

Sample performance standards across the academic year: Year One – General Language Principles

Understanding and Applying General Language Principles

Below is a description of fulfillment of each learning outcome at the end of each term (fully meeting expectations).

End of Term 1	End of Term 2	End of Term 3
<ul style="list-style-type: none"> • use features of voice (tone, rhythm of speech, intonation) and gestures to help clarify meaning in conversations and presentations 		
- pronounces French sounds correctly	- pronounces French sounds correctly when speaking and reading aloud; uses voice inflection to ask questions	- pronounces French sounds correctly when speaking, reading and presenting; uses rhythm and expression in oral presentations
<ul style="list-style-type: none"> • use a French/English dictionary and other reference sources 		
- consults word wall and other classroom resources to determine correct spelling	- consults dictionary to determine correct spelling and meaning of words used in written compositions; begins to use online resources to self-edit writing, e.g., <i>bonpatron.com</i>	- consults dictionary to determine correct spelling and meaning of words used in written compositions; uses online resources to self-edit; begins to consult thesaurus and/or <i>Bescherelle</i>
<ul style="list-style-type: none"> • identify, differentiate and use the sounds and symbols unique to the French language 		
- identifies specific sounds and the letter combinations that produce them, e.g., <i>é, ez, er, ai</i>	- correctly pronounces closely related sounds, e.g., <i>un</i> and <i>une</i>	- uses and identifies specific instances when accents are used, e.g., <i>é</i> for past participle of <i>er</i> verbs
<ul style="list-style-type: none"> • identify and use language structures appropriate to thematic tasks. 		
- uses modeled language structures in oral and written forms, e.g., <i>J'ai une soeur.</i>	- uses modeled language structures in oral and written forms with additional detail, e.g., <i>J'ai une soeur aînée.</i>	- uses modeled language structures in oral and written form, combining structures to create more complex phrases, e.g., <i>J'ai une soeur aînée, mais elle n'habite pas chez nous.</i>
<ul style="list-style-type: none"> • work individually, in pairs and in groups to create oral, written and visual productions 		
- creates simple written and visual productions individually using thematic structures and vocabulary - presents simple oral productions using modeled thematic structures and vocabulary; language is basic and easily understood	- creates written and visual productions individually using thematic structures and vocabulary; productions contain additional details - presents oral productions using modeled thematic structures and vocabulary with partners and/or groups; language used in productions is varied and contains additional details	- creates written and visual productions individually using a wide variety of familiar and new thematic structures and vocabulary; productions make use of additional details and vocabulary - presents oral productions, occasionally using spontaneous language in addition to modeled thematic structures with partners and/or groups

<ul style="list-style-type: none"> • complete classroom tasks, using appropriate visual and non-visual supports 		
<ul style="list-style-type: none"> - seeks key information and completes structured tasks using framed language to guide and represent learning 	<ul style="list-style-type: none"> - seeks information and performs tasks using graphic organizers for support 	<ul style="list-style-type: none"> - seeks information and performs tasks using a variety of resources to assist meaning-making and represent learning
<ul style="list-style-type: none"> • follow oral and written instructions containing familiar and unfamiliar vocabulary and structures 		
<ul style="list-style-type: none"> - follows basic modeled oral instructions, teacher gestures and modeling 	<ul style="list-style-type: none"> - follows basic modeled oral and written instructions with little modeling; follows oral and written instructions 	<ul style="list-style-type: none"> - follows oral and written instructions without modeling; follows oral and written instructions in a variety of situations
<ul style="list-style-type: none"> • use a variety of strategies to communicate or clarify meaning in a message, e.g., voice, body language, gesture 		
<ul style="list-style-type: none"> - uses basic modeled phrases to communicate a message - uses gestures to assist meaning and/or assist in communication 	<ul style="list-style-type: none"> - uses a variety of modeled phrases to communicate - uses gestures to assist meaning, as well as add emphasis in oral productions 	<ul style="list-style-type: none"> - use a wide variety of modeled phrases to communicate - uses gestures as a regular part of oral productions
<ul style="list-style-type: none"> • complete self and peer-assessments 		
<ul style="list-style-type: none"> - assesses quality of one's own participation in oral activities - assesses quality of peer effort and/or participation in oral and written activities, e.g., using a checklist or rating scale 	<ul style="list-style-type: none"> - assesses quality of ones' own participation using class-prepared rubrics - assesses quality of peer-prepared productions using teacher- or class-prepared rubrics 	<ul style="list-style-type: none"> - assesses quality of one own's participation using criteria; sets goals for improvement - assesses peer-prepared productions using criteria, makes suggestions for improvement
<ul style="list-style-type: none"> • use a variety of resources, e.g., dictionaries, grammar references 		
<ul style="list-style-type: none"> - uses classroom word wall, dictionaries and/or posters to assist with proper spelling 	<ul style="list-style-type: none"> - uses classroom word wall, dictionaries and/or posters to assist with proper spelling; begins to use online references to refine written work 	<ul style="list-style-type: none"> - uses classroom word wall, dictionaries and/or posters to assist with proper spelling; uses online references to refine written work and to self-edit