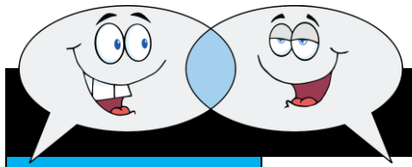
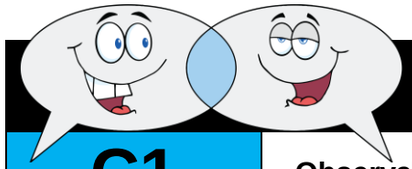


Generic C1 Rubric – Beginning of Year – Grade 5

45%

C1	Observable elements	A	B	C	D	E
Use of functional language	Uses functional language (FL) frequently employed in class to interact in brief exchanges.	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.
Participation in exchanges	Interacts (initiates-reacts-maintains) in classroom situations.	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.
Use of strategies (for feedback only)	Strategies targeted for Cycle Two.	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.



Generic C1 Rubric – End of Year – Grade 5

45%

C1	Observable elements	A	B	C	D	E
Use of functional language	Uses and combines functional language (FL).	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
Participation in exchanges	Interacts (initiates-reacts-maintains) in classroom situations.	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)	Uses newly taught strategies.	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.

Multi-Level 5/6 Evaluation Tools (February 2010). Revised by Connie Fournier, CS des Chic-Chocs, Marilyn Lassire, Cs des Affluents and Anita Romano, Cs de Montréal, February 2014.