

English Language Arts to French Immersion - Grade 3

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Speaking and Listening	Consistently shares thoughts/opinions, feelings and experiences, using strategies appropriate to informal contexts. Always understands key ideas and the overall message.	Easily shares thoughts, feelings and experiences, using strategies appropriate to informal contexts. Usually understands key ideas and the overall message.	Shares thoughts, feelings and experiences, and with support uses strategies appropriate to informal contexts. Somewhat understands key ideas and gets the gist of oral messages.	Reluctant to share thoughts, feeling and experiences, needs a great deal of support to use strategies appropriate to informal contexts. Unable to understand key ideas or misses the overall message.
Reading and Viewing Text complexity refers to standards for ELA in English Prime.	Independently selects and uses strategies to construct meaning from texts at a complexity considered appropriate for end of Grade 3 or beyond.	Selects and uses strategies to easily construct meaning from texts at a complexity considered appropriate for mid-year Grade 3.	Has some difficulty using strategies to construct meaning from texts at a complexity considered appropriate for mid-year Grade 3.	Has a great deal of difficulty constructing meaning from texts at a complexity considered appropriate for mid-year Grade 3. Reads independently at a complexity considered appropriate for end-of Grade 2 or below.
Writing and Representing	Regularly uses grade-level strategies and writing tools to communicate messages. Takes risks when creating which may result in errors, but demonstrates all aspects of writing appropriate for grade level.	Generally uses grade-level strategies and writing tools to communicate messages. Usually demonstrates most aspects of writing appropriate for grade level.	Needs support to use grade-level strategies and writing tools to communicate messages. Demonstrates some aspects of writing appropriate for grade level.	Requires a great deal of direction to use grade-level strategies and writing tools. Writing is incomplete or rarely demonstrates aspects of writing appropriate for grade level.
Evidence: observations of class discussions, responses in class notebooks, reading conferences, book talks, writing samples				