

	Guidelines for Multi-level Classes			
	BEGINNING OF THE YEAR		END OF THE YEAR	
C1	Grade 3	Grade 4	Grade 3	Grade 4
Level of autonomy	Guided by the teacher	Guided by the teacher	Guided by the teacher	Support from peers and teacher
Use of functional language	Makes use of provided visual support and linguistic resources to practice preselected models of functional language in highly predictable contexts such as classroom life situations.	<p>Attempts to convey a short message using provided visual support and linguistic resources as well as new models of functional language while exploring themes and carrying out tasks.</p> <p>The learner attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.</p>	<p>Attempts to convey a short message using provided visual support and linguistic resources as well as new models of functional language while exploring themes and carrying out tasks.</p> <p>The learner attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.</p>	<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>
Participation in exchanges	Attempts to express immediate needs by putting together a few words with many gestures or nonverbal reactions.	<p>Expresses some needs, feelings, interests, and ideas spontaneously by using isolated words, phrases, and short sentences.</p> <p>Attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.</p>	<p>Expresses some needs, feelings, interests, and ideas spontaneously by using isolated words, phrases, and short sentences.</p> <p>Attempts to self-correct his or her pronunciation of frequently employed functional language when prompted by the teacher.</p>	Interacts in familiar classroom situations using provided visual support and linguistic resources effectively.
Use of strategies (Compensatory and learning)	Tries to use strategies modelled by the teacher such as asking for help or clarification, and practising or risk-taking to communicate.	Makes attempts to ask for help or clarification autonomously and tries to use new strategies modelled by the teacher, such as delay speaking, use of prior knowledge, and cooperation to communicate.	Makes attempts to ask for help or clarification autonomously and tries to use new strategies modelled by the teacher, such as delay speaking, use of prior knowledge, and cooperation to communicate.	<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>



Guidelines for Multi-level Classes

	BEGINNING OF THE YEAR		END OF THE YEAR	
C2	Grade 3	Grade 4	Grade 3	Grade 4
Level of autonomy	Guided by the teacher	Guided by the teacher	Guided by the teacher	Support from peers and teacher
Evidence of understanding of texts	<p>Tries to construct meaning out of a variety of oral and written texts mainly through no-textual cues (pictures, pictograms, music, intonation, gestures).</p> <p>Shows understanding by having pertinent nonverbal reactions.</p> <p>Recognizes a small number of words and expressions in texts.</p>	<p>Uses functional language and words drawn from texts to demonstrate understanding orally.</p> <p>Uses provided contextual cues (illustrations, titles, subtitles, etc.) to construct meaning of oral and written texts.</p> <p>Shows understanding by identifying some key elements.</p> <p>Demonstrates an understanding of the overall meaning of texts.</p>	<p>Uses functional language and words drawn from texts to demonstrate understanding orally.</p> <p>Uses provided contextual cues (illustrations, titles, subtitles, etc.) to construct meaning of oral and written texts.</p> <p>Shows understanding by identifying some key elements.</p> <p>Demonstrates an understanding of the overall meaning of texts.</p>	<p>Uses functional language and words drawn from texts to demonstrate understanding orally.</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>
Use of knowledge from texts in a reinvestment task.	Makes use of this understanding and of provided resources to carry out a task such as acting out nursery rhymes or songs for kindergarten.	Makes use of this understanding and reuses words and expressions found in texts and in provided resources to carry out meaningful tasks such as writing a get-well card to a sick person after reading a story describing a similar situation.	Makes use of this understanding and reuses words and expressions found in texts and in provided resources to carry out meaningful tasks such as writing a get-well card to a sick person after reading a story describing a similar situation.	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).
Use of strategies	Applies a few learning strategies modelled by the teacher, such as paying attention and accepting not being able to understand everything he or she hears or reads.	Applies new learning strategies modelled by the teacher such as predicting or scanning.	Applies new learning strategies modelled by the teacher such as predicting or scanning.	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 .

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Guidelines for Multi-level Classes

	BEGINNING OF THE YEAR		END OF THE YEAR	
C3	Grade 3	Grade 4	Grade 3	Grade 4
Level of autonomy	Guided by the teacher	Guided by the teacher	Guided by the teacher	Support from peers and teacher
Application of targeted language conventions	Applies the language conventions targeted for the task such as correctly spelling the words and expressions taken from an explicit model or putting a capital letter at the beginning of a sentence and a period at the end.	Applies the language conventions targeted for the task such as the position of the adjective, and the plural of regular nouns.	Applies the language conventions targeted for the task such as the position of the adjective, and the plural of regular nouns.	Applies the language conventions targeted for the task such as word order in a simple sentence.
Characteristics of the written text	<p>Writes down appropriate information using functional language to fulfill immediate needs such as writing the date, filling out an ID card.</p> <p>Follows an explicit model.</p>	<p>Plans, composes and revises his or her text. Writes short texts such as an invitation, a greeting card, a brief description.</p> <p>Follows an explicit model.</p> <p>Reinvests functional language and selects words and expressions found in explicit models and provided resources.</p> <p>Produces a text according to the instructions given.</p>	<p>Plans, composes and revises his or her text. Writes short texts such as an invitation, a greeting card, a brief description.</p> <p>Follows an explicit model.</p> <p>Reinvests functional language and selects words and expressions found in explicit models and provided resources.</p> <p>Produces a text according to the instructions given.</p>	<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>
Use of strategies (compensatory and learning)	Practises using a few compensatory and learning strategies modelled by the teacher, such as asking for help, note-taking and making use of provided resources.	Practices using new learning strategies modelled by the teacher such as the use of prior knowledge and planning.	Practices using new learning strategies modelled by the teacher such as the use of prior knowledge and planning.	Makes use of some of the strategies practised during the cycle.