Elementary Cycle One Rubric

C1: TO ACT ON UNDERSTANDING OF TEXTS (60%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	*(Very effective & always effective)*	*(Effective most of the time)*	*(Somewhat effective some of the time)*	*(Rarely effective)*	*(Ineffective)*
<u>Evidence of understanding of texts</u> Use of words and expressions: • from texts along with **appropriate** *actions to perform songs and rhymes* • from *recurrent passages* in order to join in during storytelling and retelling	**Performs** songs and rhymes with **appropriate gestures autonomously,** even without audio-models. **Answers questions about stories** by combining a few words and expressions from stories.	With **some support**, **sings most of the words to frequently practised** songs and rhymes, using **appropriate gestures.** **Names** key elements of songs, rhymes and stories **using visual support.** Uses recurrent vocabulary in stories to **make predictions** about what will happen next. Combines words and uses strings of words drawn from story when **retelling it with class.**	With **support**, sings **parts of frequently practised** songs and rhymes and **joins in** to say recurrent passages when listening to or retelling a story **with class.** Correctly **answers questions, orally,** about stories **when two or three possible choices are provided** by the teacher. **Labels most pictures or sequences most events** of a story correctly.	**Sings some** of the words and **make most** of the gestures with the class to **frequently practised** songs and rhymes. Shows understanding through **nonverbal reactions** and by giving **one-word answers** to simple questions about key elements in songs, rhymes or stories **with the help of visual support. Repeats a few words in the recurrent** passages of a story.	Makes a **few gestures to frequently practised** songs and rhymes. **Reacts mainly nonverbally** to visual and audio effects In songs, rhymes and stories. **Occasionally joins in** with others by singing or repeating familiar words. **Randomly chooses words from resources** provided when labelling pictures, or partially completes activity sheets.
• *From texts and provided resources to create a personalized version of texts.* **(Elementary 2 only)**	Creates personalized versions of texts, **selecting less familiar words** drawn from various available resources.	With **some support**, constructs answers using words and expressions form stories or songs. Can **sometimes help peers** to choose resources, to complete activities and to create personalized versions of texts.	With **support**, chooses language to personalize texts using templates provided, visual support and word lists prepared by the class. **Uses resources appropriately when guided by the teacher.**	**Copies most words from the models** provided to complete personalized versions of texts, and draws pictures to illustrate them.	**Copies the modal and relies on support** from the teacher or peers to partially complete personalized version of texts. When attempting to construct answers, **demonstrates great difficulty**.
<u>Use of learning strategies*</u> • Imitation of actions specific to the strategies modelled by the teacher while engaging in activities and tasks	Looks and listens, takes risks and participates in songs and stories. *E.g. always sings, asks questions, answers questions and imitates gestures.*	With **some support**, looks and listens, takes risks and participates in songs and stories. *E.g. sings, answers questions and imitates gestures.*	With **support,** sometimes looks and listens. **Does not take many risks** and participates once in a while in songs and stories. *E.g. sometimes sings and imitates gestures.*	Needs **support from teacher or peers to complete** his or her work. Rarely looks and listens. **Does not participate much** in songs and stories.	Very rarely looks and listens. Does not participate in songs and stories. Uses resources provided with **sustained teacher guidance.**

<u>*</u> 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.

Elementary Cycle One Rubric

C2: TO COMMUNICATE ORALLY IN ENGLISH (40%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	*(Very effective & always effective)*	*(Effective most of the time)*	*(Somewhat effective some of the time)*	*(Rarely effective)*	*(Ineffective)*
<u>Evidence of understanding of oral messages</u> • 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> • 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> • 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.

<u>* 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.</u>

Inclusive description. (e.g. If does B, is able to do C) ←

C1: TO INTERACT ORALLY IN ENGLISH (50%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	_(Very effective & always effective)_	_(Effective most of the time)_	_(Somewhat effective some of the time)_	_(Rarely effective)_	_(Ineffective)_
<u>Use of functional language</u> • **Use** of targeted useful expressions and vocabulary • **Combination** of useful expressions and vocabulary to express personal messages • **Pronunciation** of frequently used expressions and targeted vocabulary	**Combines** parts of **familiar** expressions **with recently learned** language. **Occasionally adds** facts and personal information. Uses **classroom functional language autonomously.**	Expresses personal messages about such **things as feelings, interests and ideas** using short sentences. **Substitutes known** words for **unknown** words. **Self-corrects** common language errors **when prompted.**	**Often** uses **familiar** functional language to express **immediate needs**. **Pronounces well enough** to be understood.	Completes message by **reverting to French.** Omits part of familiar expressions. Uses familiar expressions of courtesy.	**Requires constant support** to use English. OR **Does not use** functional language frequently employed in class (always _speaks French)._ **Does not use enough English** for pronunciation to be evaluated.
<u>Participation in exchanges</u> • Participation in classroom routine • Reaction to oral messages • Initiation and maintenance of oral exchanges • Expression of personalized messages • Perseverance in using English • Support peers during interaction	**Speaks spontaneously** and with little hesitation in a variety of interactive situation.	**Initiates and maintains short** exchanges. **Provides support** to peers during interaction.	**Participates during class discussions** by answering **familiar** questions. **Maintains short, simple exchanges** with **support**. Shows understanding of **familiar instructions or request** by reacting appropriately.	**Pauses frequently** and requires support to express messages. **Speaks** when working in **a small group and called upon by peers**. Relies on models to participate, reproduces the models.	Responds to routine questions with **one-word answers or nonverbal reactions. Needs to see** the speaker's **gestures** and facial expressions **to understand** messages, and **confirms** understanding **by looking at others.**
<u>Use of learning strategies*</u> • Use of compensatory (communication) strategies to keep interaction going • Use of learning strategies to communicate in English	**Autonomously** delays speaking, asks for help or clarification and uses circumlocution.	**Appropriately uses resources** available in the classroom. **With some support**, delays speaking, asks for help or clarification and uses circumlocution.	Formulates complete sentences to **ask for help or clarification.** _Uses resources provided by the teacher._	**Rarely uses** compensatory strategies. **Uses gestures** to fill for unknown words. **Repeats the same message** when not understood.	**Does not use** compensatory strategies. **Speaks French** to transmit message.

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Inclusive description. (e.g. If does B, is able to do C) ←

C2: TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS (35%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	_(Very effective & always effective)_	_(Effective most of the time)_	_(Somewhat effective some of the time)_	_(Rarely effective)_	_(Ineffective)_
Evidence of understanding of texts • Demonstration of understanding of **overall meaning** • **Identification and/or description of key elements** • Establishment of **connections between text and own experience** • **Expression of appreciation** • **Sharing** of understanding of texts **with others**	Identifies **keys elements** in texts **autonomously**. Rereads to check understanding. **Adds relevant information to answers** given by peers when discussing.	Uses print cues (e.g. titles, familiar words in large print) to **make predictions** about texts. **Identifies some less obvious** elements. Communicates **personal connections** with texts. **Helps peers by sharing** own understanding during teamwork.	Identifies **elements that are obvious or explicit**. Demonstrates **partial understanding** by **copying entire sentences** that contain relevant as well as irrelevant information. **Ask teacher or peers to explain parts** of texts.	Uses **nontextual cues to understand important words and to get an overall idea** of what texts are about, **when prompted**. Needs **support** to identifies a **few key elements** in texts	Frequently needs **one-on-one help to understand** texts.
Use of knowledge from texts in a reinvestment task • Selection of information/ideas relevant to task • Coherence of organization of selected information • Use of words and expressions from texts by delivering a personalized product : _(Summarization and Combination of information from texts with own ideas and language.)_	Uses **less common words and expressions** from texts. **Expands on ideas** from texts and **uses own ideas to create** personalized products.	**Combines** vocabulary, expressions and ideas **from texts with own i**deas and language **to create** personalized products. Often **uses more than one text**, when several are provided.	**Personalizes product to some extent** by **combining parts** of texts and familiar words in texts with language from own repertoire, **sometime using repetition**.	**Randomly copies parts** of texts or repeatedly **uses familiar words from a limited language repertoire**. Requires **support from the teacher or peers** to carry out reinvestment tasks.	Uses **a few familiar words** from texts or **copies texts** provided to carry out tasks.
Use of strategies* • Use strategies to construct meaning of texts • Use of strategies to plan and carry out reinvestment tasks	**Frequently uses strategies and several available resources**, as needed.	Uses some **familiar strategies** autonomously.	_Often needs to be reminded to refer to texts. Uses some strategies targeted._	**Needs support** to know which resources to use and how to use them.	**Needs constant guidance** to apply strategies and **relies on the teacher** as the main resource.

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Inclusive description. (e.g. If does B, is able to do C) ←

C3: TO WRITE TEXTS (15%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	*(Very effective & always effective)*	*(Effective most of the time)*	*(Somewhat effective some of the time)*	*(Rarely effective)*	*(Ineffective)*
<u>Application of targeted language conventions</u> • Use of **grammar targeted** for tasks (word order, plurals, etc.) • Use of **punctuation targeted** for tasks • **Spelling words** from provided models & available resources • **Capitalization**	Writes **short, complete sentences** using **simple language**. **Checks** the grammar, spelling and/or punctuation targeted for the task **and corrects some language errors, using the resources provided**.	**Selects and combines** words, expressions and ideas **to personalize texts**. Checks the **grammar, spelling and punctuation targeted** for the task and **corrects some language errors** using resources.	**Correctly copies words** from explicit models. **Applies most language conventions** targeted for tasks **with support**.	**Repeatedly uses the same sentence structures found in models**. Applies some of the language conventions targeted for tasks with support from the teacher.	Copies some familiar words correctly. Uses **capitals and periods inconsistently**. Spells phonetically and **reverts to French to fill in for unknown words**.
<u>Characteristics of written texts</u> • is on topic • includes all task's requirements • is well structured • takes the intended purpose and audience into account • is creative	Writes texts that have a **logical** sequence, often **surpassing task requirements**. Writes a personalized text that **is creative and goes beyond** ideas discussed or presented in models.	Write texts that **meet all task requirements and are easy to understand**.	Writes short texts that are **on topic and follows instructions with support**. Personalizes writing to **some** extent through the choice of words and expressions taken from resources.	**Chooses** words that are **similar to mother tongue** to write texts.	Writes texts that **meet a few task requirements**. Randomly chooses sentences or words from models, which **lack coherence** within the text. Uses vocabulary and expressions from **mother tongue or the same words repeatedly** throughout texts.
<u>Use of learning strategies*</u> • Use of strategies to prepare to write a text • Use of strategies to compose and revise text	**Provides support** to peers when needed. **Frequently uses appropriate strategies** during the writing process.	**Refers to a plan** during the writing process. Uses available resources, when needed. **Asks for support**.	Refers to a **checklist or outline when reminded**.	**Requires support from teacher** to write and complete short texts.	**Requires continuous teacher guidance** to write and complete short texts.

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Inclusive description. (e.g. If does B, is able to do C) ←

C1: TO INTERACT ORALLY IN ENGLISH (45%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	*(Very effective & always effective)*	*(Effective most of the time)*	*(Somewhat effective some of the time)*	*(Rarely effective)*	*(Ineffective)*
Use of functional language • **Use** of targeted useful expressions and vocabulary • **Combination** of useful expressions and vocabulary to express personal messages • **Pronunciation** of frequently used expressions and targeted vocabulary	**Spontaneously** uses the functional language employed in class. **Experiments** with new vocabulary and sentence structures. Pronunciation is **easily** understood by native speakers	**Personalizes messages** by **combining words and expressions** from own repertoire with task-related language. Pronunciation **can be** understood by native speakers.	Uses the functional language frequently employed in class, but **needs prompting to use recently learned** language. Pronunciation **can be understood** by native speakers **used to hearing second language** speakers.	Overuses familiar expressions. Completes message by **reverting to mother tongue.** Uses familiar greetings and expressions of courtesy. Pronunciation **is hard to understand but corrects it when prompted.**	**Even with support**, does **not use** functional language frequently employed in class *(speaks French).* **Does not use enough English** for pronunciation to be evaluated.
Participation in exchanges • Participation in classroom routine • Reaction to oral messages • Initiation and maintenance of oral exchanges • Expression of personalized messages • Perseverance in using English • Support peers during interaction	Speaks spontaneously and with little hesitation in any classroom situation. Maintains exchanges by elaborating on own and others' ideas. Use a wide range of task-related language and self-corrects common errors. **Explains and gives examples** to help peers understand.	**Participate in exchanges on familiar topics** by asking questions, expressing opinions and talking about personal experiences. **Maintains interaction in most** classroom situations. **Self-corrects common language errors when prompted. Provide support** to peers as needed.	Initiates and maintains **short exchanges** and, **with support, briefly shares personal experiences.** Participates during class discussions by answering simple questions. **Asks questions to express basic needs** and to obtain information when involved in tasks.	**Speaks** when working in a small group and called upon peers. **Pauses frequently** when trying to express messages. **Requires support from the teacher or peers** to convey messages. **Provides answers** during **routine class** activities **when prompted**.	Requires **guidance** and visual support **to convey messages.** Relies **heavily on teacher and peers** to help to formulate simple messages. Responds to simple, direct questions **by gesturing or giving one- or two-words answers.**
Use of learning strategies* • Use of compensatory (communication) strategies to keep interaction going • Use of learning strategies to communicate in English	**Autonomously** delays speaking, asks for help or clarification and uses circumlocution. **Seeks** input and feedback from the teacher or peers to refine messages.	**Appropriately uses resources** available in the classroom. **With some support**, delays speaking, asks for help or clarification and uses circumlocution.	Formulates complete sentences to **ask for help or clarification.** *Uses resources provided by the teacher.*	**Rarely uses** compensatory strategies. **Uses gestures** to fill for unknown words. **Repeats the same message** when not understood.	**Does not use** compensatory strategies. **Speaks French** to transmit message. **Needs to see** the speaker's gestures and facial expressions and **relies on** the speaker's **intonation** to understand messages.

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Inclusive description. (e.g. If does B, is able to do C) ←

C2: TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS (35%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	*(Very effective & always effective)*	*(Effective most of the time)*	*(Somewhat effective some of the time)*	*(Rarely effective)*	*(Ineffective)*
<u>Evidence of understanding of texts</u> • Demonstration of understanding of **overall meaning** • **Identification and/or description of key elements** • Establishment of **connections between text and own experience** • **Expression of appreciation** • **Sharing** of understanding of texts **with others**	Demonstrate understanding of simple idiomatic expressions that are similar in French. *Reacts by making personal comments and expressing opinions about ideas presented in texts.*	**Predicts** what will **happen next** in a story. **Uses own words** as well as language from texts to **retell stories.** Rereads and asks simple **questions about texts to clarify** understanding. Support peers by clarifying parts of texts and **shares** his or her **understanding**.	Uses contextual cues to **predict what texts are about**. Demonstrate understanding of **key elements** in texts by answering simple questions, **completing graphic organizers, putting story events in chronological order**, etc. Communicates personal **connections** with texts. *E.G. I play hockey too!*	Makes **blind guesses at the meaning of words, when prompted.** Identifies a **few key elements** in texts	Uses mainly noncontextual clues (e.g. sounds and gestures) to **understand key words and what texts are about**. Finds a few words that are identical or similar to French words in written texts, but **depends on the teacher or peers for help to understand the overall meaning** of texts.
<u>Use of knowledge from texts in a reinvestment task</u> • Selection of information/ideas relevant to task • Coherence of organization of selected information • Use of words and expressions from texts by delivering a personalized product : *(Summarization and Combination of information from texts with own ideas and language.)*	**Selects and creatively uses** important information and a wide range of language found in texts when carrying out reinvestment task. **Reformulates sentences and expands on ideas** from texts to create personalized products.	**Finds ideas that are not explicitly stated** in texts and **identifies important information** according to instructions. **Selects** information, ideas, vocabulary and expressions from texts and **combines them with own ideas** and language to create personalized products.	**Retells briefly** what texts are about using words from **texts and gestures. Personalizes product to some extent** by combining parts of texts with language from own repertoire.	**Copies parts** of texts and uses familiar words repeatedly. Requires **support from the teacher or peers** to carry out reinvestment tasks.	Randomly **copies parts** of texts and **combines these with a few words from own language repertoire** in written reinvestment tasks.
<u>Use of strategies*</u> • Use strategies to construct meaning of texts • Use of strategies to plan and carry out reinvestment tasks	**Frequently uses strategies and several available resources**, as needed. **Infers** the meaning of words and expressions in written texts.	Uses some **familiar strategies** autonomously.	*Uses available resources, when reminded.*	Uses **a few modelled strategies when guided by the teacher,** and needs **support to know which resources** to use and how to use them.	**Needs continuous guidance** to apply strategies and **relies on the teacher** as the main resource.

<u>*</u> 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.

Inclusive description. (e.g. If does B, is able to do C) ⟵

C3: TO WRITE TEXTS (20%)	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
EVALUATION CRITERIA	*(Very effective & always effective)*	*(Effective most of the time)*	*(Somewhat effective some of the time)*	*(Rarely effective)*	*(Ineffective)*
<u>Application of targeted language conventions</u> • Use of **grammar targeted** for tasks (word order, plurals, etc.) • Use of **punctuation targeted** for tasks • **Spelling words** from provided models & available resources • Capitalization	Applies all language conventions targeted for the task consistently and autonomously. Correctly uses **some complex sentence structures** and **enriches** his or her writing by using a **wide range of words and expressions.**	Applies most language conventions targeted for the task autonomously. Checks the grammar, spelling and punctuation targeted for the task.	**Checks** the grammar, spelling and/or punctuation targeted for the task **and corrects some language errors, using the resources provided.** Writes **short, complete sentences** using **simple language**	With teacher support, applies a few language conventions targeted for the task. Repeats **expressions that he or she is familiar** with or uses **sentence structures from mother tongue.**	Uses own limited vocabulary to write **fragmented sentences. Often lists words** to lengthen texts. Copies some words correctly from visual support **and spell phonetically.** Uses **capitals and periods inconsistently.**
<u>Characteristics of written texts</u> • is on topic • is well structured • takes the intended purpose and audience into account • is creative	Writes **well-structured texts in which ideas flow and are logical**, often surpassing task requirements.	Write texts that **meet all task requirements.** Group ideas to create texts that are **easy to follow and understand.** Personalizes texts by drawing on **personal experiences and prior knowledge, and by adding details and descriptive words.**	Writes texts that **are on topic and follows the instructions** given for task. Personalizes writing to **some extent by experimenting with the language** provided and by using language not found in models.	**With some support** writes texts that **are on topic and follows the instructions** given for task. Writes short sentences, **sometimes omitting important or adding unnecessary words. The message is sometimes difficult to understand.**	Writes texts that **meet a few task requirements** and/or that are almost identical **copies of models provided.** Uses vocabulary and expressions from **mother tongue or the same words repeatedly** throughout texts.
<u>Use of learning strategies*</u> • Use of strategies to prepare to write a text • Use of strategies to compose and revise text	**Asks the teacher or peers for feedback** to refine texts. **Provides support and feedback** to peers.	**Refers to a plan** during the writing process. Uses models as a springboard. Uses available resources, when needed.	Uses open-ended models, vocabulary and sentence structures from **various resources to write short texts. Consults the teachers and peers when revising** texts, when needed.	Refers to a writing checklist **when reminded. Needs help to use resources** appropriately and **revise texts.**	**Requires support from teacher** to write and complete short texts.

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