

# CEFR-inspired Classroom Practices

## Viewer's Guide



FSL planning, teaching and assessment that support the integration of oral communication, reading and writing within an action-oriented approach inspired by the CEFR



# INTRODUCTION

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Based on a ‘collaborative lesson study’ professional learning model, this project aims to improve student achievement in FSL through the following actions:

- Co-planning, observing and reflecting on student learning, in a secondary French immersion setting and an elementary Core French setting
- Integrating speaking, listening, reading and writing through meaningful and interrelated activities that support a common learning goal
- Making connections to the following research-based concepts and strategies from the CEFR:
  - Action-oriented approach – Teaching is planned with the learner’s communicative needs, competencies and interests in mind; students are engaged in accomplishing a goal or solving a problem using their target language
  - Focus on the task – Planning tasks that allow students to apply their knowledge and skills in an authentic context, and allow for multiple entry points via open-ended tasks that have more than one possible outcome, or open-ended tasks that have more than one possible way to achieve the outcome
  - Vocabulary and language structures are scaffolded as needed and contextualized to support meaningful communication during the task
  - Interaction – Frequent opportunities for student-student and student-teacher interaction, including spontaneous interaction, build student confidence and competence
  - Positive, transparent criteria – Criteria for quality performance are clearly articulated and continually refined as students and teachers deepen their understanding of the expectations; a common understanding of the criteria becomes the cornerstone of effective self- and peer assessment and of giving and receiving feedback
- Developing processes for the moderation of student oral and written work so that educators can analyze evidence of learning in order to provide effective feedback and determine next steps for instruction

This resource has been produced with the support and cooperation of Nipissing–Parry Sound Catholic District School Board.

This video series follows a school board FSL pilot team, which includes classroom teachers from the elementary and secondary panels, and from the Core French, Extended French, and French Immersion programs, as well as a literacy coach, curriculum consultant and the superintendent responsible for FSL. The FSL team engages in co-planning, teaching, moderating and reflecting on student work, within the context of implementing CEFR-inspired practices in elementary and secondary FSL classrooms. All of the educators involved are engaged in the project as learners. Educators in different programs and panels visited each other's schools and classrooms to engage in a collaborative lesson study model. This series reflects some of the changes in their thinking and their practices over time, as educators pose questions and integrate emerging understandings into their professional practice.

You will see that French is used both in the classrooms and in the professional learning discussions of this video series, and resources used were in French wherever possible. Project participants valued the opportunity to use French in a supportive professional learning environment.

In this Viewers' Guide, you will find a brief description of the content of each video, participant reflections and viewing questions. The participants' individual reflections about

their professional learning relate to specific videos as well as the project as a whole. The viewing questions can be considered before, during, or after viewing the videos individually, with colleagues, or in a professional learning context. They are intended to foster reflections on daily practice, such as:

- What is the impact of this learning on my practice?
- What knowledge or strategies am I ready to put into practice?
- What are my next steps for professional learning?

.....

**Concrètement, l'enquête incite les enseignants à se considérer comme des apprenants sur le plan de la pensée critique et créative. Elle prône l'ouverture d'esprit et la souplesse. Au moyen du dialogue collaboratif, les enseignants cherchent à faire émerger des possibilités, de nouvelles questions et des solutions pour améliorer l'apprentissage et le rendement des élèves. Cette caractéristique dite « itérative » se construit progressivement, en lien avec la réflexion continue et les résultats obtenus par les enseignants.**

*Secrétariat de la littérature et de la numératie  
(2011), L'enquête collaborative en tant  
qu'apprentissage professionnel, La Série  
d'apprentissage professionnel*

# VIDEOS

## Video 1: Le coapprentissage : la perspective actionnelle et l'approche par les tâches

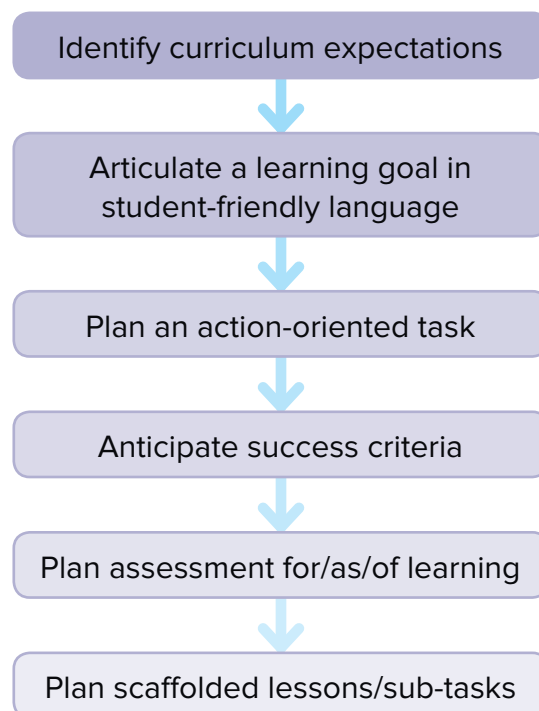
In this video, the FSL team constructs their understanding of the action-oriented approach.<sup>1</sup> Tasks inspired by the action-oriented approach often require students to interact through speaking, listening, reading and/or writing, in order to accomplish a tangible goal. They may be set in a context that relates to a real-life problem or topic that touches the students' lives.

The FSL team deepens their understanding of how to put this theory into practice by applying a backward design planning process that incorporates the new learning.

### Viewing Questions

- What are some advantages of establishing or co-creating professional learning goals and success criteria? In what other ways might these benefits be achieved?
- When working in a collaborative professional learning context, how can the collective wisdom of all of the participants be highlighted or maximized?

- What questions or strategies are helpful in achieving a common understanding of an idea or concept?



.....  
« La perspective actionnelle promeut la motivation chez les élèves et par la suite le succès. Ils voient et ils comprennent l'importance d'exécuter une tâche. »

« Depuis que j'utilise des activités qui visent l'approche actionnelle, je vois que mes garçons sont plus engagés dans les leçons. »

*Participant reflections*

<sup>1</sup>This understanding is based on previous professional learning about the *Common European Framework of Reference for Languages* (CEFR); the Guide to Reflective Practice for Core French Teachers (Action-Oriented Approach module); and reading two articles: Rosen (2010): Perspective actionnelle et approche par les tâches en classe de langue, and North (2008): The Relevance of the CEFR to Teacher Training.

## Video 2: La coplanification (immersion, secondaire)

In this video, the FSL team co-plans a Grade 10 French Immersion task. After the classroom teacher provides an overview of her students' abilities and interests and the curriculum expectations on which they are currently working, the team designs a task based on the action-oriented approach. They anticipate success criteria for the task and begin planning a series of lessons to scaffold the students' content and linguistic knowledge and skills.

The team continually reflects and revises their planning throughout the session, checking for alignment with curriculum, the action-oriented approach, and students' prior knowledge and experiences. They plan opportunities for peer and self-assessment that will support the learning and ongoing improvement.

### Viewing Questions

- What strategies are helpful when designing tasks that are purposeful, interactive, cognitive and goal-oriented?
- How can FSL teachers increase their repertoire of specific instructional strategies for speaking, listening, reading and writing?

- How does co-planning as a professional learning activity impact the practice of each participant? How does the involvement of educators with different roles enrich the experience?

.....

« Les élèves doivent voir la structure (linguistique) en contexte de la tâche pour pouvoir vraiment la comprendre et l'utiliser. »

« C'est important (dans la planification) de mettre autant d'emphasis sur la communication orale que sur l'écriture et la lecture. Les élèves reconnaissent l'importance de pratiquer la langue à l'oral et que ceci va servir à améliorer leur compréhension écrite et leur écriture. »

*Participant reflections*

## Video 3: L'observation : la communication orale (immersion, secondaire)

In this video, the FSL team observes a co-planned three-part lesson in action. The classroom teacher continually integrates speaking, listening, reading and writing activities as students build their skills in expressing and justifying their point of view. Frequent opportunities for interaction provide students with practice in order to consolidate their comprehension, express their thinking and develop their arguments.

## Viewing Questions

- What are the students' and teacher's roles in this classroom?
- What strategies are in place to promote student talk?
- What student learning is in evidence? What are some next steps for instruction?

.....

« On voit que les structures et les attentes pour l'interaction ont déjà été bien établies. »

« On veut que les élèves parlent et fassent connaître leur message, mais c'est éventuellement important d'être précis. »

*Participant reflections*

## Video 4: La réflexion sur la leçon

In this video, the FSL team shares their observations about the lesson and particularly about the evidence of student learning, using an observation template (see Appendix A, Gabarit d'observation). The discussions are characterized by linking the criteria (established in the planning session) with evidence shared through the observations. Students' strengths and needs are identified in order to inform feedback for the students and next steps for instruction.

## Viewing Questions

- Why is it important to validate what students can do?
- What kinds of evidence can FSL teachers collect or observe before, during, and after a lesson?
- How can classroom observation data be used to determine trends or generalizations about student learning needs, or professional learning needs?

.....

**Le fait de prévoir des moments de réflexion permet à la pensée collective de devenir intentionnelle et explicite.**

*Secrétariat de la littératie et de la numératie (2011), L'enquête collaborative en tant qu'apprentissage professionnel, La Série d'apprentissage professionnel*

## Video 5: L'observation : l'intégration de l'oral, de la lecture et de l'écriture (immersion, secondaire)

In this second visit of the pilot team to the Grade 10 Immersion class, students are continuing to work towards producing a persuasive text in the form of a formal letter or presentation. The students co-create success criteria related to the form, content and linguistic structures of their text. Oral interaction and reading activities provide students with additional information

(e.g., alternative arguments, points of view, language structures) in order to enrich the arguments and the precision of their own texts.

The definition below may support discussions about teaching and assessing persuasive texts:

**Texte d'opinion :** Relation orale ou écrite dans laquelle une personne exprime ses vues personnelles sur un sujet donné et qui vise parfois à convaincre ou à rallier à son opinion un public cible. Titre reflétant le sujet. Présentation du sujet dans l'introduction; développement comportant une analyse du sujet fondée sur des connaissances ou sur l'expérience personnelle; prise de position univoque (pour ou contre) appuyée de solides arguments (au moins trois); conclusion résumant l'argumentation et justifiant la prise de position.

*Ministère de l'Éducation de l'Ontario (2006),  
Le curriculum de l'Ontario de la 1re à la  
8e année, Français, (révisé), p. 104*

### Viewing Questions

- What are some benefits of integrating the strands of the FSL curriculum? What are the different ways that teachers might integrate speaking, listening, reading and writing?
- How can FSL teachers ensure that their planning and assessment reflect an appropriate balance of the Achievement Chart categories?

.....  
« Je vois des élèves qui peuvent s'autocorriger et qui peuvent mieux écrire. Ils peuvent aussi offrir des corrections et stratégies à leurs amis. »

*Participant reflections*

### Video 6: L'harmonisation au service de l'apprentissage (immersion, secondaire)

For templates and work samples accompanying this video, please see Appendix B (Harmonisation au service de l'apprentissage – feuille de route), Appendix C (Lettre d'opinion), and Appendix D (Harmonisation d'un texte d'opinion).

In this video, members of the FSL team meet to deconstruct examples of student work in progress. By comparing student work to the success criteria, the group identifies potential gaps and formulates feedback and next steps for students to complete as they finalize the task.

### Viewing Questions

- How can the collaborative assessment of student work (as compared with independent assessment) lead to targeting explicit improvement in teacher practice?



- How does teacher moderation build common knowledge about curriculum expectations and levels of achievement?
- When moderating student work, what opportunities can be exploited to share effective practices?

.....

**L'une des meilleures stratégies issues de la recherche pour établir un lien entre l'évaluation et une meilleure pratique pédagogique est l'harmonisation de l'évaluation. Ce processus suppose que des éducatrices et des éducateurs discutent ensemble du travail des élèves en fonction de critères prédéterminés.**

*Secrétariat de la littérature et de la numératie  
(2007), Harmonisation de l'évaluation,  
La Série d'apprentissage professionnel*

**« Sans rétroaction descriptive, il est difficile pour un élève de savoir ce qu'il/elle a bien fait et ce qu'il a besoin de faire afin d'améliorer son travail et comment. Lorsque nous avons développé notre rétroaction lors de l'harmonisation nous avons identifié les forces, prochaines étapes et comment les atteindre (stratégies). »**

*Participant reflection*

## **Video 7: La coplanification orientée par l'apprentissage des élèves (français de base, élémentaire)**

In this video, the FSL team analyses samples of Grade 5 student work prior to co-planning a lesson (see Appendix E, Texte descriptif). Prior to their meeting, the classroom teacher gave students an on-demand writing task related to the learning goals toward which they had already begun working. Analysis of the students' abilities as evidenced in their writing samples led to a rich discussion about their strengths and appropriate next learning steps. By discussing the criteria in relation to different levels of achievement, participants exposed their thinking and various interpretations of the success criteria, eventually leading them to more clearly describe a level 3 performance. The team then collaborated to plan a follow-up lesson, using the gradual release of responsibility model to address learning needs that were identified during the collaborative analysis of student work.

### **Viewing Questions**

- What practices lead to creating a culture of 'trust' and 'productive conflict'?
- What are the benefits of bringing examples of student work to a professional learning session?



- What factors should be considered when revising success criteria that were co-created with students?

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**Créer une culture de confiance relationnelle permet aux enseignants de se sentir libres de communiquer leurs idées, leurs expériences et leurs opinions. ... Un aspect important de cette confiance est la pratique du conflit productif, où le personnel communique ouvertement de façon professionnelle, en vue d'améliorer la pratique et la réussite des élèves.**

*Secrétariat de la littérature et de la numératie (2007), Harmonisation de l'évaluation, La Série d'apprentissage professionnel*

## **Video 8: La modélisation (français de base, élémentaire)**

In this video, the classroom teacher models comprehension and organization strategies using a mentor text and by thinking aloud. The learning goals and instructional approach are based on the FSL team's discussions about students' strengths and next steps from a previous activity shown in Video 7. This lesson builds on personalized topics and previously taught vocabulary on colour, shape and other characteristics.

## **Viewing Questions**

- In this junior Core French class, what evidence is observed of higher-order thinking and of metacognition?
- When students are transferring ideas or strategies learned in English (e.g., identifying the main idea, using a logical order) to their FSL class, they may not be able to express these strategies in French. What are some strategies to support students as they attempt to express their thinking in French?

.....

**« On a vu que l'engagement et la motivation chez les élèves étaient élevés. »**

**« Les tâches que nous avons développées étaient ouvertes et les thèmes étaient réels (reliés à la vie de l'apprenant). »**

*Participant reflections*

## **Video 9: La pratique partagée et guidée (français de base, élémentaire)**

In this video, the classroom teacher continues a lesson based on the Gradual Release of Responsibility (GRR) model. She leads the students through the stages of shared and guided practice. A variety of simple questions and comments are used continuously to maintain a high level of engagement. The teacher encourages students to stretch their

thinking and build their language repertoire in an encouraging environment with high expectations and ongoing support.

### Viewing Questions

- Why are shared and guided practice key components of the GRR model?
- How do supports such as word walls and reference charts build learner autonomy?
- What strategies ensure that all students can successfully accomplish the task?

## Video 10: La pratique autonome et les entretiens (français de base, élémentaire)

The video begins with students engaging in independent practice. The teacher uses strategic grouping in order to maximize interaction between students as they gain confidence and improve their language skills. Mixed-ability groupings and previous explicit teaching about effective group work are in evidence as students collaborate, ask questions, and help one another.

The focus then shifts to student-teacher interviews. Students repeat their group conversations one at a time with the teacher, as an assessment for learning activity. During subsequent teacher moderation, these interviews form the basis for identifying student

strengths and formulating descriptive feedback and next steps for instruction. The interviews also spark a discussion about assessment and instructional strategies in FSL classrooms.

### Viewing Questions

- How do FSL teachers differentiate instruction to meet the needs of all learners?
- In addition to vocabulary, what other skills and strategies do FSL students need in order to engage in successful independent practice?

« La rétroaction se passe tout au long de l'enseignement – soit avec le groupe entier, individuel, ou spontané. »

« Lorsque j'offre de la rétroaction positive, les élèves sont fiers de leur travail et plus ouverts à apporter des changements. »

*Participant reflections*

## Video 11: L'harmonisation au service de l'apprentissage (français de base, élémentaire)

In this video, the FSL team moderates some of the oral samples from Video 10. Before listening to the student interviews, team members connect the success criteria with the Achievement Chart categories and anticipate what they would expect to hear in

a performance for each of the achievement levels and categories of the Achievement Chart. (See Appendix F, Harmonisation d'un texte descriptif.)

This activity stimulates discussion of each success criterion and deepens the team's understanding of the descriptors and qualifiers in the Achievement Chart. Recognizing that certain terms (e.g., vocabulary) are used in the descriptors for multiple categories, the team members aim for precision in describing a successful performance in order to assign criteria to the appropriate categories. They also observe that the Thinking category of the Achievement Chart could be assessed through observation of classroom interactions prior to the student-teacher interviews, or through an exit pass. In this manner, data from conversations, observations and products can be used to inform their assessment.

Following the moderation process, the FSL team discussion focuses on descriptive feedback to be provided and next steps for instruction.

### Viewing Questions

- Why is it critical that participants engaged in teacher moderation have a common understanding of the assessment tool(s)?
- What other methods could FSL teachers use to document evidence of student learning? How could this evidence also be used by the students themselves?

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**In teacher moderation, teachers examine student work together to share beliefs and practices, enhance their understanding, compare their interpretations of student results, and confirm their judgements about a student's level of achievement. Teachers might also look at the assignment that was given and analyse its effectiveness in relation to the learning achieved by the students.**

*Ontario Ministry of Education (2010),  
Growing Success, p. 155*

**Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products.**

*Ontario Ministry of Education (2010),  
Growing Success, p. 34*

**« Il est nécessaire de promouvoir la pratique orale avec les mots à haute fréquence chez un(e) débutant(e) langue seconde. Preuve : je vois que les élèves doivent parler plus dans la classe et l'enseignant parle moins. »**

*Participant reflection*

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# APPENDIXES

## Appendix A: Gabarit d'observation

### L'étude collaborative d'une leçon inspirée par le CECRL

#### Gabarit d'observation

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p><b>Déclencheur (D)</b> : De quelle façon ce déclencheur a-t-il amorcé l'apprentissage?</p> <p><b>Incitations (I)</b> : Quels renseignements sont donnés aux élèves?</p> <p><b>Enseignement (E)</b> : Les élèves peuvent .../ Quels structures ou vocabulaires devraient être enseignés? / Y a-t-il des occasions pour les élèves de réfléchir?</p> <p><b>Interactions (INT)</b> : Quelles interactions avez-vous notées entre l'enseignant / l'enseignante et les élèves?</p> <p><b>Engagement des élèves (EE)</b> : Décrivez la participation et l'engagement des élèves du début jusqu'à la fin de la leçon.</p> <p><b>Idées fausses (IF)</b> : Quelles idées fausses les élèves ont-ils /elles démontré(e)s? / Qu'est-ce qui n'a pas été bien maîtrisé ou compris?</p> <p><b>Moments « Aha! » (AHA)</b> : Quelles sont les preuves d'apprentissage que vous avez notées?</p> <p><b>Stratégies (S)</b> : Quelles stratégies ont été utilisées par les élèves? Soyez précis.</p> <p><b>Prochaines étapes (PE)</b> : Quels sujets devraient être abordés lors des prochaines mini leçons en petits groupes ou des leçons pour la class entière?</p> |             |
| <b>Notes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Code</b> |

## Appendix B: Harmonisation au service de l'apprentissage

### Feuille de route

#### Avant l'analyse du travail des élèves

- Partager les attentes du curriculum (et les attentes quant aux habiletés d'apprentissage, au besoin)
- Décrire la tâche (les paramètres de la tâche, les critères d'évaluation,...)
- Élaborer des normes pour la collaboration professionnelle

| Étapes                                                                                                                                                                                                         | Questions                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Écouter (ou lire à haute voix) le document entier pour former une impression globale (sujet, fluidité, style).                                                                                              | Que remarquez-vous?                                                                                                                                                                      |
| 2. S'entretenir avec des collègues en utilisant les critères pour la tâche (critères d'évaluation, grille de rendement, référentiels, ...)                                                                     | Comment décrivez-vous ce travail par rapport aux critères?                                                                                                                               |
| 3. Dégager des perceptions communes sur les critères et les niveaux de rendement.                                                                                                                              | Quels sont les caractéristiques du travail?<br>Quelles preuves de l'apprentissage vous aident à évaluer ou classer ce travail?                                                           |
| 4. Chercher les tendances ou les régularités dans l'ensemble du travail.                                                                                                                                       | Qu'avons-nous appris de ce groupe d'élèves?<br>Quels sont leurs points forts? Leurs besoins?                                                                                             |
| 5. Fixer des objectifs pour des élèves et déterminer les prochaines étapes pour améliorer l'apprentissage des élèves. Rechercher et échanger de bonnes pratiques pour répondre aux besoins de tous les élèves. | Comment orienter l'enseignement futur?<br>(regroupement des élèves, stratégies d'enseignement, mini-leçons,...)?<br>Quelle rétroaction allez-vous fournir aux élèves?<br>Quand? Comment? |
| 6. Réfléchir au processus d'harmonisation.                                                                                                                                                                     | Qu'avez-vous appris d'après vos discussions?<br>Comment votre compréhension des critères d'évaluation/des niveaux de rendement a-t-elle changée? Quelles sont vos questions maintenant?  |

## Appendix C: Lettre d'opinion

[illegible]

mes difficultés de direction attention à une chose pour une long  
période de temps. Ses difficultés sont magnifier par une nouvelle  
problème, les téléphones cellulaires des États-Unis. ~~Donc nous les avons~~  
Donc un de nos classes mon enseignant permet nous d'utiliser  
notre téléphone cellulaires. Durant le cours, je ~~peux~~ me demander  
constamment quel est un Twitter, et si j'ai un texte. Ses tellement  
difficile de faire le travail quand elle permet nous d'utiliser notre  
téléphone.

Dans l'état secondaire, il y a beaucoup de personnes qui  
sont pas gentil. Si nous sommes punis d'utiliser notre  
téléphone dans les classe, on peut créer une pyramide social.  
Les gens avec les téléphones sont au haut, et on les on trouve  
les personnes qui pour pas acheter des téléphones. L'état secondaire  
est une temps très difficile, et on doit essayer d'exprimer la  
discrimination comparé à d'autres un autre nous que les autres  
d'être choisis.

La façon que les adolescents ont au jour'hui change.

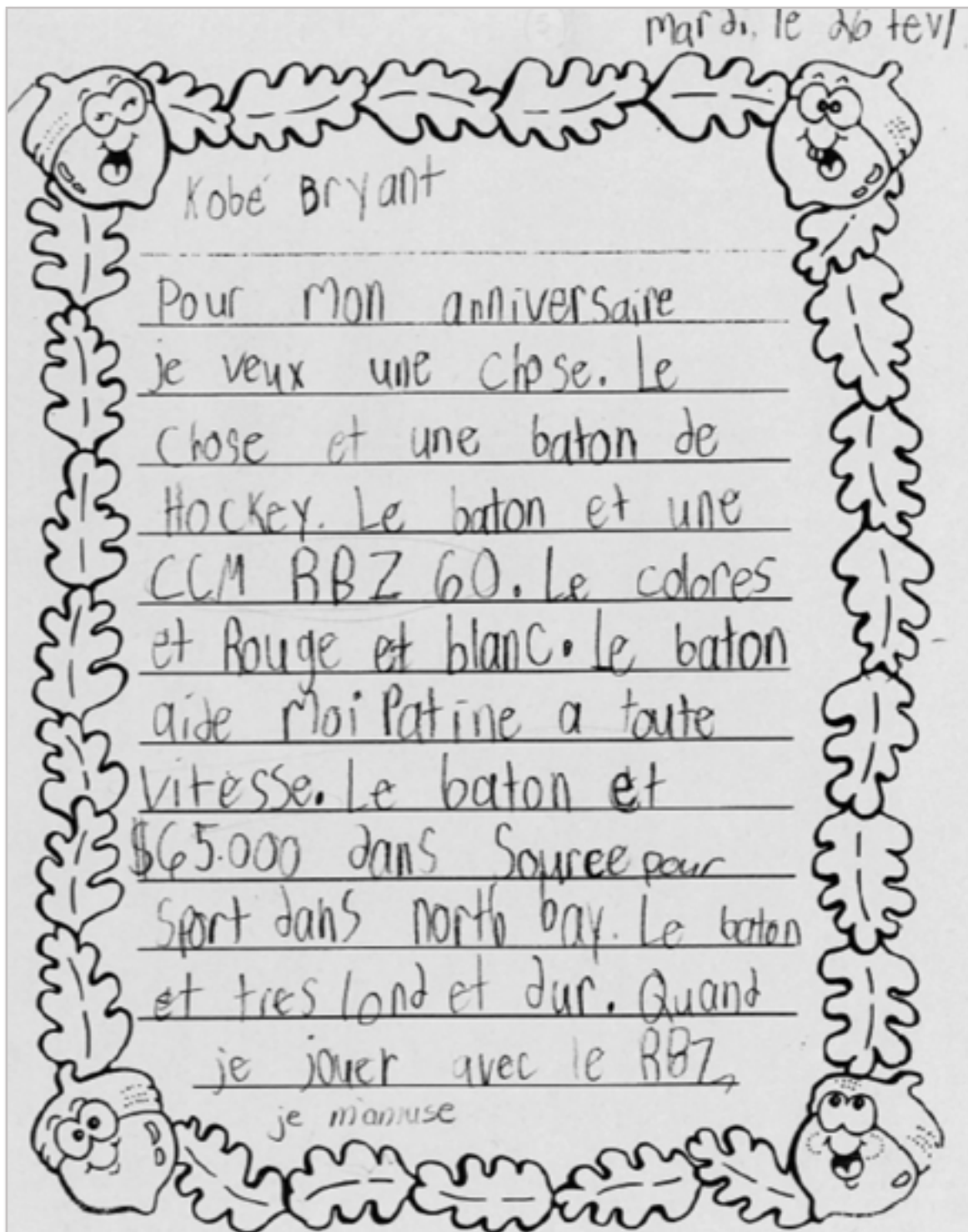
Compte à dix cents chez le post quand les junes on  
utilisé leur carte pour avoir une réponse à un problème,  
les adolescents au journal type single geographical dans leurs  
téléphone. Cette dernière est un peu petit pour un ordinateur  
ou un autre moyen de faire les choses.



## CEFR-inspired Classroom Practices

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## Appendix E: Texte descriptif



# Appendix F: Harmonisation d'un texte descriptif

**HARMONISATION D'UN TEXTE DESCRIPTIF**

**ÉCHANTILLON #**

| <b>CONNAISSANCE ET COMPRÉHENSION</b>                                                                                              | <b>HABILETÉS DE LA PENSÉE</b>                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Critère : je parle seulement de mon sujet</p> | <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Critères :</p>     |
| <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Commentaires :</p>                            | <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Commentaires :</p> |
| <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Commentaires :</p>                            | <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Niveau :</p>       |

| <b>COMMUNICATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>MISE EN APPLICATION</b>                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <p>Critère : je peux utiliser des mots variés (des beaux mots)</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 22%; border: 1px solid black; padding: 5px; font-size: 0.8em;"> <b>Niveau 1</b><br/>           - décrit au moins un trait de l'objet perdu         </div> <div style="width: 22%; border: 1px solid black; padding: 5px; font-size: 0.8em;"> <b>Niveau 2</b><br/>           - décrit 1-2 des catégories (couleur, forme, autre), ou utilise plusieurs adjectifs pour une catégorie         </div> <div style="width: 22%; border: 1px solid black; padding: 5px; font-size: 0.8em;"> <b>Niveau 3</b><br/>           - utilise une variété de mots descriptifs tels que la couleur, la forme, et 'autre' - accorde les adjectifs tels que petit/petite à l'oral         </div> <div style="width: 22%; border: 1px solid black; padding: 5px; font-size: 0.8em;"> <b>Niveau 4</b><br/>           - décrit l'objet utilisant chaque catégorie - accorde plusieurs adjectifs         </div> </div> | <p>Critère : je peux utiliser un ordre logique en suivant un modèle ou un organigramme au besoin</p>   |
| <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Commentaires :</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Commentaires :</p> |
| <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Commentaires :</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>Niveau :</p>       |