**TPRS 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, and oral/ speaking. 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. It is possible for a student to be in between proficiency levels (e.g., developing to proficient).

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.

** FSL Learning Targets**

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|  | * I was present and on time. |  | * I spoke in French, not English. |
|  | * I sat up and made eye contact. |  | * I came to class prepared. |
|  | * I used signals and watched for gestures and signals. |  | * I brought a good attitude. |
|  | * I responded to all questions. |  | * I expressed myself with enthusiasm and drama appropriate to the situation. |

**Core French Assessment Rubric**

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| Name:  \_\_\_\_\_\_\_\_\_ | | **Emerging**  ***Débutant*** | **Developing**  ***En progrès*** | **Proficient**  ***Bien*** | **Extending**  ***Exemplaire*** | |
| **Participation/ Attitude** | | I rarely listen to teacher instructions, waste class time, and speak only in English. | I mostly listen to teacher instructions, sometimes use the time well and attempt to participate in French. | I listen to teacher instructions, use the time well and participate in French. | I actively listen to teacher instructions, use the time well, participate in French and lead others to speak in French. | |
| **Listening** | | I have difficulty listening to and understanding what has been said. Minimal or no response to questions. | I listen passively, able to restate what has been said, but am not able to adequately respond to questions. | I listen, can restate what has been said and can respond simply to questions. | I actively listen, understand what has been said, and can reply to questions in multiple ways. | |
| **Reading** | | I have much difficulty pronouncing words and do not understand the text. | I read slowly, often stumble when pronouncing words, and have limited understanding of text. | I read fluidly, pronounce words correctly and have good understanding of text. | I read with strong fluency, expression and intonation. All words are pronounced correctly. Excellent understanding of text. | |
| **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. | | | | | |

**Self-Assessment (credits to** [**Successful Learner Traits**](https://successfullearners.ca/) **for Learning Targets)**

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| https://lh6.googleusercontent.com/5VaM0WFk6h8aDueh9dnPds1_na-r9maPBSFMGA7hgyFFWfr9_RvPgnCFHi16jJH3UQN1yOdBw4bUHL0zzY_M28I7aHIPzM9wNvZ2Lxe65IMaoivqSYeDlfg5hpdyFWcKg-QagG-juvdvtY8ahg | |

**because…**

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