|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  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 |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |  |  |  |  |  |  |  |

 Secondary Cycle One

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Cycles One and Two

|  |  |  |  |
| --- | --- | --- | --- |
|  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. |  |  |  |  |  |  |  |  |  |  |  |
| 22. |  |  |  |  |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  |  |  |  |  |  |  |
| 25. |  |  |  |  |  |  |  |  |  |  |  |
| 26. |  |  |  |  |  |  |  |  |  |  |  |
| 27. |  |  |  |  |  |  |  |  |  |  |  |
| 28. |  |  |  |  |  |  |  |  |  |  |  |
| 29. |  |  |  |  |  |  |  |  |  |  |  |
| 30. |  |  |  |  |  |  |  |  |  |  |  |
| 31. |  |  |  |  |  |  |  |  |  |  |  |
| 32. |  |  |  |  |  |  |  |  |  |  |  |
| 33. |  |  |  |  |  |  |  |  |  |  |  |

🟏 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.

|  |
| --- |
|  |
|  |

 3e cycle

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  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 |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |  |  |  |  |  |  |

3e cycle

|  |  |  |  |
| --- | --- | --- | --- |
|  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. |  |  |  |  |  |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  |  |  |  |  |  |  |  |
| 25. |  |  |  |  |  |  |  |  |  |  |  |  |
| 26. |  |  |  |  |  |  |  |  |  |  |  |  |
| 27. |  |  |  |  |  |  |  |  |  |  |  |  |
| 28. |  |  |  |  |  |  |  |  |  |  |  |  |
| 29. |  |  |  |  |  |  |  |  |  |  |  |  |
| 30. |  |  |  |  |  |  |  |  |  |  |  |  |

🟏 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.

|  |
| --- |
|  |
|  |

3e cycle

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  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. |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |  |  |  |  |
| 11. |  |  |  |  |  |  |  |  |  |  |
| 12. |  |  |  |  |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |  |  |  |  |
| 14. |  |  |  |  |  |  |  |  |  |  |
| 15. |  |  |  |  |  |  |  |  |  |  |
| 16. |  |  |  |  |  |  |  |  |  |  |
| 17. |  |  |  |  |  |  |  |  |  |  |
| 18. |  |  |  |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |  |  |  |  |

3e cycle

|  |  |  |  |
| --- | --- | --- | --- |
|  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. |  |  |  |  |  |  |  |  |  |  |
| 22. |  |  |  |  |  |  |  |  |  |  |
| 23. |  |  |  |  |  |  |  |  |  |  |
| 24. |  |  |  |  |  |  |  |  |  |  |
| 25. |  |  |  |  |  |  |  |  |  |  |
| 26. |  |  |  |  |  |  |  |  |  |  |
| 27. |  |  |  |  |  |  |  |  |  |  |
| 28. |  |  |  |  |  |  |  |  |  |  |
| 29. |  |  |  |  |  |  |  |  |  |  |
| 30. |  |  |  |  |  |  |  |  |  |  |

 🟏 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.

|  |
| --- |
|  |
|  |