

Acti-Vie 1: Découvrons notre école!

Final task: Board Game

Strand: Oral Communication

Expectations:

- Students will ask very simple questions, and ask for repetition to clarify understanding.
- Students will use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts.
- Students will respond briefly to oral texts.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the formation of simple questions. Knowledge of vocabulary: greetings, school locations, furniture, supplies, numbers 1-20	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the rules of the game and how to ask for assistance	-demonstrates limited understanding of content	-demonstrates some understanding of content	-demonstrates considerable understanding of content	-demonstrates thorough understanding of content
Thinking				
	The student:			
Use of planning strategies (inquiry, formulating questions, gathering information,	-uses planning skills with limited effectiveness -organizes information	-uses planning skills with some effectiveness -organizes information with some effectiveness	-uses planning skills with considerable effectiveness -organizes information	-uses planning skills with a high degree of effectiveness -organizes information

using prior knowledge of the language) and logical organization of required information	with limited effectiveness		with considerable effectiveness	with a high degree of effectiveness
Use of processing skills: generating, analyzing, integrating, synthesizing, and evaluating available information and reaching decisions on appropriateness	-uses processing skills with limited effectiveness	-uses processing skills with some effectiveness	-uses processing skills with considerable effectiveness	-uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes: oral discourse, reading process, problem solving	-uses critical/creative thinking processes with limited effectiveness	-uses critical/creative thinking processes with some effectiveness	-uses critical/creative thinking processes with considerable effectiveness	-uses critical/creative thinking processes with a high degree of effectiveness
Communication				
	The student:			
Expression and organization of ideas in oral forms (clear expression; use of appropriate vocabulary and question forms)	-expresses and organizes ideas and information with limited effectiveness	-expresses and organizes ideas and information with some effectiveness	-expresses and organizes ideas and information with considerable effectiveness	-expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes in oral forms	-communicates with limited effectiveness	-communicates with some effectiveness	-communicates with considerable effectiveness	-communicates with a high degree of effectiveness
Use of conventions (grammar, vocabulary) in oral forms	-uses conventions and vocabulary with limited effectiveness	-uses conventions and vocabulary with some effectiveness	-uses conventions and vocabulary with considerable	-uses conventions and vocabulary with a high degree of effectiveness

			effectiveness	
Application				
	The student:			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – answering vocabulary questions	-applies knowledge and skills in familiar contexts with limited effectiveness	-applies knowledge and skills in familiar contexts with some effectiveness	-applies knowledge and skills in familiar contexts with considerable effectiveness	-applies knowledge and skills in familiar contexts with a high degree of effectiveness
Application of knowledge and skills to new contexts (use of a model, language knowledge, language-learning strategies, etc.) – playing a board game	-applies knowledge and skills in a new context with limited effectiveness	-applies knowledge and skills in a new context with some effectiveness	-applies knowledge and skills in a new context with considerable effectiveness	-applies knowledge and skills in a new context with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal experiences and FSL, between FSL and the world outside the school)	-makes connections within and between various contexts with limited effectiveness	-makes connections within and between various contexts with some effectiveness	-makes connections within and between various contexts with considerable effectiveness	-makes connections within and between various contexts with a high degree of effectiveness