**FSL Core French assessment rubric**

This assessment is meant to help guide teachers in the formative assessment process. Students can use the checklist to indicate which curricular competencies they have satisfied and they can also do a self-assessment of their competencies in French participation, listening, reading, oral/ speaking, and writing. The oral/ speaking component can be used for an oral presentation and/or any French speaking activity assignment. The teacher can confirm or adjust the mark according to their perceptions of the student’s performance in class during conversational activities, projects and on tests and quizzes. It’s possible for a student to be in between proficiency levels (e.g., developing to accomplished).

As this is a MS Word doc file, teachers have the option to eliminate categories that have not been a focus during the term or to modify the rubric to make it suite your student’s needs. There is flexibility to include the assessment rubric and “I can…” checklist as a print-out to provide parents with feedback for term-end reporting. The checklist works in conjunction with the B.C. core curricular competencies. Teachers may use the competencies and checklist items to elaborate anecdotal term comments. Finally, as each column can have a numeric value, the entire assessment can have a mark out of 20 and easily convertible to a letter grade percentage. **FSL Core French assessment rubric**

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| Name:  \_\_\_\_\_\_\_\_\_ | **Exemplary (4)**  ***Exemplaire*** | **Accomplished (3)**  ***Bien*** | **Developing (2)**  ***En progrès*** | **Beginning (1)**  ***Débutant*** |
| **Participation/ Attitude** | The student actively listens to teacher instructions, uses the time well, participates in French and leads others to speak in French. | The student listens to teacher instructions, uses the time well and participates in French. | The student mostly listens to teacher instructions, sometimes uses the time well and attempts to participate in French. | The student rarely listens to teacher instructions, wastes class time, and speaks only in English. |
| **Listening** | The student actively listens, understands what has been said, and uses several strategies to respond to questions. | The student listens, restates what has been said and can respond simply to questions. | The student listens passively, able to restate what has been said but is not able to adequately respond to questions. | The student has difficulty listening and understanding what has been said. Minimal or no response to questions. |
| **Reading** | The student reads with strong fluency, expression and intonation. All words are pronounced correctly. Excellent understanding of text. | The student reads fluently, pronounces words correctly and has good understanding of text. | The student reads slowly, stumbles when pronouncing words, and has limited understanding of text. | The student has much difficulty pronouncing words and does not understand the text. |
| **Oral/ speaking**  (presentations/ conversations) | The student speaks fluently with good intonation and a clear, confident voice. The confident speaker is able to answer questions well and rarely needs paper or prompts. | The student sometimes reverts to English but speaks in an audible voice and says the words correctly in French. Sometimes looks at the paper or prompts. | The student often reverts to English, and often has difficulty saying the words correctly. Frequently looks at the paper or prompts. | The student always reverts to English, is difficult to hear (mumbles/ looks away), and has difficulty saying the words correctly. |
| **Writing** | The student writes with excellent word choice, few grammar/ spelling errors, thorough detail entirely in French, and neatly organized (not needing sentence frames). | The student organizes the writing with support of sentence frames, some grammar/ spelling errors, and entirely in French. | The student writes with the support of sentence frames, but with many grammar/ spelling errors, and with many words in English. | The student writes with short, difficult to understand or messy sentences, and mostly in English. |

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| **I can speak French! *Je peux parler en français!* Name : \_\_\_\_\_\_\_\_\_\_**  **Beginner Level CELF A1 Checklist**  **Participation/ Attitude**   * I am an active listener. * I can participate and take risks in French activities.  |  |  | | --- | --- | | **Listening**   * I can understand instructions. * I can follow short, simple directions. * I can answer simple questions in French. * I can ask simple questions in French.   **Reading**   * I can say all letters of the French alphabet. * I can say all French vowel sounds correctly. * I can tell how French accents (e.g., é, ç, ï, à) change letters. * I can say common French ending sounds and nasal sounds (e.g., *mon bonbon*) correctly. * I can say liaisons between words (final consonant and next vowel) correctly. (e.g., *Vou****s a****vez*) * I can read numbers to \_\_\_\_ correctly in French. * I can recognize familiar names, words and expressions. * I can read a short text aloud. | **Oral/ speaking**   * I can introduce myself or someone else. * I can answer simple, personal questions. * I can describe myself with simple sentences in French. * I can state my preferences (likes/ dislikes) in French. * I can describe where I live. * I can describe people and things. * I can ask for something I’m looking for. * I can talk about a Francophone/ Métis community or festival.   **Writing**   * I can write simple and complete sentences in French. * I can describe others in French, including my family, pets, and friends. * I can write simple texts about myself and others. * I can correct my grammar and spelling mistakes. * I can write about a Francophone/ Métis community or festival. | |