

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 |
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| 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 |

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| | 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. |
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