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| Evaluation Criteria | **Participation in oral interaction** | | | **Content of the message** | | | | **Articulation of the message** | | | | **Use of strategies and resources🟏** | |
| **Information clarifying**  **the criteria**  **Student’s name** | Use English at all times | Contribution throughout interaction | Reaction to what others say | 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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Secondary Cycle One

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Secondary Cycles One and Two

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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 |
| 21. |  |  |  |  |  |  |  |  |  |  |  |
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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 | **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 | |
| 21. |  |  |  |  |  | |  |  |  |  |  |  | |  |
| 22. |  |  |  |  |  | |  |  |  |  |  |  | |  |
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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 | **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 |
| 1. |  |  |  |  |  |  |  |  |  |  |
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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 |
| 21. |  |  |  |  |  |  |  |  |  |  |
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