

Échelle d'appréciation

Essentiels Elements	Level 1	Level 2	Level 3 (Expected)	Level 4
Ideas	The student makes few or no attempts to use ideas/information related to a topic by following guided models.	The student makes limited attempts to use ideas/information related to a topic by following guided models.	The student demonstrates the ability to use ideas/information related to a topic by following guided models.	The student demonstrates the ability to use ideas/information and new details related to a topic by following guided models.
Word Choice	The student rarely uses basic, familiar vocabulary to express ideas adequately The student frequently uses words in French or none at all.	The student demonstrates limited use of basic, familiar vocabulary to express ideas adequately. The student sporadically uses words in French.	The student demonstrates use of basic, familiar vocabulary to express ideas adequately.	The student demonstrates use of a broad vocabulary, using adjectives and action words to express ideas.
Sentence Structure	The student makes no or few attempts to use different short sentences following guided models. The student has little or no knowledge of where to use adjectives in sentences.	The student makes limited attempts to use different short sentences following guided models. The student has limited knowledge of where to use adjectives in sentences.	The student generally uses familiar, short sentences following guided models. The student knows where to use adjectives in sentences.	The student uses a variety of short sentences following guided models. The student knows where and when to use adjectives in sentences.
Conventions	The student makes few or no attempts to use correct punctuation (period and question mark) and capitalization	The student makes limited attempts to use correct punctuation (period and question mark) and capitalization	The student generally uses correct punctuation (period and question mark) and capitalization	The student uses correct punctuation (period and question mark), capitalization (beginning of the sentence and

	<p>(beginning of the sentence and pronoun I). The student makes little or no attempts to use the regular plural. (book-books) The student spells few familiar words correctly.</p> <p>The student makes little attempts to use pronouns and adjectives.</p>	<p>(beginning of the sentence and pronoun I). The student makes limited attempts to use the regular plural. (book-books) The student spells several familiar words correctly. The student attempts to use pronouns and adjectives.</p>	<p>(beginning of the sentence and pronoun I).</p> <p>The student generally uses the regular plural. (book-books).</p> <p>The student spells the majority of familiar words correctly.</p> <p>The student uses pronouns and adjectives.</p>	<p>pronoun I) and attempts to use other styles not seen in the programme.</p> <p>The student uses the regular plural. (book-books) and appropriate verb changes for the third person singular.</p> <p>The student spells familiar words correctly and attempts to spell unfamiliar words.</p> <p>The student uses pronouns and adjectives not seen in the programme.</p>
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