

Échelle d'appréciation

| Essentiels Elements | Level 1 | Level 2 | Level 3 | Level 4 |
|---------------------------|--|---|---|---|
| Ideas | The student is unable to reuse ideas or information related to a topic by following guided models. | The student is able to reuse some of the ideas or information related to a topic by following guided models. | The student can reuse ideas and information related to a topic by following guided models. | The student can reuse and combine ideas and information related to a topic by following guided models. |
| Word Choice | The student is seldom able to use basic, familiar vocabulary to express ideas adequately The student frequently uses words in French or omits words altogether. | The student demonstrates a limited use of basic, familiar vocabulary to express ideas adequately. The student sporadically uses words in French. | The student demonstrates the use of basic, familiar vocabulary to express ideas adequately. | The student uses of a broad range of vocabulary to express ideas adequately. |
| Sentence Structure | The student is unable to use short, simple sentences as demonstrated in guided models. | The student attempts to use short, simple sentences following guided models. | The student uses short, simple sentences following guided models. | The student uses short, simple sentences and combines sentences to create new ones, even when following guided models. |
| Conventions | The student's spelling and language use is invented, inconsistent or in some cases, unintelligible. Phonetic approximations may be attempted for words that should be familiar. | The student attempts to use correct punctuation (the period) and capitalization at the beginning of the sentence, though not always successfully. The student spells several familiar words correctly using a word bank. Phonetic approximations may be attempted. | The student generally uses correct punctuation (the period) and capitalization at the beginning of the sentence. The student spells the majority of familiar words correctly using a word bank. Phonetic approximations may be attempted for unfamiliar words. | The student uses correct punctuation (the period) and capitalization (beginning of the sentence). The student spells familiar words correctly using a word bank, and attempts to use new words or word combinations. |