

	Guidelines for Multi-level Classes			
	BEGINNING OF THE YEAR		END OF THE YEAR	
C1	Grade 5	Grade 6	Grade 5	Grade 6
Level of autonomy	Support from teacher and peers	Support from teacher and peers	Support from teacher and peers	Support from peers and less from teacher
Use of functional language	<p>Correctly uses the functional language frequently used in class to initiate and maintain brief exchanges.</p> <p>Can be understood by an English speaker for the functional language frequently employed in class.</p>	<p>Broadens his/her repertoire.</p> <p>Reinvests functional language effectively in various interactive situations (e.g.: exchanges or working in teams).</p> <p>Makes attempts to self-correct in the use of functional language when prompted by the teacher.</p>	<p>Broadens his/her repertoire.</p> <p>Reinvests functional language effectively in various interactive situations (e.g.: exchanges or working in teams).</p> <p>Makes attempts to self-correct in the use of functional language when prompted by the teacher.</p>	<p>The learner makes creative and appropriate use of a wide range of functional language.</p> <p>The learner correctly uses the functional language frequently employed in class with a pronunciation that can be understood by an English speaker and occasionally attempts to self-correct.</p>
Participation in exchanges	<p>Interacts in familiar classroom situations using provided visual support and linguistic resources effectively.</p>	<p>Active participant in classroom interaction.</p> <p>Perseveres in efforts to initiate and maintain oral interaction.</p>	<p>Active participant in classroom interaction.</p> <p>Perseveres in efforts to initiate and maintain oral interaction.</p>	<p>Shows confidence and autonomy and takes calculated risks in conveying more personalized messages (e.g.: expressing ideas, opinions, personal experiences).</p>
Use of strategies (Compensatory and learning)	<p>Applies autonomously the compensatory strategies targeted for Cycle Two.</p> <p>Makes appropriate use of some of the learning strategies practised during Cycle Two with the teacher assistance.</p>	<p>Tries to use new strategies modeled by the teacher such as circumlocution.</p> <p>Reinvests the ones practised during the previous cycle in various contexts of classroom interaction.</p> <p>Makes attempts to select and use available resources (e.g.: linguistic references) when needed.</p>	<p>Tries to use new strategies modeled by the teacher such as circumlocution.</p> <p>Reinvests the ones practised during the previous cycle in various contexts of classroom interaction.</p> <p>Makes attempts to select and use available resources (e.g.: linguistic references) when needed.</p>	<p>Makes appropriate and consistent use of strategies practised during both cycles in combination with a creative and appropriate use of a wide range of functional language.</p> <p>Effectively selects and uses available resources (e.g.: linguistic references).</p>



Guidelines for Multi-level Classes

	BEGINNING OF THE YEAR		END OF THE YEAR	
C2	Grade 5	Grade 6	Grade 5	Grade 6
Level of autonomy	Support from teacher and peers	Support from teacher and peers	Support from teacher and peers	Support from peers and less from teacher
Evidence of understanding of texts	<p>Uses functional language and words drawn from the texts.</p> <p>Shows an understanding of various types of texts by identifying and briefly describing some key elements, demonstrating an understanding of the overall meaning and, comparing reality of text to his or her own reality.</p>	<p>Uses functional language, words and expressions drawn from texts.</p> <p>Shows an understanding of texts by identifying and briefly describing key elements (e.g.: facts, plot, storyline) and by demonstrating an understanding of the overall meaning.</p>	<p>Uses functional language, words and expressions drawn from texts.</p> <p>Shows an understanding of texts by identifying and briefly describing key elements (e.g.: facts, plot, storyline) and by demonstrating an understanding of the overall meaning.</p>	<p>Uses functional language, words and expressions drawn from texts.</p> <p>Shows understanding of texts by identifying and briefly describing key elements (e.g.: facts, plot, storyline) and by demonstrating an understanding of the overall meaning.</p>
Use of knowledge from texts in a reinvestment task.	<p>Uses words and expressions found in texts and in provided resources as sources of information and ideas to carry out meaningful tasks and to deliver a personalized product (e.g.: creating a class play).</p>	<p>Uses texts and available resources as sources of inspiration to express feelings, ideas, interests, opinions, etc.</p> <p>Selects and organizes information and ideas taken from texts and available resources to deliver a personalized product (e.g.: making a poster about an animal researched on).</p>	<p>Uses texts and available resources as sources of inspiration to express feelings, ideas, interests, opinions, etc.</p> <p>Selects and organizes information and ideas taken from texts and available resources to deliver a personalized product (e.g.: making a poster about an animal researched on).</p>	<p>Selects, organizes and summarizes information, develops ideas and expands on his or her range of words and expressions using texts and available resources to deliver a personalized product (e.g.: preparing a stand on a researched theme and presenting it creatively).</p>
Use of strategies	<p>Constructs meaning of oral and written texts by sometimes using contextual cues autonomously and by applying some of the learning strategies practised during the cycle.</p>	<p>Constructs meaning from a variety of oral and written texts by making use of contextual cues and applying a wider repertoire of strategies modelled by the teacher (e.g.: inferencing, skimming).</p>	<p>Constructs meaning from a variety of oral and written texts by making use of contextual cues and applying a wider repertoire of strategies modelled by the teacher (e.g.: inferencing, skimming).</p>	<p>Acts on texts by frequently and autonomously using contextual cues and appropriate strategies practised during both cycles to construct meaning.</p>

Guidelines for Multi-level Classes

C3	Guidelines for Multi-level Classes			
	BEGINNING OF THE YEAR		END OF THE YEAR	
	Grade 5	Grade 6	Grade 5	Grade 6
Level of autonomy	Support from teacher and peers	Support from teacher and peers	Support from teacher and peers	Support from peers and less from teacher
Application of targeted language conventions	Language conventions targeted for the task are applied.	Language conventions targeted for the task are applied.	Language conventions targeted for the task are applied.	Language conventions targeted for the task are applied.
Characteristics of the written text	<p>Writes personalized, short and well-structured texts closely resembling explicit models.</p> <ul style="list-style-type: none"> • Selects words and expressions found in explicit models and provided resources. • Uses additional functional language. <p>Takes the intended audience into account.</p> <p>Produces a text according to the instructions given.</p>	<p>Writes personalized texts from open-ended models.</p> <ul style="list-style-type: none"> • Attempts to use words and expressions from various cultural products. • Uses a greater repertoire of functional language. • Makes use of information and ideas found in models and available resources. <p>Takes the intended audience into account.</p> <p>Produces a text according to the instructions given.</p>	<p>Writes personalized texts from open-ended models.</p> <ul style="list-style-type: none"> • Attempts to use words and expressions from various cultural products. • Uses a greater repertoire of functional language. • Makes use of information and ideas found in models and available resources. <p>Takes the intended audience into account.</p> <p>Produces a text according to the instructions given.</p>	<p>Writes personalized and well-structured texts from open-ended models. Shows imagination and creativity in texts.</p> <p>Makes personal, appropriate use of</p> <ul style="list-style-type: none"> • functional language; • words, expressions, information and ideas found in models, cultural products and available resources. <p>Takes intended audience into account.</p> <p>Produces a text that is pertinent to the instructions given.</p>
Use of strategies (compensatory and learning)	Makes use of some of the strategies practised during the cycle .	Practises using new strategies modelled by the teacher (self-monitoring) .	Practises using new strategies modelled by the teacher (self-monitoring) .	Makes a greater and more confident use of strategies practised during both cycles .

C1	Observable elements	Grade	A	B	C	D	E
Use of functional language	Uses functional language (FL) frequently employed in class to interact in brief exchanges.	5	Uses FL correctly along with own repertoire.	Uses FL correctly.	Uses FL correctly with prompting.	Uses FL correctly when closely guided by the teacher.	Uses FL incorrectly even when closely guided by the teacher.
	Is understood by an English speaker when using the functional language frequently employed in class.		Can be understood and makes attempts to self-correct.	Can be understood.	Can be understood most of the time.	Can occasionally be understood.	Cannot be understood.
	Uses and combines targeted FL.	6	Uses and combines FL spontaneously and effectively while broadening own language repertoire.	Uses and combines FL effectively while broadening own language repertoire.	Uses some FL effectively. And tries to combine FL.	Uses very little FL effectively.	Uses FL ineffectively or does not use FL.
	Self-corrects pronunciation of frequently employed FL.		Attempts to self-correct.	Attempts to self-correct when prompted.	Attempts to self-correct with teacher support.	Attempts to self-correct when guided by the teacher.	Does not attempt to self-correct.
Participation in exchanges	Interacts (initiates-reacts-maintains) in classroom situations.	5	Interacts in familiar and unfamiliar situations.	Interacts in familiar situations.	Interacts in familiar situations with teacher support.	Interacts in familiar situations when guided by the teacher.	Does not interact.
		6	Participates actively and spontaneously.	Participates actively and perseveres in efforts.	Participates and perseveres when prompted.	Occasionally participates and perseveres when prompted.	Does not participate.
Use of strategies (for feedback only)	Strategies targeted for Cycle Two.	5	Uses strategies autonomously.	Autonomously uses targeted compensatory strategies and appropriately uses some of the learning strategies with teacher support.	Uses targeted compensatory strategies when prompted and appropriately uses some of the learning strategies with teacher support.	Uses targeted compensatory strategies with teacher support and some of the learning strategies when guided by the teacher.	Uses strategies only when closely guided by the teacher.
	Uses newly modelled strategies.	6	Uses new strategies autonomously.	Tries to use new strategies.	Tries to use new strategies, with teacher support.	Tries to use new strategies, when guided by the teacher.	Tries to use new strategies only when closely guided by the teacher.
	Uses Cycle Two strategies.		Uses Cycle Two strategies spontaneously in various contexts.	Uses Cycle Two strategies in various contexts.	Uses Cycle Two strategies in various contexts when prompted.	Uses Cycle Two strategies in various contexts with teacher support.	Uses Cycle Two strategies in various contexts only when closely guided by the teacher.
	Selects and uses available resources.		Autonomously selects and uses resources as needed.	Makes attempts to select and use resources as needed.	Selects and uses resources with teacher support.	Selects and uses resources when guided by the teacher.	Selects and uses resources only when closely guided by the teacher.

C1	Observable elements	Grade	A	B	C	D	E
Use of functional language	Uses and combines functional language (FL).	5	Uses and combines FL spontaneously and effectively while broadening own language repertoire.	Uses and combines FL effectively while broadening own language repertoire.	Uses some FL effectively. And tries to combine FL.	Uses very little FL effectively.	Uses FL ineffectively or does not use FL.
	Self-corrects pronunciation of frequently employed FL.		Attempts to self-correct.	Attempts to self-correct when prompted.	Attempts to self-correct with teacher support.	Attempts to self-correct when guided by the teacher.	Does not attempt self-correct
	Uses and combines a wide range of FL.	6	Makes creative combinations and appropriate use of a wide range of FL with ease.	Makes creative combinations and appropriate use of a wide range of FL.	Makes creative combinations and appropriate use of FL frequently used in class but needs prompting to use recently learned FL.	Makes use of familiar FL with teacher support and tries to make combinations.	Makes use of familiar FL and some combinations when guided by the teacher.
	Self-corrects pronunciation of frequently employed FL.		Attempts to self-correct.	Occasionally attempts to self-correct.	Attempts to self-correct with teacher support.	Attempts to self-correct when guided by the teacher.	Does not attempt to self-correct.
Participation in exchanges	Interacts (initiates-reacts-maintains) in classroom situations.	5	Participates actively and spontaneously.	Participates actively and perseveres in efforts.	Participates and perseveres when prompted.	Occasionally participates and perseveres when prompted.	Does not participate.
	Interacts (initiates-reacts-maintains) in classroom situations.	6	Interacts spontaneously, effectively and with little hesitation.	Interacts spontaneously and effectively.	Needs teacher or peer support to maintain interaction.	Maintains interaction when guided by the teacher.	Maintains interaction when closely guided by the teacher.
	Conveys personalized messages.		Elaborates personalized messages autonomously.	Takes calculated risks in conveying personalized messages.	Conveys short personalized messages.	Conveys short personalized messages when guided by the teacher.	Conveys short personalized messages when closely guided by the teacher.
Use of strategies (for feedback only)	Uses newly taught strategies.	5	Uses new strategies autonomously.	Tries to use new strategies.	Tries to use new strategies, with teacher support.	Tries to use new strategies, when guided by the teacher.	Tries to use new strategies only when closely guided by the teacher.
	Uses Cycle Two strategies.		Uses Cycle Two strategies spontaneously in various contexts.	Uses Cycle Two strategies in various contexts.	Uses Cycle Two strategies in various contexts when prompted.	Uses Cycle Two strategies in various contexts with teacher support.	Uses Cycle Two strategies in various contexts only when closely guided by the teacher.
	Selects and uses available resources.		Autonomously selects and uses resources as needed.	Makes attempts to select and use resources as needed.	Selects and uses resources with teacher support.	Selects and uses resources when guided by the teacher.	Selects and uses resources only when closely guided by the teacher.
	Uses strategies practised in both cycles.	6	Makes appropriate and consistent use of strategies.	Makes appropriate and consistent use of the strategies practised.	Makes appropriate and consistent use of some of the strategies practised.	Makes use of some of the strategies practised, with teacher support.	Makes use of the strategies practised, when closely guided by the teacher.
	Selects and uses available resources.		Spontaneously and effectively selects and uses resources.	Effectively selects and uses resources.	Selects and uses resources with teacher support.	Selects and uses resources when guided by the teacher.	Uses resources when closely guided by the teacher.



Generic C2 Rubric - Beginning of The Year

35%

C2	Observable Elements	Grade	A	B	C	D	E
Evidence of understanding of texts	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language (FL) and words drawn from the texts.	5	Shows/shares an understanding of most key elements and of the overall meaning using FL and words from the texts.	Shows/shares an understanding of some key elements and of the overall meaning using FL and words from the texts.	Shows/shares an understanding of some key elements and of the overall meaning using FL and words from the texts, with teacher support.	Shows/shares an understanding of some key elements and of the overall meaning using FL and words from the texts, when guided by the teacher.	Poor understanding of various types of texts.
	Compares reality of texts to his or her own reality (Grade 5 only).		Compares reality of texts to his or her own reality with ease.	Compares reality of texts to his or her own reality adequately.	Compares reality of texts to his or her own reality with teacher support.	Compares reality of texts to his or her own reality when guided by the teacher.	
		6	Shows/shares an excellent understanding using lots of FL and many words/expressions from texts.	Shows/shares an understanding using FL and words/expressions from texts.	Shows/shares some understanding using basic FL, words/expressions from texts.	Shows/shares little understanding using little FL and a few words /expressions from texts.	Shows/shares poor understanding using FL, words/expressions from texts, inappropriately OR using only a few words from texts.
Use of knowledge from texts in a reinvestment task	Uses words and expressions found in texts and in provided resources as sources of information and ideas.	5	Uses many words/ expressions found in texts/resources.	Uses a reasonable amount of words/expressions found in texts/resources.	Uses some words/expressions found in texts/resources.	Uses very little words/ expressions found in texts/resources.	Does not use words/ expressions found in texts/resources.
	Uses texts and available resources as sources of inspiration to express feelings, ideas, interests, opinions, etc.	6	Effectively and autonomously uses texts and resources.	Uses texts and resources autonomously.	Uses texts and resources with teacher support.	Uses texts and resource when guided by the teacher.	Does not use texts and resources.
	Selects and organizes information and ideas taken from texts and available resources.		Effectively, and with ease, selects and organizes information/ideas from texts/ resources.	Effectively selects and organizes information/ideas from texts/ resources.	Selects and organizes some information/ideas from texts/ resources with teacher support.	Selects and organizes some information/ideas from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas from texts/ resources. OR The student's text is mostly copied from the texts read.
Use of strategies (for feedback only)	Uses contextual cues to construct meaning.	5	Uses cues autonomously.	Sometimes uses cues autonomously.	Uses cues with support.	Uses cues when guided by the teacher.	Does not use cues to construct meaning.
			Applies all strategies practised during Cycle Two, as needed.	Applies some strategies practised during Cycle Two.	Applies some strategies practised during Cycle Two when prompted.	Applies a few strategies practised during Cycle Two when guided by the teacher.	Applies strategies practised during Cycle Two when closely guided by the teacher.
	Applies learning strategies.	6	Effectively uses cues from a variety of texts.	Uses cues from a variety of texts.	Uses cues from a variety of texts with teacher support.	Uses cues from a variety of texts when guided by the teacher.	Does not use cues from a variety of texts to construct meaning.

			Effectively applies newly-modelled strategies.	Applies newly-modelled strategies.	Applies newly-modelled strategies with teacher support.	Applies newly-modelled strategies when guided by the teacher.	Applies newly-modelled strategies when closely guided by the teacher.
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Generic C2 Rubric - End of The Year

35%

C2	Observable Elements	Grade	A	B	C	D	E
Evidence of understanding of texts	Identifies / briefly describes key elements / shows-shares understanding of overall meaning using functional language and words drawn from the texts.	5	Shows/shares an excellent understanding using lots of FL and many words/expressions from texts.	Shows/shares an understanding using FL and words/expressions from texts.	Shows/shares some understanding using basic FL, words /expressions from texts.	Shows/shares little understanding using little FL and a few words /expressions from texts.	Shows/shares poor understanding using FL, words/ expressions from texts, inappropriately OR using only a few words from texts.
		6	Identifies and thoroughly describes most or all key elements. Shows/shares a thorough understanding of overall meaning.	Identifies and briefly describes many key elements. Shows/shares solid understanding of overall meaning.	Identifies and briefly describes some key elements. Shows/shares basic understanding of overall meaning.	Identifies and briefly describes a few key elements. Shows/shares little understanding of overall meaning.	Has difficulty identifying/describing key elements and shows/shares misunderstanding of overall meaning.
Use of knowledge from texts in a reinvestment task	Uses texts and available resources as sources of inspiration.	5	Effectively and autonomously uses texts and resources.	Uses texts and resources autonomously.	Uses texts and resources with teacher support.	Uses texts and resource when guided by the teacher.	Does not use texts and resources.
	Selects and organizes information and ideas taken from texts and available resources.		Effectively, and with ease, selects and organizes information/ideas from texts/ resources.	Effectively selects and organizes information/ideas from texts/ resources.	Selects and organizes some information/ideas from texts/ resources with teacher support.	Selects and organizes some information/ideas from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas from texts/ resources. OR The student's text is mostly copied from the texts/resources.
	Selects, organizes and summarizes information, develops ideas and expands on his or her range of words and expressions using texts and available resources.	6	Effectively, and with ease, selects, organizes and summarizes information/ ideas/language from texts/resources.	Effectively selects, organizes and summarizes information/ ideas/language from texts/ resources.	Selects, organizes and summarizes some information/ideas/language from texts/resources with teacher support.	Selects, organizes and summarizes some information/ideas/language from texts/ resources when guided by the teacher.	The student's text does not contain information/ideas/language from texts/ resources. OR The student's text is mostly copied from the texts/resources.
Use of strategies (for feedback only)	Uses contextual cues to construct meaning.	5	Effectively uses cues from a variety of texts.	Uses cues from a variety of texts.	Uses cues from a variety of texts with teacher support.	Uses cues from a variety of texts when guided by the teacher.	Does not use cues from a variety of texts to construct meaning.
			Effectively applies newly-modelled strategies.	Applies newly-modelled strategies.	Applies newly-modelled strategies with teacher support.	Applies newly-modelled strategies appropriate.	Applies newly-modelled strategies when closely guided by the teacher.
	Applies strategies.	6	Consistently and autonomously uses cues.	Frequently and autonomously uses cues.	Autonomously uses some cues.	Inconsistently uses cues.	Very limited use of cues OR Does not use cues.
			Effectively applies appropriate strategies practised during both cycles.	Applies appropriate strategies practised during both cycles.	Sometimes applies appropriate strategies practised during both cycles.	Applies some appropriate strategies practised during both cycles with teacher support.	Applies some appropriate strategies practised during both cycles when guided by the teacher.

Generic C3 Rubric - All Year

20%

C3	Observable Elements	Grade	A	B	C	D	E
Application of targeted language conventions	Uses grammar or punctuation targeted for tasks and spells words using models and resources.	5	Applies all of the targeted language conventions.	Applies most of the targeted language conventions.	Applies some of the targeted language conventions with teacher support.	Follows few of the instructions.	Does not follow the instructions given.
		6					
Characteristics of the written text	Respects the requirements given (instructions, structure, topic, creativity).	5	Surpasses task requirements.	Follows the requirements.	Follows some of the requirements.	Follows few of the requirements.	Does not follow the requirements given.
	Takes the intended purpose and audience into account.	6	Always takes purpose and audience into account.	Takes purpose and audience into account.	Takes purpose and audience into account with teacher support.	Takes purpose and audience into account when guided by the teacher.	Does not take purpose and audience into account.
Use of strategies (for feedback only)	Uses strategies practised during Cycle Two.	5	Frequently uses appropriate strategies.	Uses some strategies.	Uses some strategies with teacher support.	Uses the same familiar strategies.	Does not use strategies.
	Practises newly modelled strategies.	6	Uses new strategies with ease.	Tries to use new strategies.	Uses new strategies with teacher support.	Uses new strategies when guided by the teacher.	Uses new strategies when closely guided by the teacher.