

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.