



Harmonisation de travaux d'élèves en français langue seconde

— A Guide for Principals —

2019

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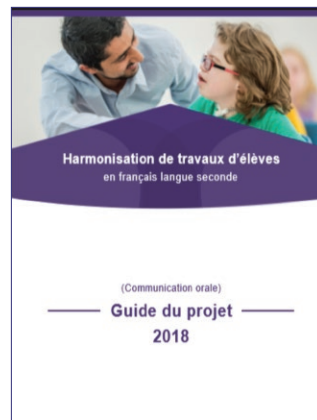
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The Student Work Study Projects - A Guide for Principals

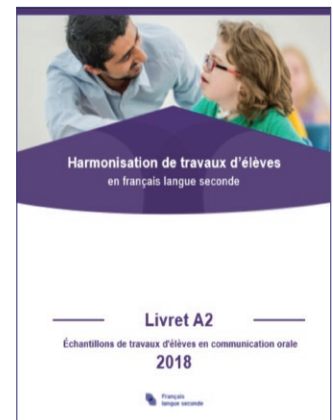
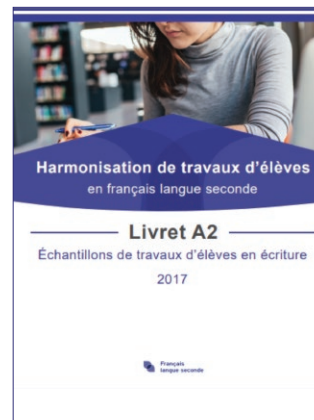
This interactive English facilitation guide provides school administrators who do not speak French the opportunity to adapt a school-based moderation project and measure the impact based on these resources.

Each resource is composed of one instruction guide with background information and two tasks for each CEFR level. Included with the resource are 4 booklets aligning with each CEFR level. In each booklet, there are 8 exemplars of student work. Each exemplar has a rubric, justifications for the levels assigned and next steps that describe possible teacher actions to help students improve.

GUIDES



BOOKLETS



Project Background

In 2016/17, six school boards in Ontario collaborated to apply teacher moderation to a variety of written FSL samples from different grades and programs. The goal of this project was to develop a common understanding of student proficiency levels in writing in order to increase coherence across classrooms and schools in the province. With a focus on assessment for learning, these projects offer an excellent opportunity to reinforce the purpose of improving learning and helping students to become independent learners.

In 2017/18, six new school boards volunteered to engage in a similar project; however this time focussing on oral communication samples. Ontario teachers and students produced and moderated over 500 samples to arrive at the final examples. These projects represent the first efforts to combine the expectations of the Ontario Curriculum for FSL with descriptors of the *Common European Framework of Reference* (CEFR) levels.

Connection to the French as a Second Language Ontario curriculum

The writing and oral tasks proposed in the project allow students to demonstrate their writing and speaking abilities linked with the programs in Ontario: French as a Second Language: Core French Grade 4-8, Extended French Grades 4-8 and French Immersion Grade 1-8 (2013) and French as a Second Language: Core French, Extended French, and French Immersion (2014). Each of the tasks, learning goals and success criteria are based on overall and specific expectations developed from the curriculum and are noted in the guide for each project.

We would like to thank the following individuals for their important contribution to this project:

- Annick Brewster, Principal, Superior-Greenstone District School Board
 - Dominique Bertrand, Principal, Upper Canada District School Board
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Resources

Harmonisation des travaux d'élèves en français langue seconde. September 2017.

<https://transformingfsl.ca/en/resources/harmonisation-des-travaux-deleves-en-francais-langue-seconde/>

Harmonisation des travaux d'élèves en français langue seconde. Phase 2, August 2019.

<https://transformingfsl.ca/en/resources/harmonisation-des-travaux-deleves-en-francais-langue-seconde/>

Principals as Co-learners: Supporting the Promise of Collaborative Inquiry, Capacity Building Series. Ministry of Education. August 2014.

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_PrincipalsCoLearners.pdf

Common European Framework of Reference for Languages: Learning, teaching, assessment. Council of Europe, 2001.

<https://rm.coe.int/1680459f97>

From Awareness to Action Issue 2: The Common European Framework of Reference and its role in second-language teaching and learning. June 2014.

https://transformingfsl.ca/wp-content/uploads/2015/12/FSL_document_01_CEFR_WEB_VERSION.pdf

Exploring the CEFR. September 2013.

<https://transformingfsl.ca/en/resources/exploring-the-cefr>

Intentional Interruptions. Katz and Dack, Corwin, 2013.

In conversation: Know Thy Impact: Teaching, Learning and Leading. Spring 2013.

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/spring2013.pdf/>

Principals as Co-Learners- participating in a moderation session with FSL teachers

“When it comes to supporting educators as they learn and work to improve student achievement, nothing that a leader does has a bigger payoff...than learning visibly and publicly alongside staff in a school.” **(Katz & Dack, 2013, p. 46)**

“nothing that a leader does has a bigger payoff...than learning visibly and publicly alongside staff in a school”

What are the benefits of teacher moderation?

- Participants develop a deeper understanding of their students' thinking and learning and their own teaching practices.
- Inquiry with colleagues focused on student learning develops a deeper understanding of effective pedagogy and content knowledge.
- Private practice becomes public and less isolated. The learning community is strengthened.
- There is greater alignment in assessment and instruction within grades, divisions, and schools.
- The understandings and terminology related to student learning, assessment, and teaching become more common throughout the school.
- Looking deeply at student work and analysing the quality and appropriateness of the task allows teachers to reflect on their instructional practices, examine how they set goals, measure attainment of the goals, and align actions with ministry, board, and school expectations.

Administrators can lead the way

... (Adapted from Principals as Co-learners LNS)

As a principal who may not speak French, there are many ways to participate in a moderation session with your FSL teachers. Providing the opportunity, space and attention to the session is a very positive first step. Letting your teachers know that you value the time and effort required to participate in the moderation is essential. Here are some other key factors to consider:

- Be open to uncertainty – curiosity and a desire to know drives inquiry.
- Be present as a co-learner – connect your professional learning and inquiry to the learning and inquiry of your students and teachers.
- Be vocal - model effective questioning, accountable talk, and actively contribute to the collegial dialogue about student achievement.
- Be vulnerable – acknowledge when you don't know and openly share what and how you are learning.
- Be aware of your own mindset – operate from an asset stance with students and with other educators.
- Be transparent - position student learning and well-being at the heart of all discussions and decision making.

Measuring Impact

How can principals create the conditions for professional development to have impact on student learning? How will you know?

*“The two questions that drive things from the leadership point of view are: **‘What evidence do you have that you are making an impact?’** and **‘How do you evaluate that evidence?’** So the principal needs to involve the teachers by saying, **‘Is this good enough?’** and **‘Is there evidence that this is good enough?’** and then, **‘What are we doing in light of that evidence?’**” (Hattie, 2013)*

Before the session:

- Review the agenda and professional learning goals for the session with a teacher who will act as co-lead. Decide collaboratively on the approach for the session. (Are the teachers bringing student work? Are they using the student work found in the booklets?)
- Provide participating teachers with the confirmed date, agenda and any pertinent materials (student work, pre-reading material, rubrics, etc.)
- Discuss with your co-lead how you intend to support and contribute in English while supporting participants to use French (e.g. use of receptive skills, pre-reading materials, using the guide to support understanding of the student work, tasks, and rubrics).

During the session:

- Encourage the teachers to speak in French throughout the session, even if you do not speak French. Reinforce that you will be participating fully, and describe the tools you have that will help you contribute to the session. FSL teachers benefit from practice using their language skills in safe, professional settings.
- Refer to the FSL curriculum while utilizing the examples, rationales, rubrics and support materials found in the guides and booklets of this project.
- Be an active participant! Model effective questioning and accountable talk. Ask meaningful questions:
 - Which descriptors in the rubric best match the student's work?
 - What evidence from the student's work helps you make that determination?
 - How will you give descriptive feedback to the student?
- Work with teachers to set goals for student progress based on curriculum expectations.
- Certain social behaviours (storytelling, hyper focussing on a certain student, dismissing new or contradictory observations about student work) are normal but may be unproductive in relation to your learning goals. This can be avoided by referring to norms and refocussing conversations around key instructional strategies and anchoring comments in evidence from student work.

After the session:

- Through follow-up conversations, explicitly ask participants about their learning during the session and what, if any changes, have they made to their practice as a result. If possible, set dates for a follow-up session relatively soon after the session.
- Consider revisiting school or department improvement planning in relation to emerging data about student needs and teaching strategies.

What is the CEFR?

The Common European Framework of Reference (CEFR) is a research-based framework conceived in the early 1990s under the direction of the Council of Europe in response to the challenge of creating a common description of second-language proficiency that could be used internationally. The CEFR is neither a program nor a curriculum/syllabus; it is a tool that describes the competences needed by second-language learners in order to be able to communicate effectively. In recent years, FSL teachers across the province have been involved in exploring the impact of the CEFR on instruction.

With a focus on the use of action oriented approaches and communication with real purpose through task-based interactions, the CEFR allows learners to develop autonomy regarding their skill levels in listening and reading, speaking and writing.

What are the key components of the CEFR?

The CEFR describes competences of the second-language learner in five areas: spoken production, spoken interaction, listening, reading, and writing. In addition, the six levels of proficiency are described in terms of “can-do” statements. The following provides simplified descriptions of the six levels.

The learner can:

A1

Comprehend and use familiar simple words and expressions.

A2

Understand and communicate in frequently used isolated sentences in their immediate environment (e.g., shopping, life at school and family).

B1

Understand the main points of everyday communication and deal with most situations that are familiar or of personal interest.

B2

Understand concrete and abstract concepts and interact with a degree of ease and spontaneity in the target language.

C1/C2

Understand with ease virtually everything heard or read and express himself/herself spontaneously, fluently and precisely in complex situations.

How does assessment and evaluation link to this project?

The rubrics developed for each task help facilitate discussions regarding the assessment of students' oral and written performance, based on the achievement chart in the 2013/14 curriculum policy documents.

The first four skill levels (**A1, A2, B1** and **B2**) of the CEFR are used by teachers to help select the appropriate tasks based on readiness.

Overview of the Written Tasks

The following chart defines the expectations of each CEFR level and two writing tasks assigned to the student.

CEFR Level	Description	Task 1	Task 2
A1	The learner can write a simple, short postcard, complete a questionnaire or form by filling in personal details (name, address, citizenship...)	Students are required to write a response for a birthday invitation with specific items to include. (40-50 words)	Students are asked to write a thank-you note to their French teacher at the end of the year with specific items to include. (40-50 words)
A2	The learner can write short and simple notes and messages. The learner can write a very simple personal letter, for example a thank-you note.	Students are asked to describe what they did on their 4-day trip to Montreal in diary format. They are to include impressions of the trip. (60 – 80 words)	Students are asked to respond to an email they have received from their friend Pierre with some direction (regrets that student cannot accept the invitation). The students are required to explain why and to suggest other options. (60 – 80 words)
B1	The learner can write simple coherent texts on familiar topics or of personal interest. The learner can write personal letters that express their opinions on a topic.	Students are asked to write an article for the school newspaper outlining reasons why the 'green committee' should continue to exist. Students must list activities the committee has done and why they are important. (160-180 words)	Students are asked to respond to a call for participants requesting them to send a message about how an experience had a positive impact on their life; after having returned from a leadership camp. They are to answer the invitation by describing the activities they participated in and to share concrete examples of what the activities brought to them. (160 – 180 words)
B2	The learner can write clear and detailed texts on a wide variety of subjects which include topics of interest. The learner can write an informative or persuasive essay or report on a given topic. The learner can write a letter which puts emphasis on the events or experiences.	Students are asked to write a persuasive letter to the principal of their school to convince them that they should be allowed to organize a half day to learn about French culture. Students are to include original ideas and convincing arguments. They are to include statements about the benefits of celebrating French culture and the importance of learning French by linking to personal experiences. (approx. 250 words)	Students are asked to write a persuasive letter in order to apply for a summer job in their community. They are to explain why they are the best candidate for the job. They must include convincing arguments and make links with personal experiences to demonstrate that they possess the qualities looked for. They are also to use polite formulas adapted to the situation. (approx., 250 words)

Written Example

In the booklets, there is an example of student written work at each level of achievement. In the absence of original student work, these exemplars can be used with/without the rubric for moderation.



Student Work

Facilitation moves...

- Before having shared the resource, give out the unmarked student work to participants to sort by level. Discuss.
- Hand out the student work and the evaluated rubrics for a level (i.e. A2). Participants are asked to match the rubric to the student work. Discuss.
- Sort the student work into levels, and then compare to the evaluated rubric for discussion.
- Using the blank rubric and the student work, mark the student work and put into levels. Discuss.

Feedback

- Using one piece of student work, ask participants to consider what might be next steps for the student. Compare examples given to the ones suggested in the booklets.
- Hand out the student work and the summary of the student performance/feedback and match.
- Communication on the Achievement chart is made up of three criteria. Draw participant's attention to the first two criteria (Expression and organisation of ideas and information/ communication for different audiences and purposes). Together, determine how to ensure feedback reflects these two aspects of communication.
- Ask participants what is their intentional teacher move would be within a learning cycle to further develop proficiency and confidence in the student.
- In conjunction with the above suggestion, use the feedback provided to reflect on how effective feedback is contextualized. How is this feedback going to support learner autonomy and metacognition?

Written Rubric Page

Each of the CEFR levels includes a rubric for the tasks presented.

Grille d'évaluation A1

Tâche : _____
 En tenant compte de son niveau scolaire, l'élève...

Achievement
Chart Descriptors

Levels of
Achievement

CEFR
Descriptors

Critères Retenus (Knowledge and Understanding, Thinking, Communication, Application)	Compétence Niveau 1	Compétence Niveau 2	Compétence Niveau 3	Compétence Niveau 4
Respect du type de production et des consignes de longueur.	<ul style="list-style-type: none"> • Respecte peu le type de production attendu. • Ne respecte pas la consigne de longueur. 	<ul style="list-style-type: none"> • Respecte généralement le type de production attendu. • Respecte assez bien la consigne de longueur. 	<ul style="list-style-type: none"> • Respecte le type de production attendu. 	<ul style="list-style-type: none"> • Respecte le type de production attendu et va au-delà des exigences.
Utilisation des conventions sociolinguistiques.	<ul style="list-style-type: none"> • Respecte peu les conventions sociolinguistiques appropriées pour la situation. 	<ul style="list-style-type: none"> • Respecte généralement les conventions sociolinguistiques appropriées pour la situation. 	<ul style="list-style-type: none"> • Respecte les conventions sociolinguistiques appropriées pour la situation. 	<ul style="list-style-type: none"> • Les conventions sociolinguistiques sont utilisées avec efficacité et créent un impact sur le lecteur.
Information et/ou description des événements/activités à l'aide de phrases simples.	<ul style="list-style-type: none"> • Informe/décrit avec un manque de clarté les événements/activités et/ou les expériences personnelles. 	<ul style="list-style-type: none"> • Informe/décrit brièvement les événements/activités et/ou les expériences personnelles à l'aide de phrases/expressions simples. 	<ul style="list-style-type: none"> • Informe/décrit les événements/activités et les expériences personnelles à l'aide de phrases simples. 	<ul style="list-style-type: none"> • Informe/décrit efficacement les événements/activités et les expériences personnelles à l'aide de phrases simples.
Choix du vocabulaire pour la situation.	<ul style="list-style-type: none"> • Choisit un vocabulaire élémentaire peu lié au sujet; les mots sont mal choisis et gênent la compréhension. 	<ul style="list-style-type: none"> • Choisit un vocabulaire élémentaire souvent lié au sujet; certains mots peuvent gêner la compréhension. 	<ul style="list-style-type: none"> • Choisit un vocabulaire élémentaire lié au sujet. 	<ul style="list-style-type: none"> • Choisit un vocabulaire élémentaire et familier lié au sujet.
Organisation des idées.	<ul style="list-style-type: none"> • Relie rarement ses idées/énoncés à l'aide de connecteurs très simples. 	<ul style="list-style-type: none"> • Relie certaines idées/énoncés à l'aide de connecteurs élémentaires. 	<ul style="list-style-type: none"> • Relie ses idées à l'aide de connecteurs élémentaires. 	<ul style="list-style-type: none"> • Relie ses idées à l'aide de connecteurs plus élaborés.
Critère facultatif à utiliser selon le programme et le niveau				
Respect des conventions linguistiques dans des phrases simples.	<ul style="list-style-type: none"> • La grande majorité des mots sont orthographiés phonétiquement; le manque de maîtrise orthographique nuit souvent à la compréhension. • Ne démontre pas la maîtrise des conventions linguistiques, mais utilise des structures mémorisées et apprises dans son texte avec une certaine efficacité. 	<ul style="list-style-type: none"> • Peut orthographier peu de mots du répertoire élémentaire; le manque de maîtrise orthographique nuit parfois à la compréhension. • Maîtrise très peu les conventions linguistiques et utilise avec une certaine efficacité des structures mémorisées et apprises. 	<ul style="list-style-type: none"> • Peut orthographier quelques mots du répertoire élémentaire; le manque de maîtrise orthographique ne nuit pas à la compréhension. • A une maîtrise limitée des conventions linguistiques et utilise assez efficacement des structures mémorisées et apprises. 	<ul style="list-style-type: none"> • Peut orthographier plusieurs mots du répertoire élémentaire; le message est bien compris. • A une certaine maîtrise des conventions linguistiques. Utilise efficacement des structures mémorisées et apprises.

Please note that in the FSL Ontario curriculum the specific expectation "Applying Language conventions" does not exist until the fourth year of a program. Therefore, this area of the rubric will be used in certain cases.

Engage Further with the Resources in this Guide

RUBRICS

- Using a blank rubric, discuss the success criteria in relationship to the Ontario FSL curriculum.
- Discuss which category of the achievement chart you would use for each of the success criteria (i.e. Knowledge, Thinking, Communication, Application).
- Discuss the last criterion of the rubric in relationship to the FSL Ontario curriculum. Reinforce when teachers should be evaluating the application of language conventions.
- Using a blank rubric, remove level three comments. Ask participants to write the level three comment. This same exercise can be completed by having the level three comment present and asking participants to create the level 1, 2 and 4 comments.
- Cut up a blank rubric into different pieces. Ask participants to create the rubric from the pieces.

Overview of the Oral tasks

The following chart defines the expectations of each CEFR level and two oral tasks assigned to the student.

CEFR Level	Description	Task 1	Task 2	Task 3
A1	The learner can use simple phrases and sentences to describe where they live and people they know. They can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech. They can ask and answer simple questions in areas of immediate need or on very familiar topics.	At the drug store, students need to ask the price of different products. They are to buy three or four products and pay.	At a café, students ask about the menu. They are to order three or four items and pay.	At the movies, students ask about the schedule for films and the food they can buy. They buy 3 or 4 products and pay.
A2	The learner can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions and educational background. They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.	Students enter an athletic centre in Montreal to sign up for extra-curricular activities. The manager offers many possibilities but the student does not accept these offerings. He/she describes why they do not like the options and proposes a new option.	Students look at a series of 4 photographs of their family with a francophone friend. They introduce the friend to their family through the photos. Through one photo, the student tells the friend about memories that they have about their family.	
B1	The learner can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversations on topics that are familiar, of personal interest or pertinent to everyday life.	Students read a short paragraph regarding child poverty. They have 10 minutes to prepare a 3 minute presentation that identifies the theme in the prompt, and forms an opinion. Students interact spontaneously with the teacher to clarify this opinion.	Students read a short paragraph regarding childhood obesity. They have 10 minutes to prepare a 3 minute presentation that identifies the theme in the prompt, and forms an opinion. Students interact spontaneously with the teacher to clarify this opinion.	
B2	The learner can present clear, detailed descriptions on a wide range of subjects related to their field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.	Students read an article on the difficulties of finding a job for young people ages 25-34 who do not hold a high school diploma. They have 20 minutes to prepare a 3-5 minute presentation that identifies the opposing opinions in the passage and states their position. Having identified their opinion, students then participate in a 5-7 minute debate on the topic with the teacher.	Students read an article on gender equality in schools. They have 20 minutes to prepare a 3-5 minute presentation that identifies the opposing opinions in the passage and states their position. Having identified their opinion, students then participate in a 5-7 minute debate on the topic with the teacher.	

Oral Example

On the Harmonisation page, there is an example of student oral work at each level of achievement. In the absence of original student work, these exemplars can be used with/without the rubric for moderation. Listen to the Oral Examples at: <https://transformingfsl.ca/en/resources/harmonisation-des-travaux-deleves-en-francais-langue-seconde/>

Partie 2 : Cette partie est un exercice d'interaction. L'élève choisit un sujet parmi ceux qui lui sont proposés. Les images proposées servent d'exemples seulement. L'élève n'a pas à se limiter à ces exemples. (Sans préparation, durée : 2 minutes)

Sujet 1
Tu vas dans un centre sportif de Montréal pour t'inscrire à des activités. Tu discutes avec le responsable des inscriptions. Il te propose plusieurs activités, mais tu n'es pas d'accord avec lui. Tu lui expliques pourquoi tu n'aimes pas ce qu'il propose ou pourquoi tu ne peux pas t'inscrire à ces activités. Tu lui fais une proposition.



Ces images servent d'exemples seulement. L'élève n'a pas à se limiter à ces exemples.

Sujet 2
Tu regardes des photos de famille avec ton amie ou ton ami francophone. Tu lui présentes les membres de la famille : prénom, âge et quelques caractéristiques de chacun. Tu choisis une des photos et tu lui expliques les souvenirs qu'elle te rappelle : lieu, activité, souvenirs de la journée, etc. Ton amie ou ton ami te pose des questions et tu discutes avec elle ou lui.



Ces images servent d'exemples seulement. L'élève n'a pas à se limiter à ces exemples.

Soulignons que ce sont les sujets qui diffèrent, et non les exigences. C'est pour cette raison que les critères de réussite ainsi que la grille d'évaluation sont les mêmes. De plus, il est à noter qu'on ne tiendra pas compte de l'application des structures langagières pour les élèves de l'élémentaire puisqu'elles ne sont pas présentes dans le programme-cadre de FLS de la 1re à la 8e année du ministère de l'Éducation de l'Ontario.

Choix et consignes pour les tâches

La tâche comporte deux parties :

Partie 1 : Cette partie permet à l'élève de s'exprimer sur un des sujets proposés. L'élève dispose de cinq minutes pour se préparer à présenter le sujet qu'elle ou il a sélectionné. L'enseignante ou l'enseignant peut éventuellement lui poser deux ou trois questions complémentaires. (Durée : 5 minutes de préparation; 2 minutes de présentation)

Sujet 1 : Parle de ta meilleure amie ou de ton meilleur ami. Décris-la ou décris-le. Raconte ce qu'elle ou il fait et pourquoi tu l'aimes.

Sujet 2 : Parle de tes plus belles vacances. Qu'as-tu fait? Explique pourquoi tu as aimé ces vacances.

Sujet 3 : Parle de ta chanteuse, de ton chanteur ou de ton groupe préféré. Décris-la ou décris-le. Explique pourquoi tu l'aimes.

Student Work

Facilitation moves...

- Before having shared the resource, give out the unmarked student work to participants to listen to and sort by level. Discuss.
- Listen to the student work and the evaluated rubrics for a level. (i.e. A2) Participants are asked to match the rubric to the student work. Discuss.
- Sort the student work into levels, and then compare to the evaluated rubric for discussion.
- Using the blank rubric and the student work, mark the student work and put into levels. Discuss.

Feedback

- Using one piece of student work, ask participants to consider what might be next steps for the student. Compare examples given to the ones suggested in the booklets.
- Hand out the student work and the summary of the student performance/feedback and match.
- Communication on the Achievement chart is made up of three criteria. Draw participant's attention to the first two criteria (Expression and organisation of ideas and information/communication for different audiences and purposes). Together, determine how to ensure feedback reflects these two aspects of communication.
- Ask participants what is their intentional teacher move would be within a learning cycle to further develop proficiency and confidence in the student.
- In conjunction with the above suggestion, use the feedback provided to reflect on how effective feedback is contextualized. How is this feedback going to support learner autonomy and metacognition?

Oral Rubric Page

Each of the CEFR levels includes a rubric for the tasks presented.

Grille d'évaluation A1

Nom de l'élève : _____

En tenant compte de son niveau scolaire, l'élève...

Achievement
Chart Descriptors

CEFR
Descriptors

Critères Retenus (Knowledge and Understanding, Thinking, Communication, Application)	Niveau 1	Niveau 2	Niveau 3	Niveau 4
Contenu de la présentation (se présenter, parler de soi, de sa famille, de ses goûts et de ses activités) <i>Partie 1</i>	<ul style="list-style-type: none"> Se présente et parle de soi de façon superficielle et incomplète. Le contenu de la présentation nous en dit peu sur l'élève. 	<ul style="list-style-type: none"> Se présente et parle de soi brièvement. Le contenu de la présentation nous donne certaines informations sur l'élève. 	<ul style="list-style-type: none"> Se présente et parle simplement de soi. Le contenu de la présentation nous donne une bonne idée de l'élève. 	<ul style="list-style-type: none"> Se présente et parle efficacement de soi. Le contenu de la présentation nous permet de mieux connaître l'élève.
Choix du vocabulaire pour la situation <i>Partie 1</i>	<ul style="list-style-type: none"> Utilise un répertoire très limité de mots et d'expressions. Le lexique est parfois relié à la situation 	<ul style="list-style-type: none"> Utilise un répertoire limité de mots et d'expressions. Le lexique est souvent relié à la situation. 	<ul style="list-style-type: none"> Utilise un répertoire élémentaire de mots et d'expressions isolés. Le lexique est relié à la situation. 	<ul style="list-style-type: none"> Utilise un répertoire adéquat de mots et d'expressions élémentaires. Le lexique est toujours relié à la situation.
Utilisation des conventions sociolinguistiques <i>Partie 2</i>	<ul style="list-style-type: none"> Établit rarement un contact social de base. Utilise rarement des formes de politesse élémentaires. 	<ul style="list-style-type: none"> Établit parfois un contact social de base. Utilise parfois des formes de politesse élémentaires. 	<ul style="list-style-type: none"> Établit un contact social de base. Utilise des formes de politesse élémentaires. 	<ul style="list-style-type: none"> Établit un contact social et le maintient durant l'interaction. Utilise des formes de politesse élémentaires adaptées à la situation.
Capacité de poser des questions et de répondre à des questions <i>Partie 2</i>	<ul style="list-style-type: none"> Pose peu des questions; peu d'indices nous permettent de croire qu'il a compris la réponse. Tente de répondre à des questions personnelles simples; les réponses nous laissent croire qu'il n'a pas compris. 	<ul style="list-style-type: none"> Pose parfois des questions, mais ne semble pas toujours avoir compris la réponse. Répond parfois à des questions personnelles simples; quelques incohérences peuvent être présentes dans les réponses. 	<ul style="list-style-type: none"> Pose des questions simples et manifeste qu'elle ou il a compris la réponse. Répond à des questions personnelles simples. 	<ul style="list-style-type: none"> Pose des questions et manifeste qu'elle ou il a compris la réponse en tentant de relancer la discussion. Répond à des questions personnelles simples en tentant de donner des précisions et/ou de relancer la discussion.
Critère à utiliser pour les élèves de la 9^e à la 12^e année seulement				
Application des structures langagières dans la communication <i>Parties 1 et 2</i>	<ul style="list-style-type: none"> La quasi-absence de l'utilisation de structures langagières mène souvent à des incompréhensions. Utilise des structures mémorisées et apprises dans sa communication avec peu d'efficacité. 	<ul style="list-style-type: none"> Utilise avec peu d'efficacité des structures très simples, ce qui nuit parfois à la compréhension. Utilise des structures mémorisées et apprises dans sa communication de façon limitée. 	<ul style="list-style-type: none"> Utilise de façon limitée des structures très simples; peu d'incompréhensions subsistent. Utilise assez efficacement des structures mémorisées et apprises dans sa communication. 	<ul style="list-style-type: none"> Utilise efficacement des structures très simples; le message est bien compris. Utilise efficacement des structures mémorisées et apprises dans sa communication.

Levels of
Achievement

Please note that in the FSL Ontario curriculum the specific expectation "Applying Language conventions" does not exist until Grade 9. Therefore, this area of the rubric only applies to Grades 9 -12 students.

Engage Further with the Resources in this Guide

RUBRICS

- Using a blank rubric, discuss the success criteria in relationship to the Ontario FSL curriculum.
- Discuss which category of the achievement chart you would use for each of the success criteria (i.e. Knowledge, Thinking, Communication, Application).
- Discuss the last criterion of the rubric in relationship to the FSL Ontario curriculum. Reinforce when teachers should be evaluating the application of language conventions.
- Using a blank rubric, remove level three comments. Ask participants to write the level three comment. This same exercise can be completed by having the level three comment present and asking participants to create the level 1, 2 and 4 comments.
- Cut up a blank rubric into different pieces. Ask participants to create the rubric from the pieces.