Guidelines for Multi-level Classes

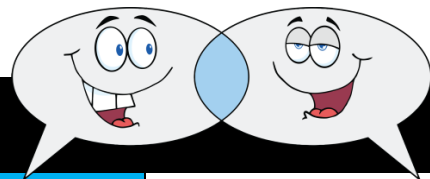| C1	BEGINNING OF THE YEAR		END OF THE YEAR	
	Grade 3	**Grade 4**	**Grade 3**	**Grade 4**
Level of autonomy	**Guided by the teacher**	**Guided by the teacher**	**Guided by the teacher**	**Support from peers and teacher**
Use of functional language	Makes use of provided visual support and linguistic resources to practice preselected models of functional language in highly predictable contexts such as classroom life situations.	Attempts to convey a short message using provided visual support and linguistic resources as well as new models of functional language while exploring themes and carrying out tasks. The learner attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.	Attempts to convey a short message using provided visual support and linguistic resources as well as new models of functional language while exploring themes and carrying out tasks. The learner attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.	**Correctly uses** the functional language **frequently used in class** to initiate and maintain brief exchanges. Can be **understood** by an **English speaker** for the functional language **frequently employed** in class.
Participation in exchanges	Attempts to express immediate needs by putting together a few words with many gestures or nonverbal reactions.	Expresses some needs, feelings, interests, and ideas **spontaneously** by using isolated words, phrases, and short sentences. Attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.	Expresses some needs, feelings, interests, and ideas **spontaneously** by using isolated words, phrases, and short sentences. Attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.	Interacts in **familiar classroom situations using provided visual support and linguistic resources effectively.**
Use of strategies (Compensatory and learning)	Tries to use strategies modelled by the teacher such as asking for help or clarification, and practising or risk-taking to communicate.	Makes attempts to ask for help or clarification autonomously and tries to use new strategies modelled by the teacher, such as delay speaking, use of prior knowledge, and cooperation to communicate.	Makes attempts to ask for help or clarification autonomously and tries to use new strategies modelled by the teacher, such as delay speaking, use of prior knowledge, and cooperation to communicate.	Applies autonomously the compensatory strategies targeted for **Cycle Two**. Makes appropriate use of **some** of the learning strategies practised during **Cycle Two** with the teacher assistance**.**

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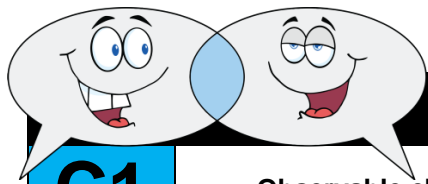|	BEGINNING OF THE YEAR		END OF THE YEAR	
C2	**Grade 3**	**Grade 4**	**Grade 3**	**Grade 4**
Level of autonomy	**Guided by the teacher**	**Guided by the teacher**	**Guided by the teacher**	**Support from peers and teacher**
Evidence of understanding of texts	Tries to construct meaning out of a variety of oral and written texts mainly through no-textual cues (pictures, pictograms, music, intonation, gestures). Shows understanding by having pertinent nonverbal reactions. Recognizes a small number of words and expressions in texts.	Uses functional language and words drawn from texts to demonstrate understanding **orally.** Uses provided contextual cues (illustrations, titles, subtitles, etc.) to construct meaning of oral and written texts. Shows understanding by identifying some key elements. Demonstrates an understanding of the overall meaning of texts.	Uses functional language and words drawn from texts to demonstrate understanding **orally.** Uses provided contextual cues (illustrations, titles, subtitles, etc.) to construct meaning of oral and written texts. Shows understanding by identifying some key elements. Demonstrates an understanding of the overall meaning of texts.	Uses functional language and words drawn from texts to demonstrate understanding **orally.** Shows an understanding of **various types of texts** by identifying and briefly describing **some key elements**, demonstrating an understanding of the overall meaning and, **comparing reality of text to his or her own reality**.
Use of knowledge from texts in a reinvestment task.	Makes use of this understanding and of provided resources to carry out a task such as acting out nursery rhymes or songs for kindergarten.	Makes use of this understanding and reuses words and expressions found in texts and in provided resources to carry out meaningful tasks such as writing a get-well card to a sick person after reading a story describing a similar situation.	Makes use of this understanding and reuses words and expressions found in texts and in provided resources to carry out meaningful tasks such as writing a get-well card to a sick person after reading a story describing a similar situation.	**Uses words and expressions found** in texts and in **provided** resources **as sources of information and ideas to carry out meaningful tasks and** to deliver a personalized product (e.g.: creating a class play).
Use of strategies	Applies a few learning strategies modelled by the teacher, such as paying attention and accepting not being able to understand everything he or she hears or reads.	Applies new learning strategies modelled by the teacher such as predicting or scanning.	Applies new learning strategies modelled by the teacher such as predicting or scanning.	**Constructs meaning of** oral and written texts by **sometimes using** contextual cues **autonomously** and by **applying some** of the learning strategies **practised during the cycle.**

Guidelines for Multi-level Classes

C3	BEGINNING OF THE YEAR		END OF THE YEAR	
	Grade 3	**Grade 4**	**Grade 3**	**Grade 4**
Level of autonomy	**Guided by the teacher**	**Guided by the teacher**	**Guided by the teacher**	**Support from peers and teacher**
Application of targeted language conventions	Applies the language conventions targeted for the task such as correctly spelling the words and expressions taken from an explicit model or putting a capital letter at the beginning of a sentence and a period at the end.	Applies the language conventions targeted for the task such as the position of the adjective, and the plural of regular nouns.	Applies the language conventions targeted for the task such as the position of the adjective, and the plural of regular nouns.	Applies the language conventions targeted for the task such as word order in a simple sentence.
Characteristics of the written text	Writes down appropriate information using functional language to fulfill immediate needs such as writing the date, filling out an ID card. Follows an explicit model.	Plans, composes and revises his or her text. Writes short texts such as an invitation, a greeting card, a brief description. Follows an explicit model. Reinvests functional language and selects words and expressions found in explicit models and provided resources. Produces a text according to the instructions given.	Plans, composes and revises his or her text. Writes short texts such as an invitation, a greeting card, a brief description. Follows an explicit model. Reinvests functional language and selects words and expressions found in explicit models and provided resources. Produces a text according to the instructions given.	**Writes personalized, short and well-structured texts closely resembling explicit models.** • **Selects** words and expressions found in **explicit models and provided resources**. • **Uses additional** functional language. Takes the intended audience into account. Produces a text according to the instructions given.
Use of strategies (compensatory and learning)	Practises using a few compensatory and learning strategies modelled by the teacher, such as asking for help, note-taking and making use of provided resources.	Practices using new learning strategies modelled by the teacher such as the use of prior knowledge and planning.	Practices using new learning strategies modelled by the teacher such as the use of prior knowledge and planning.	**Makes use of some** of the strategies **practised during the cycle**.

Generic C1 Rubric - Beginning of Year

50%

C1	Observable elements	Grade	A	B	C	D	E
Use of functional language	Practices preselected models of FL in highly predictable contexts such as classroom life situations.	3	Uses FL correctly.	Practices FL correctly.	Practices FL correctly but sometimes needs prompting.	Practices FL mostly correctly when closely guided by the teacher.	Practices FL incorrectly even when closely guided by the teacher.
	Attempts to convey a short message using provided visual support and linguistic resources as well as new models of functional language while exploring themes and carrying out tasks.	4	Conveys short messages correctly.	Attempts to convey short messages.	Attempts to convey short messages but sometimes needs prompting.	Sometimes attempts to convey short messages only when prompted.	Seldom attempts to convey messages.
	The learner attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.		Pronounces FL correctly.	Pronounces most FL correctly.	Pronounces some FL correctly.	Pronounces little FL correctly.	Pronounces FL mostly incorrectly.
Participation in exchanges	Attempts to express immediate needs by putting together a few words with many gestures or nonverbal reactions.	3	Interacts in familiar and unfamiliar situations.	Interacts in familiar situations.	Interacts in familiar situations with teacher support.	Interacts in familiar situations when guided by the teacher.	Does not interact.
	Expresses some needs, feelings, interests, and ideas spontaneously by using isolated words, phrases, and short sentences.	4	Participates actively and spontaneously.	Participates actively and perseveres in efforts.	Participates and perseveres when prompted.	Occasionally participates and perseveres when prompted.	Does not participate.
Use of strategies (for feedback only)	Strategies targeted for Cycle Two.	5	Uses strategies autonomously.	Autonomously uses targeted compensatory strategies and appropriately uses some of the learning strategies with teacher support.	Uses targeted compensatory strategies when prompted and appropriately uses some of the learning strategies with teacher support.	Uses targeted compensatory strategies with teacher support and some of the learning strategies when guided by the teacher.	Uses strategies only when closely guided by the teacher.
	Uses newly modelled strategies.	6	Uses new strategies autonomously.	Tries to use new strategies.	Tries to use new strategies, with teacher support.	Tries to use new strategies, when guided by the teacher.	Tries to use new strategies only when closely guided by the teacher.
	Uses Cycle Two strategies.		Uses Cycle Two strategies spontaneously in various contexts.	Uses Cycle Two strategies in various contexts.	Uses Cycle Two strategies in various contexts when prompted.	Uses Cycle Two strategies in various contexts with teacher support.	Uses Cycle Two strategies in various contexts only when closely guided by the teacher.
	Selects and uses available resources.		Autonomously selects and uses resources as needed.	Makes attempts to select and use resources as needed.	Selects and uses resources with teacher support.	Selects and uses resources when guided by the teacher.	Selects and uses resources only when closely guided by the teacher.

Generic C1 Rubric - End of The Year

50%

C1	Observable elements	Grade	A	B	C	D	E
Use of functional language	Uses and combines functional language (FL).	5	Uses and combines FL spontaneously and effectively while broadening own language repertoire.	Uses and combines FL effectively while broadening own language repertoire.	Uses some FL effectively. And tries to combine FL.	Uses very little FL effectively.	Uses FL ineffectively or does not use FL.
	Self-corrects pronunciation of frequently employed FL.		Attempts to self-correct.	Attempts to self-correct when prompted.	Attempts to self-correct with teacher support.	Attempts to self-correct when guided by the teacher.	Does not attempt self-correct
	Uses and combines a wide range of FL.	6	Makes creative combinations and appropriate use of a wide range of FL with ease.	Makes creative combinations and appropriate use of a wide range of FL.	Makes creative combinations and appropriate use of FL frequently used in class but needs prompting to use recently learned FL.	Makes use of familiar FL with teacher support and tries to make combinations.	Makes use of familiar FL and some combinations when guided by the teacher.
	Self-corrects pronunciation of frequently employed FL.		Attempts to self-correct.	Occasionally attempts to self-correct.	Attempts to self-correct with teacher support.	Attempts to self-correct when guided by the teacher.	Does not attempt to self-correct.
Participation in exchanges	Interacts (initiates-reacts-maintains) in classroom situations.	5	Participates actively and spontaneously.	Participates actively and perseveres in efforts.	Participates and perseveres when prompted.	Occasionally participates and perseveres when prompted.	Does not participate.
	Interacts (initiates-reacts-maintains) in classroom situations.	6	Interacts spontaneously, effectively and with little hesitation.	Interacts spontaneously and effectively.	Needs teacher or peer support to maintain interaction.	Maintains interaction when guided by the teacher.	Maintains interaction when closely guided by the teacher.
	Conveys personalized messages.		Elaborates personalized messages autonomously.	Takes calculated risks in conveying personalized messages.	Conveys short personalized messages.	Conveys short personalized messages when guided by the teacher.	Conveys short personalized messages when closely guided by the teacher.
Use of strategies (for feedback only)	Uses newly taught strategies.		Uses new strategies autonomously.	Tries to use new strategies.	Tries to use new strategies, with teacher support.	Tries to use new strategies, when guided by the teacher.	Tries to use new strategies only when closely guided by the teacher.
	Uses Cycle Two strategies.	5	Uses Cycle Two strategies spontaneously in various contexts.	Uses Cycle Two strategies in various contexts.	Uses Cycle Two strategies in various contexts when prompted.	Uses Cycle Two strategies in various contexts with teacher support.	Uses Cycle Two strategies in various contexts only when closely guided by the teacher.
	Selects and uses available resources.		Autonomously selects and uses resources as needed.	Makes attempts to select and use resources as needed.	Selects and uses resources with teacher support.	Selects and uses resources when guided by the teacher.	Selects and uses resources only when closely guided by the teacher.
	Uses strategies practised in both cycles.	6	Makes appropriate and consistent use of strategies.	Makes appropriate and consistent use of the strategies practised.	Makes appropriate and consistent use of some of the strategies practised.	Makes use of some of the strategies practised, with teacher support.	Makes use of the strategies practised, when closely guided by the teacher.
	Selects and uses available resources.		Spontaneously and effectively selects and uses resources.	Effectively selects and uses resources.	Selects and uses resources with teacher support.	Selects and uses resources when guided by the teacher.	Uses resources when closely guided by the teacher.

Generic C2 Rubric - Beginning of The Year — 35%

C2	Observable Elements	Grade	A	B	C	D	E
Evidence of understanding of texts	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language (FL) and words drawn from the texts. Compares reality of texts to his or her own reality (Grade 5 only).	5	Shows/shares an understanding of most key elements and of the overall meaning using FL and words from the texts.	Shows/shares an understanding of some key elements and of the overall meaning using FL and words from the texts.	Shows/shares an understanding of some key elements and of the overall meaning using FL and words from the texts, with teacher support.	Shows/shares an understanding of some key elements and of the overall meaning using FL and words from the texts, when guided by the teacher.	Poor understanding of various types of texts.
			Compares reality of texts to his or her own reality with ease.	Compares reality of texts to his or her own reality adequately.	Compares reality of texts to his or her own reality with teacher support.	Compares reality of texts to his or her own reality when guided by the teacher.	
		6	Shows/shares an excellent understanding using lots of FL and many words/expressions from texts.	Shows/shares an understanding using FL and words/expressions from texts.	Shows/shares some understanding using basic FL, words/expressions from texts.	Shows/shares little understanding using little FL and a few words /expressions from texts.	Shows/shares poor understanding using FL, words/expressions from texts, inappropriately OR using only a few words from texts.
Use of knowledge from texts in a reinvestment task	Uses words and expressions found in texts and in provided resources as sources of information and ideas.	5	Uses many words/ expressions found in texts/resources.	Uses a reasonable amount of words/expressions found in texts/resources.	Uses some words/expressions found in texts/resources.	Uses very little words/ expressions found in texts/resources.	Does not use words/ expressions found in texts/resources.
	Uses texts and available resources as sources of inspiration to express feelings, ideas, interests, opinions, etc.	6	Effectively and autonomously uses texts and resources.	Uses texts and resources autonomously.	Uses texts and resources with teacher support.	Uses texts and resource when guided by the teacher.	Does not use texts and resources.
	Selects and organizes information and ideas taken from texts and available resources.		Effectively, and with ease, selects and organizes information/ideas from texts/ resources.	Effectively selects and organizes information/ideas from texts/ resources.	Selects and organizes some information/ideas from texts/ resources with teacher support.	Selects and organizes some information/ideas from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas from texts/ resources. **OR** The student's text is mostly copied from the texts read.
Use of strategies (for feedback only)	Uses contextual cues to construct meaning.	5	Uses cues autonomously.	Sometimes uses cues autonomously.	Uses cues with support.	Uses cues when guided by the teacher.	Does not use cues to construct meaning.
			Applies all strategies practised during Cycle Two, as needed.	Applies some strategies practised during Cycle Two.	Applies some strategies practised during Cycle Two when prompted.	Applies a few strategies practised during Cycle Two when guided by the teacher.	Applies strategies practised during Cycle Two when closely guided by the teacher.
	Applies learning strategies.	6	Effectively uses cues from a variety of texts.	Uses cues from a variety of texts.	Uses cues from a variety of texts with teacher support.	Uses cues from a variety of texts when guided by the teacher.	Does not use cues from a variety of texts to construct meaning.
			Effectively applies newly-modelled strategies.	Applies newly-modelled strategies.	Applies newly-modelled strategies with teacher support.	Applies newly-modelled strategies when guided by the teacher.	Applies newly-modelled strategies when closely guided by the teacher.

C2	Observable Elements	Grade	A	B	C	D	E
Evidence of understanding of texts	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language and words drawn from the texts.	5	Shows/shares an excellent understanding using lots of FL and many words/expressions from texts.	Shows/shares an understanding using FL and words/expressions from texts.	Shows/shares some understanding using basic FL, words /expressions from texts.	Shows/shares little understanding using little FL and a few words /expressions from texts.	Shows/shares poor understanding using FL, words/ expressions from texts, inappropriately OR using only a few words from texts.
		6	Identifies and thoroughly describes most or all key elements. Shows/shares a thorough understanding of overall meaning.	Identifies and briefly describes many key elements. Shows/shares solid understanding of overall meaning.	Identifies and briefly describes some key elements. Shows/shares basic understanding of overall meaning.	Identifies and briefly describes a few key elements. Shows/shares little understanding of overall meaning.	Has difficulty identifying/describing key elements and shows/shares misunderstanding of overall meaning.
Use of knowledge from texts in a reinvestment task	Uses texts and available resources as sources of inspiration.		Effectively and autonomously uses texts and resources.	Uses texts and resources autonomously.	Uses texts and resources with teacher support.	Uses texts and resource when guided by the teacher.	Does not use texts and resources.
	Selects and organizes information and ideas taken from texts and available resources.	5	Effectively, and with ease, selects and organizes information/ideas from texts/ resources.	Effectively selects and organizes information/ideas from texts/ resources.	Selects and organizes some information/ideas from texts/ resources with teacher support.	Selects and organizes some information/ideas from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas from texts/ resources. OR The student's text is mostly copied from the texts/resources.
	Selects, organizes and summarizes information, develops ideas and expands on his or her range of words and expressions using texts and available resources.	6	Effectively, and with ease, selects, organizes and summarizes information/ ideas/language from texts/resources.	Effectively selects, organizes and summarizes information/ ideas/language from texts/ resources.	Selects, organizes and summarizes some information/ideas/language from texts/resources with teacher support.	Selects, organizes and summarizes some information/ideas/language from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas/language from texts/ resources. OR The student's text is mostly copied from the texts/resources.
Use of strategies (for feedback only)	Uses contextual cues to construct meaning.	5	Effectively uses cues from a variety of texts.	Uses cues from a variety of texts.	Uses cues from a variety of texts with teacher support.	Uses cues from a variety of texts when guided by the teacher.	Does not use cues from a variety of texts to construct meaning.
			Effectively applies newly-modelled strategies.	Applies newly-modelled strategies.	Applies newly-modelled strategies with teacher support.	Applies newly-modelled strategies appropriate.	Applies newly-modelled strategies when closely guided by the teacher.
	Applies strategies.	6	Consistently and autonomously uses cues.	Frequently and autonomously uses cues.	Autonomously uses some cues.	Inconsistently uses cues.	Very limited use of cues OR Does not use cues.
			Effectively applies appropriate strategies practised during both cycles.	Applies appropriate strategies practised during both cycles.	Sometimes applies appropriate strategies practised during both cycles.	Applies some appropriate strategies practised during both cycles with teacher support.	Applies some appropriate strategies practised during both cycles when guided by the teacher.

Generic C3 Rubric - All Year

15%

C3	Observable Elements	Grade	A	B	C	D	E
Application of targeted language conventions	Uses grammar or punctuation targeted for tasks and spells words using models and resources.	3	Uses **all** of the targeted language conventions.	Uses **most** of the targeted language conventions.	Uses **some** of the targeted language conventions with teacher support.	Uses **few** targeted language conventions.	**Does not apply** targeted language conventions.
		4					
Characteristics of the written text	Respects the requirements given (instructions, structure, topic, creativity).	3	Surpasses task requirements.	Follows the requirements.	Follows some of the requirements.	Follows few of the requirements.	Does not follow the requirements given.
		4	Surpasses task requirements.	Follows the requirements.	Follows some of the requirements.	Follows few of the requirements.	Does not follow the requirements given.
	Takes the intended purpose and audience into account.		Always takes purpose and audience into account.	Takes purpose and audience into account.	Takes purpose and audience into account with teacher support.	Takes purpose and audience into account when guided by the teacher.	Does not take purpose and audience into account.
Use of strategies (for feedback only)	Uses strategies practised during the year.	3	Frequently uses appropriate strategies.	Uses some strategies.	Uses some strategies with teacher support.	Uses the same familiar strategies.	Does not use strategies.
	Practices newly modelled strategies.	4	Uses new strategies with ease.	Tries to use new strategies.	Uses new strategies with teacher support.	Uses new strategies when guided by the teacher.	Uses new strategies when closely guided by the teacher.