

Stratégies pour parler une langue (RAG AI-1)

Échelle d'appréciation

Essentiels Elements	Level 1	Level 2	Level 3 (asked at the end of the year)	Level 4
Activate previous knowledge, ask yourself questions and anticipate RAS 1.1.1-, 1.1.2, 1.1.3	The student rarely uses familiar words or images, and rarely asks himself or herself questions, to understand the subject.	The student sometimes uses familiar words or images, and sometimes asks himself or herself questions, to understand the subject.	The student often uses familiar and friendly words and images, and asks himself or herself questions, to understand the subject.	The student skillfully uses a lot of familiar and friendly words and images, and asks himself or herself high level questions, to understand the subject.
Verify the comprehension and visualise RAS 1.1.4, 1.1.5	The student has difficulty making a picture in his head of the text. He rarely uses strategies like read again and read slower to help him or her understand.	The student sometimes makes a picture in his or her head of the text. He sometimes uses strategies like read again and read slower to understand.	The student often makes a picture in his or her head of the text. He often uses strategies like read again and read slower to understand.	The student makes a clear picture in his head of the text. He frequently uses strategies by himself like read again and read slower to understand.
Making connections and reuse the knowledge RAS 1.1.6, 1.2.1	The student makes limited connections with information from the text and what he knows. He is unable to use his new knowledge in a different situation.	The student makes some connections with information from the text and what he knows. He uses some of his new knowledge in a different situation.	The student makes connections with information from the text and what he knows. He usually uses his new knowledge in a different situation.	The student makes logical connections with information from the text and what he knows. He often uses his new knowledge in a variety of different situations.
Recount RAS 1.1.7	The students retells parts of the story, but usually not in chronological order.	The student retells a story in chronological order using time markers. Some parts are missing or not accurate.	The student retells a story in chronological order using time markers.	The student retells a story in chronological order using time markers and numerous details.
Follow models and self-correction RAS 1.2.2, 1.2.4	The student has difficulty following a model to write or to say correct sentences.	The student can sometimes follow a model to write or say correct sentences.	The student can follow a model to write or say some correct sentences.	The student can always use a model to write or say more complex sentences than the model.
Use resources, take risks RAS 1.2.3, 1.2.5, 1.2.6, 1.2.7	The student is unable to use resources such as a dictionary or a visual,	The student rarely attempts to use resources by himself, such as a	The student sometimes uses resources such as a dictionary or a visual,	The student often uses a lot of different resources such as a dictionary or a

	photo dictionary to understand. He rarely tries if he's not sure of the answer.	dictionary or a visual, photo dictionary to understand. He sometimes tries if he's not sure of the answer.	photo dictionary to understand. He tries even if he's not sure of the answer or what to look for.	visual, photo dictionary to understand. He tries all the time, especially when he's not sure of the answer.
--	---	--	---	---

Échelle d'appréciation

Essentiels Elements	Level 1	Level 2	Level 3 (asked at the end of the year)	Level 4
Using expressions of courtesy and greetings RAS 2.1, 2.2	The student has difficulty introducing himself/herself, or a friend, and struggles to greet people using complete sentences. He or she rarely uses courtesy words.	The student is able to introduce himself/herself and/or a friend and greet people using short, memorised sentences. He or she sometimes uses courtesy words.	The student can introduce himself or herself and/or a friend and can greet people using complete short sentences. He or she uses courtesy words.	The student can easily introduce himself or herself and/or a friend and greet people politely using complete sentences and common expressions. He or she uses a variety of courtesy words.
Extending, accepting or refusing an invitation RAS 2.3	The student has difficulty inviting someone to do something. He or she has difficulty accepting or refusing an invitation from someone using even very short, memorised answers.	The student is occasionally able to extend a simple invitation to do something or go somewhere. He or she can accept or refuse an invitation from someone using short, memorised answers.	The student is able to extend invitations to do something or go somewhere. He or she can accept or refuse an invitation politely using a variety of short, complete sentences.	The student is able to extend a variety of invitations. He or she can accept or refuse invitations politely and give an explanation for his choice.
Sustaining a conversation RAS 2.4	The student has difficulty understanding and listening to other's ideas and questions. He or she has difficulty sharing personal experiences.	The student usually understands simple conversations and listens to other's ideas and questions, but may have difficulty sharing personal experiences or asking questions.	The student listens to other's ideas and questions, and is able to share personal experiences and ask simple questions to keep the conversation going.	The student can easily listen to other's ideas and questions and he or she can share detailed personal experiences and ask a variety of questions to keep the conversation going.
Giving and following directions RAS 2.5	The student can rarely tell someone how to get somewhere and can rarely follow directions from another.	The student can sometimes tell someone how to get somewhere but can rarely follow directions from another.	The student can tell someone how to get somewhere and can usually follow directions from another.	The student can easily tell someone how to get somewhere and can always follow directions from another.

<p>Expressing preferences, feelings, interests and opinions RAS 2.6</p>	<p>The student has difficulty expressing basic feelings and simple opinions about a familiar topic.</p> <p>He or she has a hard time talking about things or activities he or she likes or dislikes.</p>	<p>The student can generally express simple, basic feelings and simple, basic opinions about a familiar topic.</p> <p>He or she can sometimes talk about things or activities he or she likes or dislikes.</p>	<p>The student can express basic feelings and simple opinions about a variety of familiar topics.</p> <p>He or she can usually talk about things, people or activities he or she likes or dislikes.</p>	<p>The student can easily express feelings and opinions about a variety of topics (familiar or new).</p> <p>He or she can easily talk about a variety of things, people, places or activities he or she likes or dislikes.</p>
<p>Asking questions, using numbers, quantities and time words. RAS 2.7, 2.8</p>	<p>The student is rarely able to ask simple questions to get some information. He is rarely able to use numbers, quantities and time in his sentences.</p>	<p>The student is sometimes able to ask simple questions to get some information. He occasionally attempts to use numbers, quantities and time in his sentences.</p>	<p>The student is usually able to ask questions to get some information. He is often able to use numbers, quantities and time in his sentences.</p>	<p>The student is easily able to ask a variety of questions to a classmate to get some information. He is able to use a variety of numbers, quantities and times in his sentences.</p>

Anglais Intensif – 5^e année

S'exprimer (RAG AI-3)

Échelle d'appréciation

Essentiels Elements	Level 1	Level 2	Level 3	Level 4
Describe activities, objects and people. RAS 3.1, 3.2	The student is rarely able to describe activities and things he likes or the people he knows.	The student is occasionally able to describe activities, things he likes and people he knows.	The student is generally able to describe activities, things he likes and people he knows.	The student is able to describe detailed activities, things he likes and people he knows.
Sharing likes and dislikes RAS 3.3	The student rarely talks about his or her likes or dislikes.	The student is occasionally able to talk about why he or she likes or dislikes something.	The student is generally able to talk about why he or she likes or dislikes something, and give an explanation.	The student is able to talk about why he or she likes or dislikes something, and explain in detail why.
Presenting a topic of interest RAS 3.4	The student can rarely tell his or her classmates about something he or she knows, without reading it.	The student attempts to tell his or her classmates about something he or she knows, without reading.	The student can tell his or her classmates about something he or she knows, without reading.	The student can tell his or her classmates, in detail, about something he or she knows, without reading.
Using English sounds and sentences RAS 3.5, 3.6	The student has difficulty pronouncing words correctly and rarely reuses expressions he or she has heard.	The student is occasionally able to pronounce easy, familiar words correctly; and occasionally attempts to reuse expressions he or she has heard.	The student is able to pronounce easy, familiar words correctly and reuses expressions he or she has heard.	The student is usually able to pronounce familiar and new words correctly; and frequently reuses new expressions he or she has heard.

Anglais Intensif - 5^e année

Écouter (RAG AI-4)

Échelle d'appréciation

Éléments essentiels	Level 1	Level 2	Level 3	Level 4
Understanding conversations RAS 4.1, 4.2	The student listens but has limited understanding of frequently used words and expressions in order to carry on a conversation, answer a question and follow instructions.	The student listens and understand most frequently used words and expressions in order to carry on a conversation, answer a question and follow instructions.	The student listens and understands frequently used words and expressions in order to carry on a conversation, answer a question and follow instructions.	The student listens and understands new words and expressions in order to carry on a conversation, answer a question and follow instructions.
Understanding Messages RAS 4.5, 4.6	The student has limited understanding of different types of messages found in a variety of audio sources.	The student understands some parts of different types of messages found in a variety of audio sources.	The student generally understands most different types of messages found in a variety of audio sources.	The student completely understands different types of messages found in a variety of audio sources.
Listening RAS 4.4, 4.5	The student listens to simple texts and classroom instructions but is unable to share important information with others.	The student listens to simple texts and classroom instructions and is able to share partial information with others.	The student listens to a variety of simple texts and classroom instructions and is able to share the important information with others.	The student listens to a variety of simple texts and classroom instructions, and is able to share important information and details with others.

Anglais intensif – 5e année
Écrire (RAG AI-6)

Échelle d'appréciation

	Outcome correlation	Level 1	Level 2	Level 3 (visé en fin d'année)	Level 4
Trait	RAS	The student <i>does not meet minimum programme expectations</i> in regards to fluency and accuracy. He/she...	The student who <i>meets minimum programme expectations</i> is able to produce a short, comprehensible text in English despite regular errors in fluency or accuracy; and...	The student who <i>meets programme expectations</i> is able to produce a developed, comprehensible text which is relatively accurate and fluent despite frequent gaps or errors; and...	The student who <i>easily meets programme expectations</i> is able to quite accurately and fluently convey meaning throughout a writing performance; and...
Ideas	6.1 6.2 6.3 6.4 5.7 3.2 2.6	<ul style="list-style-type: none"> Attempts to include limited or few ideas. Strays off topic. 	<ul style="list-style-type: none"> Includes limited ideas or events related to a topic/subject (may have major gaps in information or details). 	<ul style="list-style-type: none"> Includes a series of ideas/information /events related to the topic as well as details to begin to develop or expand on a topic (may have some gaps in information). Demonstrates ability to reuse language in new contexts. 	<ul style="list-style-type: none"> Includes a series of ideas/information/events and many details to make the text flow and easy to understand. Maintains focus on the topic.
Organisation	6.3 6.4 6.7 6.8 1.2.7	<ul style="list-style-type: none"> Presents ideas in an unorganized fashion making the writing difficult to follow. Includes limited information. 	<ul style="list-style-type: none"> Demonstrates one of the three concepts of a beginning, middle and ending in his/her writing. Presents ideas loosely - generally in an unorganized paragraph. 	<ul style="list-style-type: none"> Presents ideas, information or events in a sequence that may be followed relatively easily. Uses a few linking words or phrases to connect ideas. Demonstrates the three concepts of a beginning, middle and ending in his/her writing. Presents ideas generally in one paragraph. May attempt to use dialogue; use is generally inaccurate and may be difficult to follow. 	<ul style="list-style-type: none"> Presents ideas, information or events in a logical sequence. Uses linking words, expressions and/or phrases to connect ideas and create flow to the writing. Includes a beginning, middle and ending. Presents ideas in more than one paragraph. May include dialogue, although not always accurately.

	Outcome correlation	Level 1	Level 2	Level 3 (visé en fin d'année)	Level 4
Word Choice	6.1 6.2 3.2 3.6	<ul style="list-style-type: none"> Limits word choice to repetitive, high frequency vocabulary with little success and repetitive use. 	<ul style="list-style-type: none"> Demonstrates use of basic, familiar vocabulary to express ideas adequately. Sporadically uses the first language or invented words: using more than 10 words in French is not considered an English text. Uses a limited variety of verbs, and may use them redundantly. 	<ul style="list-style-type: none"> Demonstrates use of sufficient vocabulary, adjectives and verbs/action words to express ideas adequately. Reinvests words he/she frequently reads, hears or says in class. May use the occasional word in the L1 (French): up to 5 words is permitted. 	<ul style="list-style-type: none"> Demonstrates ability to use a variety of vocabulary, adjectives and verbs/action words to develop and enrich the topic. Reinvests words he/she frequently reads, hears or says in class and beyond.
Sentence Structure	6.2 6.7 5.3 3.6	<ul style="list-style-type: none"> Generally presents ideas in one long, run-on sentence or in two disjointed, repetitive sentences. 	<ul style="list-style-type: none"> Generally uses short, repetitive sentence structures. May attempt complex sentences with limited degrees of success. 	<ul style="list-style-type: none"> Generally uses short sentences with ease. May attempt complex sentences with varying degrees of success. Demonstrates risk-taking and may attempt to do something that is more sophisticated (although unsuccessful). 	<ul style="list-style-type: none"> Often uses compound and/or complex sentences. Demonstrates risk-taking in the creation of new sentences and ideas.

	Outcome correlation	Level 1	Level 2	Level 3 (visé en fin d'année)	Level 4
Conventions	6.5 6.6 3.5	<ul style="list-style-type: none"> ○ Spelling and language use is invented, inconsistent or in some cases, unintelligible. Phonetic approximations may be attempted. 	<ul style="list-style-type: none"> ○ Makes limited attempts to use correct punctuation and capitalization. ○ Spells majority of familiar words correctly. ○ Will usually spell words using phonetic approximations. ○ Demonstrates limited understanding of subject-verb agreement and use. ○ Uses subject pronouns occasionally. 	<ul style="list-style-type: none"> ○ Generally uses correct punctuation and capitalization. ○ Spells majority of familiar words correctly. ○ May often spell difficult words using phonetic approximations. ○ Attempts to use pronouns and adjectives. ○ Attempts to use subject-verb agreement although not always accurate. ○ Attempts to use the past or future verb tenses, but use is not accurate. ○ Occasional misuse of subject pronouns. 	<ul style="list-style-type: none"> ○ Uses appropriate punctuation and capitalization and may attempt to use other styles not seen in the programme. ○ Spells familiar words correctly. ○ May spell complex or less familiar words using phonetic approximations. ○ Attempts to demonstrate some understanding of the concept of adjective or adverb placement. ○ Demonstrates an understanding of subject-verb agreement although use may not be consistent. ○ Uses past or future verb tenses but without total accuracy. ○ Uses subject pronouns with relative accuracy.

Anglais intensif – 5^e année

Lire (RAG AI-5)

Échelle d’appréciation

Éléments essentiels	Level 1	Level 2	Level 3	Level 4
<p>Reading Aloud Ex. use of the final « s » with the third person singular, « th » sound, final « s », «ed» in the past tense.</p> <p>RAS 5.1</p>	<p>The student is rarely able to read simple texts with accurate fluency, intonation and pronunciation.</p>	<p>The student is occasionally able to read simple texts with accurate fluency, intonation and pronunciation.</p>	<p>The student is generally able to read most texts with accurate fluency, intonation and pronunciation.</p>	<p>The student is able to read a variety of texts with accurate fluency, intonation and pronunciation.</p>
<p>Comprehension Ex. using graphic organizers, or diagrams, responding to questions, drawing, etc.</p> <p>RAS 5.2, 5.6</p>	<p>The student shows limited understanding of texts</p>	<p>The student shows partial understanding of texts.</p>	<p>The student understands texts by providing accurate and complete information and ideas.</p>	<p>The student understands texts by providing accurate, relevant and detailed information and ideas.</p>
<p>Making Connections</p> <p>RAS 5.4, 5.5</p>	<p>The student makes limited connections with the information from the text.</p>	<p>The student makes some connections with the information from the text and can share that information with others.</p>	<p>The student makes connections with the information from the text and can share what he or she thinks or knows with others.</p>	<p>The student makes logical connections with the information from the text and effectively shares what he or she thinks or knows with others.</p>

	The student is unable to make connections to personal experiences.	The student makes some connections to personal experiences.	The student makes connections to personal experiences.	The student makes logical connections to personal experiences.
Recount RAS 5.3, 5.7	The student retells limited parts of a story.	The student attempts to retell a story in chronological order. Some parts are missing or not always accurate. The student uses some time markers (ex. first, then, before/after, finally).	The student retells a story in chronological order using time markers (ex. first, then, before/after, finally). There is a clear beginning, middle and end.	The student retells a story with many details (characters and settings) in chronological order using time markers (ex. first, then, before/after, finally). There is a detailed beginning, middle and end.