Core French Learning Outcomes - Achievement Levels

Grade 6 Level 2 - Basic Level 3 - Proficient Level 4 - Strong Communicating Level 1 - Developing Consistently meets expectations Not yet within expectations Meets expectations **Exceeds** expectations The student communicates. •uses basic forms uses some basic forms: most •uses basic forms •uses a few basic forms: e.g., appropriately; information exchanges information orally; of the information is effectively; information is information may be is understandable shares likes, dislikes and clearly understandable incomprehensible understandable interests: • adds to the required • may read or recite some • adds significantly to the reads or recites informamakes use of pattern phrases information; fairly fluent; information: limited required information; tion with little fluency: to support oral communication; may self-correct errors in fluency; speaks with some speaks fluently; few or no speaks with many errors in participates in classroom pronunciation errors in pronunciation errors in pronunciation pronunciation routines conducted in French; uses gesture and expression to convey meaning. •requires occasional teacher •requires frequent teacher •requires little / no teacher •requires constant teacher support in structured and support in structured support in structured and support in highly structured open-ended situations situations situations open-ended situations The student develops and applies strategies to assist • is often unable to use prior occasionally uses use prior •uses prior knowledge to • makes effective use of knowledge to predict knowledge to predict comprehension and expression, predict meaning prior knowledge to predict e.g., meaning meaning meaning uses prior knowledge of topic • demonstrates under-• demonstrates under-• demonstrates underto predict meaning; • demonstrates underuses visual and context cues to standing of a few of the standing of some of the main standing of most of the main standing of all or most of ideas and details understand meaning: main ideas and details ideas and details the main ideas and details participates in language practice activities; participates minimally in • participates in most • participates well in • participates fully in actively seeks help by asking language practice activities language practice activities language practice activities language practice activities for clarification & repetition. •rarely seeks help by • makes effective use of • sometimes seeks help by • seeks help by asking for asking for clarification clarification and/or asking for clarification clarification and/or and/or repetition and/or repetition repetition repetition when needed

Acquiring and Conveying Information The student extracts information from French	•copies from a model •has difficulty extracting	•uses a model and makes minor changes to it	• creates new forms or makes some changes and additions to a model	• creates new forms or makes changes and additions to a model
resources in order to complete authentic tasks convey information orally and visually, e.g., using graphs,	and/or incorporating information from French resources	 incorporates some words from French resources requires frequent teacher 	• incorporates words from French resources	• incorporates words, sentences from French resources
charts, lists.	•requires constant teacher support	support	•requires occasional teacher support	•requires little or no teacher support
Experiencing Creative Works The student views, listens to and, to some extent, reads creative works and responds to them in a personal way.	•shows little or no evidence of personal response	•provides a simple personal response with little or no detail	•provides a personal response with one sup- porting reason or example	• provides a personal response with supporting reasons and/or examples
Understanding Cultural Influences				
The student identifies elements of their own, their classmates' and Francophone cultures.	•shows little or no awareness of cultural differences and similarities	• makes general observations about cultural differences and similarities	• makes detailed observations about cultural differences and similarities	• makes insightful observations about cultural differences and similarities

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
PRODUCE A PIZZA				
RECIPE	 recipe steps may be incom- 	 most recipe steps are 	 recipe steps are complete 	 recipe steps are complete;
	plete or illogically ordered;	complete but may not all be	and logically ordered;	evidence of extra effort;
Create an original pizza	illustrations may be incom-	logically ordered;	illustrations support the	illustrations enhance the
recipe with ingredients,	plete or carelessly drawn	illustrations are complete	poster information	poster information
instructions and				
illustrations.	 requires constant teacher 	 requires frequent teacher 	 requires some teacher 	 requires little or no
	support	support	support	teacher support
				• presents all or almost all
Include necessary recipe	• presents some of the	• presents most of the	 presents all or almost all 	required content, e.g., basic
steps to make the pizza.	required content, e.g., basic	required content, e.g., basic	required content, e.g., basic	forms, structures and
	forms, structures and	forms, structures and	forms, structures and	vocabulary, and adds extra
	vocabulary	vocabulary	vocabulary	detail or information
Participate with group to	• contributes very little to	• contributes some ideas and	 participates actively in 	•assumes leadership role,
produce recipe & poster.	the group effort	follows others' directions	the group effort	helps others stay on task
Use thematic language to	•uses required language but	•uses required language but	•uses required language	• uses required language
provide pizza instructions, e.g., Préparez, du/de la/de l'/des,	includes many errors in	includes errors in French	with occasional errors in	with few or no errors in
Preparez, du/de la/de l/des, Je prépare (Préparer = theme	French		French	French
verbs)				
		1 4		
PRESENT ORALLY	•reads or recites informa-	• may read or recite some	• adds to the required	• adds significantly to the
Design of the second second	tion with little fluency	information with limited	information; fairly fluent	required information;
Present pizza recipe to the		fluency		speaks fluently
class.	• speaks with many errors in	• speaks with some errors in	 may self-correct errors in 	• few or no errors in
	pronunciation; information	pronunciation; most of the	pronunciation; information	pronunciation; information
	may be incomprehensible	information understandable	is understandable	is clearly understandable
Present language in ways				3
which support meaning and	 rarely uses techniques to 	 sometimes uses techniques 	 uses appropriate tech- 	•uses a variety of
maintain interest, e.g.,	support meaning and	to support meaning and	niques to support meaning	techniques to enhance
intonation, expression,	maintain audience interest	maintain audience interest	and maintain audience	meaning and audience
sound effects.			interest	interest
Use gestures during presen-	 rarely uses gestures during 	 sometimes uses gestures 	•uses appropriate gestures	•uses a variety of gestures
tation, e.g., pointing to the poster	the presentation	during the presentation	during the presentation	to enhance the presentation
or miming recipe steps.	•	01		1

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
DESIGN A T-SHIRT		-	5	
Design a t-shirt advertising a region or an activity, including slogan and illustration.	 t-shirt may be incomplete; illustrations may be incomplete or carelessly drawn requires constant teacher upport 	 t-shirt is complete but shows a lack of effort; lettering is legible but inconsistent in size requires frequent teacher 	 t-shirt is completed with care; illustrations support the slogan requires some teacher support 	 t-shirt is completed with extra effort; illustrations and slogan are visually appealing requires little or no teacher support
Create a slogan to promote a favourite activity or region.	• presents some of the required content, e.g., basic forms, structures and vocabulary	• presents most of the required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary	•presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
Participate with group to design t-shirt.	• contributes very little to the group effort	•contributes some ideas and follows others' directions	 participates actively in the group effort 	•assumes leadership role, helps others stay on task
Use thematic language to describe and/or promote an activity or region, e.g., Explorez Je fais Tu fais Il fait du/de la/de l'/des	•uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French

Visages 2 -	Les t-shirts	Project Rubric
V ISUGES ~	Les t sintes	i i oject Mubile

PRESENT ORALLY	•reads or recites informa- tion with little fluency	• may read or recite some information with limited	• adds to the required information; fairly fluent	• adds significantly to the required information;
Present a t-shirt and slogan to the class.	•speaks with many errors in	fluency • speaks with some errors in	• may self-correct errors in	speaks fluentlyfew or no errors in
	pronunciation; information may be incomprehensible	pronunciation; most of the information understandable	pronunciation; information is understandable	pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression.	•rarely uses techniques to support meaning and maintain audience interest	• sometimes uses techniques to support meaning and maintain audience interest	• uses appropriate tech- niques to support meaning and maintain audience interest	• uses a variety of techniques to enhance meaning and audience interest
Use gestures during presen- tation, e.g., to promote shirt and its message.	•rarely uses gestures during the presentation	• sometimes uses gestures during the presentation	•uses appropriate gestures during the presentation	• uses a variety of gestures to enhance the presentation

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
<u>CREATE A COMPARISON</u>				
BOOKLET	 booklet may be 	 most booklet pages are 	 booklet is completed with 	 booklet is completed with
	incomplete; illustrations	complete; most illustrations	care; illustrations match	evidence of extra effort,
Create a booklet which	may be incomplete or	are accurately placed or	statements accurately	e.g., added information or
compares ant and human	carelessly drawn	drawn to match statements		drawing
attributes. (May use fiches or draw own illustrations.)	•requires constant teacher support	•requires frequent teacher support	•requires some teacher support	•requires little or no teacher support
	 presents some of the 	 presents most of the 	 presents all or almost all 	 presents all or almost all
Organize illustrations and	required content, e.g., basic	required content, e.g., basic	required content, e.g., basic	required content, e.g., basic
statements comparing ant and human attributes.	forms, structures and	forms, structures and	forms, structures and	forms, structures and
and numan attributes.	vocabulary	vocabulary	vocabulary	vocabulary, and adds extra
Use thematic language to				detail or information
compare ants and humans, e.g., Nous sommes/Ils sont/Elles sont	•uses required language but	 uses required language but 	 uses required language 	 uses required language
Nous sommes/Ils sont/Elles sont + adjectif, Nous travaillons,	includes many errors in	includes errors in French	with occasional errors in	with few or no errors in
Ils/Elles travaillent	French		French	French
PRESENT ORALLY		 may read or recite some 	• adds to the required	•adds significantly to the
Present comparison booklet	 reads or recites informa- 	information with limited	information; fairly fluent	required information;
to the class.	tion with little fluency	fluency		speaks fluently
to the cluss.	- an only a with money among in	- an a lea with some among in	 may self-correct errors in 	• few or no errors in
	• speaks with many errors in pronunciation; information	• speaks with some errors in pronunciation; most of the	pronunciation; information	• rew or no errors in pronunciation; information
	may be incomprehensible	information understandable	is understandable	is clearly understandable
Present language in ways				
which support meaning and	 rarely uses techniques to 	 sometimes uses techniques 	 uses appropriate tech- 	•uses a variety of
maintain interest, e.g.,	support meaning and	to support meaning and	niques to support meaning	techniques to enhance
intonation, expression,	maintain audience interest	maintain audience interest	and maintain audience	meaning and audience
sound effects.			interest	interest
Use gestures during	 rarely uses gestures during 	 sometimes uses gestures 	•uses appropriate gestures	•uses a variety of gestures
presentation, e.g., to enhance the comparisons made in booklet.	the presentation	during the presentation	during the presentation	to enhance the presentation

Visages 2 - Les fourmis Project Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
ORAL PRESENTATION				
Perform a Readers' Theatre presentation on the history of flight.	• reads or recites informa- tion with little fluency	•may read or recite some information with limited fluency	•adds to the required information; fairly fluent	• adds significantly to the required information; speaks fluently
of fight.	• speaks with many errors in pronunciation; information may be incomprehensible	•speaks with some errors in pronunciation; most of the information understandable	• may self-correct errors in pronunciation; information is understandable	• few or no errors in pronunciation; information is clearly understandable
Participate with others to play a role, e.g., les aviateurs, les spectateurs, les narrateurs, etc.	• assumes a limited role within the role group; contributes little to planning & presentation	• assumes a minor role within the role group; contributes appropriately to planning & presentation	• assumes a supportive role within the role group; contributes effectively to planning & presentation	• assumes a major role within the rap group; instrumental in the planning and presentation of the rap
Use thematic language to present one portion of the Readers' Theatre, e.g., Nous sommes/Ils sont/Elles sont + adjectif, Nous travaillons, Ils/Elles travaillent	• uses required language but includes many errors in French	•uses required language but includes errors in French	• uses required language with occasional errors in French	•uses required language with few or no errors in French
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects.	• rarely uses techniques to support meaning and maintain audience interest	• sometimes uses techniques to support meaning and maintain audience interest	• uses appropriate tech- niques to support meaning and maintain audience interest	• uses a variety of techniques to enhance meaning and audience interest
Use rhythm, mime and/or gestures during presenta- tion, e.g., to enhance role.	• rarely uses rhythm, mime or gestures during the presentation	• sometimes uses rhythm, mime or gestures during the presentation	• uses appropriate rhythm, mime or gestures during the presentation	•uses a variety of rhythm, mime and gestures to enhance the presentation

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
DEGLONIA FIDE EGGADE	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
DESIGN A FIRE ESCAPE PLAN FOR ONE'S FAMILY	a nlan may ba incomplete en	amost slowents of the plan	anlan in completed with	anlan is some lated with
ILAN FOR ONE STAMILI	• plan may be incomplete or illogical; illustrations may	• most elements of the plan are complete and logical;	• plan is completed with care; illustrations support	• plan is completed with evidence of extra effort;
Design a fire escape plan for your family and create a poster of the plan.	be incomplete or carelessly drawn	illustrations are complete	the poster information	illustrations enhance the poster information
	•requires constant teacher support	•requires frequent teacher support	•requires some teacher support	•requires little or no teacher support
Include in the evacuation plan information about your family, home, fire security items and a legend.	• presents some of the required content, e.g., basic forms, structures and vocabulary	• presents most of the required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
Use thematic language to provide fire escape information, e.g., Vous avez Nous avons Il/Elle court (Courir = theme verbs)	•uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
PRESENT ORALLY				
Present a fire escape plan to the class.	•reads or recites informa- tion with little fluency	• may read or recite some information with limited fluency	•adds to the required information; fairly fluent	•adds significantly to the required information; speaks fluently
	• speaks with many errors in pronunciation; information may be incomprehensible	• speaks with some errors in pronunciation; most of the information understandable	• may self-correct errors in pronunciation; information is understandable	•few or no errors in pronunciation; information is clearly understandable
Present language in ways	•rarely uses techniques to	• sometimes uses techniques	•uses appropriate tech-	•uses a variety of
which support meaning and maintain interest, e.g., intonation, expression.	support meaning and maintain audience interest	to support meaning and maintain audience interest	niques to support meaning and maintain audience interest	techniques to enhance meaning and audience interest
Use gestures during presen-				
tation, e.g., pointing to plan while describing it.	•rarely uses gestures during the presentation	• sometimes uses gestures during the presentation	•uses appropriate gestures during the presentation	•uses a variety of gestures to enhance the presentation

Visages 2 - Les pompiers Project Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
DECODE AN ALIEN'S	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
<u>MESSAGE</u>	 message is incomplete or does not make sense; may 	 most elements of the message are included; short 	 message is completely or almost completely 	• message is effectively translated into complete
Decode a poster message from an alien about his visit	use single words rather than sentences	sentences are used	translated into complete sentences	sentences; evidence of extra effort, e.g., added details
to Earth.	•requires constant teacher support	•requires frequent teacher support	•requires some teacher support	•requires little or no teacher support
Translate the poster symbols and illustrations into French sentences.	• presents some of the required content, e.g., basic forms, structures and vocabulary	• presents most of the required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
Use thematic language to express the alien's message, e.g., Je vais au/à la Il/Elle va au/ à la Il/Elle court (Courir = theme verbs)	• uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
PRESENT ORALLY Present oral translation of alien's message to the class.	•reads or recites informa- tion with little fluency	• may read or recite some information with limited fluency	•adds to the required information; fairly fluent	•adds significantly to the required information; speaks fluently
	• speaks with many errors in pronunciation; information may be incomprehensible	• speaks with some errors in pronunciation; most of the information understandable	• may self-correct errors in pronunciation; information is understandable	•few or no errors in pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects	•rarely uses techniques to support meaning and maintain audience interest	• sometimes uses techniques to support meaning and maintain audience interest	•uses appropriate tech- niques to support meaning and maintain audience interest	•uses a variety of techniques to enhance meaning and audience interest
Use gestures or mime during presentation to enhance the alien's message.	•rarely uses gestures or mime during the presentation	• sometimes uses gestures or mime during the presentation	• uses appropriate gestures or mime during the presentation	•uses a variety of gestures and mime to enhance the presentation

Visages 2 - Les extraterrestres Project Rubric

Visages 2 - Le temps Project Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
COMPOSE POETRY	Not yet within expectations	Meets expectations	Fully meets expectations	Exceeds expectations
ABOUT THE WEATHER	• poem(s) may be incomplete or carelessly	 poem(s) are completed; may contain single words 	•more than one poem written; evidence of care in	•more than one poem; evidence of extra effort,
Compose a poem or poems about the weather with	written and illustrated	rather than phrases; may lack cohesion or logic	writing and illustrating; logical ideas and phrases	e.g., original and descriptive ideas and
illustration(s).	•requires constant teacher support	•requires frequent teacher support	•requires some teacher support	phrases • requires little or no teacher support
Describe different types of weather using poetic techniques of alliteration, simile and/or metaphor.	• presents some of the required content, e.g., basic forms, structures and vocabulary	• presents most of the required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or poetic language
Participate with partner to create poem(s).	• contributes very little to the final product	• contributes ideas and stays on task most of the time	• contributes appropriately and equally to pair task	• assumes leadership role, contributes extra effort
Use thematic language to create weather poems, e.g., <i>Il/Elle est +</i> adjectif, <i>Il/Elle rugit (rugir =</i> theme verbs)	• uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
<u>PRESENT ORALLY</u> Share poetry orally with the class.	 reads or recites informa- tion with little fluency speaks with many errors in pronunciation; information may be incomprehensible 	 may read or recite some information with limited fluency speaks with some errors in pronunciation; most of the information understandable 	 adds to the required information; fairly fluent may self-correct errors in pronunciation; information is understandable 	 adds significantly to the required information; speaks fluently few or no errors in pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects	•rarely uses techniques to support meaning and maintain audience interest	• sometimes uses techniques to support meaning and maintain audience interest	• uses appropriate tech- niques to support meaning and maintain audience interest	•uses a variety of techniques to enhance meaning and audience interest
Use gestures during presen- tation to enhance poem's descriptive language.	•rarely uses gestures during the presentation	•sometimes uses gestures during the presentation	•uses appropriate gestures during the presentation	•uses a variety of gestures to enhance the presentation

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
WRITE A REPORT ON AN ENDANGERED ANIMAL Write a report on an endangered animal,	Not yet within expectations report information and illustrations may be incomplete or lack effort 	Meets expectations • most report information and illustrations present; lettering is legible; may lack visual appeal	Fully meets expectations • report is completed with care; illustrations support the poster information	Exceeds expectations • report is completed with evidence of extra effort; illustrations enhance the poster information
including information and illustrations.	•requires constant teacher support	•requires frequent teacher support	•requires some teacher support	• requires little or no teacher support
Include information about an animal, its classification, habitat, food, continent of origin and physical attributes.	• presents some of the required content, e.g., basic forms, structures and vocabulary	• presents most of the required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary	• presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
Use thematic language to describe the animal, e.g., Il/Elle est + adjectif, Il/Elle mange (manger = theme verbs)	• uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
PRESENT ORALLY Present report on an endangered animal to the	 reads or recites informa- tion with little fluency speaks with many errors in 	• may read or recite some information with limited fluency	•adds to the required information; fairly fluent	 adds significantly to the required information; speaks fluently few or no errors in
class.	pronunciation; information may be incomprehensible	• speaks with some errors in pronunciation; most of the information understandable	• may self-correct errors in pronunciation; information is understandable	pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression.	•rarely uses techniques to support meaning and maintain audience interest	• sometimes uses techniques to support meaning and maintain audience interest	• uses appropriate tech- niques to support meaning and maintain audience interest	• uses a variety of techniques to enhance meaning and audience interest
Use gestures during presen- tation, e.g., pointing to poster information.	•rarely uses gestures during the presentation	• sometimes uses gestures during the presentation	•uses appropriate gestures during the presentation	•uses a variety of gestures to enhance the presentation

Visages 2 - Les animaux en danger Project Rubric