




Elementary Cycle One Rubric

 C2: TO COMMUNICATE ORALLY IN ENGLISH	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	<i>(Very effective & always effective)</i>	<i>(Effective most of the time)</i>	<i>(Somewhat effective some of the time)</i>	<i>(Rarely effective)</i>	<i>(Ineffective)</i>
<u>Evidence of understanding of oral messages</u> <ul style="list-style-type: none"> Reacts to messages using verbal or nonverbal responses. 	Responds verbally or non-verbally to instructions using words and gestures. E.g. Teacher asks: "Take out your red pencil." The student does and tells other students what to do.	Responds verbally or non-verbally to most instructions using words or strings of words and gestures. E.g. Teacher asks: "Take out your red pencil." The student takes it out.	Responds to familiar requests and instructions appropriately. Ask teacher to repeat messages and follows group in order to understand. E.g. Teacher asks: "Take out your red pencil." The student looks around and takes it.	Rarely responds to instructions. Participates orally in familiar classroom activities when supported by teacher and peers.	Does not respond to instructions, looks at what peers are doing in order to follow. Needs to see the speaker's gesture and facial expressions to understand the message.
<u>Use of words and expressions to transmit oral messages</u> <ul style="list-style-type: none"> Initiates exchanges as well as response to others using or combining single words, strings of words and short expressions. 	Spontaneously initiates short exchanges in English with teacher and peers using words and expressions previously learned in class. E.g. Student: Please give me your blue pencil.	With some support, initiates short exchanges in English with teacher and peers using words and strings of words. E.g. Student: Blue please (after teacher reminded them to ask in English).	Answers questions using words in the teacher's question and show understanding by completing familiar sentences with correct word when teacher pauses. E.g. Teacher: ask your partner for a blue pencil. S: blue pencil?	Even with support, rarely responds to messages in English. Combines word with gestures and mother tongue to communicate simple messages.	Does not use any English. Needs prompting to react and to participate orally. Joins in to say simple greetings and responds to simple questions with gestures or one-word.
<u>Use of strategies*</u> <ul style="list-style-type: none"> Imitates actions specific to the strategies modelled by the teacher while engaging in activities and tasks. 	Takes risks, combines words and short expressions, focuses on visual cues and develops a personal repertoire of words and expressions.	With some support, takes risks, combines words and short expressions, focuses on visual cues and develops a personal repertoire of words and expressions.	With support, sometimes takes risks, combines a few words and expressions and develops a limited repertoire of words and expressions.	Even with support, rarely takes risks, rarely focuses on visual cues and develops a minimal repertoire of words and expressions.	Does not use compensatory and learning strategies.

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.