model	• creates new forms or makes changes and additions to a model
represents ideas and information in a variety of visual and written formats	• represents ideas and information only if a model provided	• represents ideas and information in very basic ways	• represents ideas and information effectively in a variety of formats	• represents ideas and information in innovative and highly effective ways

<b>EXPERIENCING CREATIVE WORKS</b>				
<b>The student</b> views, listens and responds to creative works in French	• shows little or no evidence of personal response	• provides a simple formatted personal response	• provides a simple formatted personal response with some added detail	• provides a personal response in a more complex form with added detail
<b>UNDERSTANDING CULTURAL INFLUENCES</b>				
<b>The student</b> demonstrates an awareness of French language and culture in Canada	• shows little or no awareness of cultural influences	• shows a developing awareness of cultural influences	• shows awareness of cultural influences	• displays an insightful awareness of cultural influences