



Kindergarten/GS Grade French Language Arts Proficiency At a Glance

End of the Year Expected Outcomes

LISTENING ABILITY: The student’s listening ability in French is best described as...

<input type="checkbox"/> NOVICE LOW	<input type="checkbox"/> NOVICE MID	<input type="checkbox"/> NOVICE HIGH	<input type="checkbox"/> INTERMEDIATE LOW	<input type="checkbox"/> INTERMEDIATE MID
<ul style="list-style-type: none"> - Recognizes single, isolated words, greetings and polite expressions. 	<ul style="list-style-type: none"> - Understands predictable questions, statements and commands in familiar topic areas (with strong context without prompting support). - Requires slower than normal rate of speech and/or with repetitions. 	<ul style="list-style-type: none"> - Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support. - May require repetition, slower speech, or rephrasing. 	<ul style="list-style-type: none"> - Understands familiar questions, commands and statements in a limited number of content areas. - Understands questions and statements in new content area with strong contextual support. - Follows information that is being given at a fairly normal rate. 	<ul style="list-style-type: none"> - Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. - Carries out commands.

SPEAKING ABILITY: The student's speaking ability in French is best described as...

<input type="checkbox"/> NOVICE LOW	<input type="checkbox"/> NOVICE MID	<input type="checkbox"/> NOVICE HIGH	<input type="checkbox"/> INTERMEDIATE LOW
<ul style="list-style-type: none"> - May refuse to voice any word in French. - Uses isolated words (i.e. single words) to respond to questions. - Responses pertain to very specific topic areas in predictable contexts. - May use greetings and polite expressions such as Good Morning and Thank you. 	<ul style="list-style-type: none"> - Uses single words, multiple words,, short phrases, greetings, polite expressions on a limited number of topics. - Frequent searching for words is common. - May use native language or gestures when attempting to create with language beyond what is known. - Memorized expressions with verbs and other short phrases are usually accurate but inaccuracies occur when trying to produce language beyond the scope of memorized material. 	<ul style="list-style-type: none"> - Partial ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Partial ability to ask and answer questions. - Partial ability to handle a simple survival situation (daily needs) in French. - Uses vocabulary from everyday topics and subject area content to provide basic information. - Uses memorized expressions with ease and accuracy. - Can respond in intelligible sentences most of the time but does not sustain sentence-level speech. - Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. - May revert to the use of English when French words cannot be retrieved or when dealing with unfamiliar topics. 	<ul style="list-style-type: none"> - Sustained but minimal ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Sustained but minimal ability to ask and answer questions. - Sustained and minimal ability to handle a simple survival situation (daily needs) in French. - Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating. - Can maintain simple conversations at the sentence level in French, although in a restrictive and reactive manner. - Handle a limited number of everyday social and subject content interactions. - Uses a variety of common verbs in present tense (formations may be inaccurate). - Other verb tenses/ may appear but are not frequent. - The listener may be confused by this speech due to the many grammatical inaccuracies.

READING ABILITY: The student's reading ability in French is best described as...

<input type="checkbox"/> NOVICE LOW	<input type="checkbox"/> NOVICE MID	<input type="checkbox"/> NOVICE HIGH	<input type="checkbox"/> INTERMEDIATE LOW
<ul style="list-style-type: none"> - Able to recognize uppercase and lowercase letters. - Can occasionally identify high-frequency words and/or phrases when strongly supported by context. 	<ul style="list-style-type: none"> - Able to recognize and name uppercase and lowercase letters or symbols. - Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. - Rereading is often required. 	<ul style="list-style-type: none"> - Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. - Where vocabulary has been learned, can understand predictable language and messages such as those found in the environment. - Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support. 	<ul style="list-style-type: none"> - Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs. - There may be frequent misunderstandings. - Readers will be challenged to understand connected texts of any length.

WRITING ABILITY: The student's writing ability in French is best described as...

<input type="checkbox"/> NOVICE LOW	<input type="checkbox"/> NOVICE MID	<input type="checkbox"/> NOVICE HIGH	<input type="checkbox"/> INTERMEDIATE LOW
<ul style="list-style-type: none"> - Copies or transcribes familiar words or phrases. - Forms letters of the alphabet. - Produces a very limited number of isolated words or familiar phrases from memory. 	<ul style="list-style-type: none"> - Writes a modest number of words or phrases in context. - Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked. - Exhibits a high degree of accuracy when writing on well-practiced familiar topics using limited formulaic language. - On less familiar topics, shows a marked decrease in accuracy. - Writing may be difficult to understand even by sympathetic readers. 	<ul style="list-style-type: none"> - Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Partial ability to ask and answer questions. - Partial ability to meet limited practical writing needs. - Meets limited basic practical writing needs using lists, short messages, and simple notes. - Writing is focused on common elements of daily school life. - Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time. - Writing is often comprehensible by natives used to the writing of non-natives. 	<ul style="list-style-type: none"> - Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Sustained but minimal ability to ask and answer questions. - Sustained but minimal ability to meet limited practical writing needs. - Sentences are short, simple, mirroring oral language. - Sentences are almost exclusively in present time and generally have repetitive structure. - Topics are highly predictable content areas and personal information. - Vocabulary is adequate to express elementary needs. - There are basic errors in grammar, word choice, spelling, punctuation. - Writing is generally understood by native readers used to the writer of non-natives

