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|  Evaluation Criteria | **Use of functional language** | **Participation in exchanges** | **Use of strategies🟏** |
|  **Information clarifying** **the criteria****Student’s name** | Use of targeted useful expressions and vocabulary | Combination of useful expressions and vocabulary to express personal messages | Pronunciation of frequently used expressions and targeted vocabulary | Participation in classroom routines | Perseverance in using English at all times | Initiation and maintenance of oral exchanges | Reaction to oral messages | Support of peers during interaction | Expression of personalized messages | Use of compensatory (communication) strategies to keep interaction going | Use of learning strategies to communicate in English |
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🟏 The student must be provided with feedback on this element, but the element must not be considered when determining the student’s mark in the report card.

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|  Evaluation Criteria | **Evidence of understanding of texts** | **Use of knowledge from texts in a reinvestment task** | **Use of strategies🟏** |
|  **Information clarifying** **the criteria****Student’s name** | Demonstration of understanding or overall meaning of texts | Identification and/or description of key elements in texts | Establishment of connections between text and own experience | Expression of appreciation of texts | Sharing of understanding of texts with others | Selection of information/ideas from texts, relevant to task | Coherence of organization of selected information/ideas | Use of words and expressions from texts | Delivery of a personalized product by: | Use of strategies to: |
| Summarizing information/ideas drawn from texts | Combining information/ideas from texts with own ideas and language | Construct meaning of texts | Plan and carry out reinvestment tasks |
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|  Evaluation Criteria | **Application of targeted language conventions** | **Characteristics of the written text** | **Use of strategies🟏** |
|  **Information clarifying** **the criteria****Student’s name** | Use of grammar targeted for tasks | Use of punctuation targeted for tasks | Spelling of words from provided models and available resources | Writing of a text that: | Use of strategies to: |
| Is on topic | Respects the required text form and requirements | Is well structured | Takes the intended purpose and audience into account | Is creative |
| Prepare to write a text | Compose and revise a text |
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