

# **APPENDIX**

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## **Use of Materials in This Section**

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The assessment tools in this section of the document are designed to assess certain outcomes that are in the program of studies but may not necessarily be best served by a performance task. Many of these outcomes occur during the instructional process and can be observed in a more informal setting but, nonetheless, require documentation. The intent, then, behind these tools is to provide you with accessible checklists and grids that will assist you on a daily, weekly or monthly basis to assess certain outcomes at the Grade 4 level.

The assessment tools in this section cover mainly the Knowledge of Language Concepts outcomes, certain cultural outcomes and specific language learning strategies.

Student assessment tools are also included.











## Intercultural Knowledge

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### ANECDOTAL OBSERVATIONS

Name of student		
is able to ...	Date	Evidence
identify reasons for learning a second language and more specifically, French.		
recognize that learning another language and developing knowledge about other cultures is a lifelong learning process.		
recognize elements of Francophone cultures in the classroom.		



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## Cultural Knowledge

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### ANECDOTAL OBSERVATIONS

<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Name of student</div> is able to ...	Date	Evidence
recognize that there are often equivalents in French for common English first names.		
recognize that the song “Happy Birthday” varies from culture to culture.		
identify French songs, nursery rhymes or counting rhymes.		



## Cultural Knowledge

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identify French songs, nursery rhymes or counting rhymes.		

## Cultural Knowledge

### ANECDOTAL OBSERVATIONS

<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Name of student</div> <b>is able to ...</b>	Date	Evidence
identify examples of French used in the immediate environment, using English when necessary.		
identify the fact that calendars in France typically display Monday as the first day of the week.		
state that <i>tu</i> and <i>vous</i> are used to address people in specific social situations.		
recognize that word-processing programs are available in French.		



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identify the fact that calendars in France typically display Monday as the first day of the week.		
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recognize that word-processing programs are available in French.		



















## Language Learning Strategy Use - Comprehension Strategies

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### TEACHER FEEDBACK

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

To understand French better, this week you:

- asked questions in English to make sure that you understood.
- accepted that you did not need to understand every word in order to comprehend what was happening in class.
- worked with your classmates to exchange information (what you understood).
- worked with your classmates to help them be more confident in French.
- focused your attention on the class activities.
- focused your attention on listening/reading for the required information.
- focused your attention on what you know rather than on what you do not know.

Bravo!  Beau travail!  Continue. Ça va bien!  Un peu plus de pratique!



## Language Learning Strategy Use - Comprehension Strategies

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## Language Learning Strategy Use - Production Strategies

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### TEACHER FEEDBACK

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

To speak or write French better this week, you:

- used repetition of words and expressions either silently or aloud.
- used models to create a similar text of your own.
- used reference materials to find a word or to verify it.
- used your knowledge and experiences to help you formulate your message.
- used facial expressions or mime to get your message across.
- asked for help to clarify something you did not understand.
- worked with others to brainstorm ideas.
- worked with others to communicate information.

Bravo!  Beau travail!  Continue. Ça va bien!  Un peu plus de pratique!



## Language Learning Strategy Use - Production Strategies

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### TEACHER FEEDBACK

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## My Learning Goals

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Date: \_\_\_\_\_

What I think I might learn in French this year: \_\_\_\_\_

\_\_\_\_\_

What I hope I can do at the end of the year: \_\_\_\_\_

\_\_\_\_\_

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

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It is now the month of \_\_\_\_\_. This is what I can do in French: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is what I would like to improve on during the next \_\_\_\_\_ months: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

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It is now the end of the year. This is what I can do in French: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I feel I did very well     I feel I did my best     I feel I need to work harder next year

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

## My Classroom - Classroom Interactions

### SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In French, I can ...	Always	Most of the time	Hardly ever
▪ understand when someone asks me my name.			
▪ understand when someone says hello to me.			
▪ understand when someone says good-bye to me.			
▪ understand when someone asks how I am doing.			
▪ understand when someone gives me praise or approval to do something.			
▪ understand when someone asks to do something, like get a drink of water or borrow something.			
▪ understand common classroom commands, such as open the book, listen carefully.			
▪ tell someone my name.			
▪ ask someone his or her name.			
▪ use the right word for hello for the situation and the person I am talking to.			
▪ use the right word for good-bye for the situation and the person I am talking to.			
▪ ask someone how he or she is doing.			
▪ praise someone.			
▪ use polite expressions such as <i>s'il vous plaît</i> and <i>merci</i> .			
▪ ask permission to do things, such as asking to go to the office or to the bathroom.			
▪ use expressions to help me better understand things, such as <i>répétez, encore une fois</i> .			

**Teacher/Parent or Guardian Feedback:**

# My Classroom

## SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In French, I can ...	Always	Most of the time	Hardly ever
▪ understand when someone asks me my name, the name of a classmate or a teacher.			
▪ understand when someone asks me what an object is.			
▪ understand when someone asks me questions about what is in my backpack, desk or classroom.			
▪ understand when someone asks me where someone or something is.			
▪ understand when someone asks me to indicate the number of people or objects there are.			
▪ understand questions about the size of an object (its height, its length, its width).			
▪ understand questions using the arithmetic symbol words.			
▪ understand information about shapes.			
▪ answer questions regarding who someone is.			
▪ answer questions regarding what is in my backpack, my desk or classroom.			
▪ name at least eight school supplies.			
▪ indicate the number of school supplies I have.			
▪ name at least eight classroom objects.			
▪ indicate the measurement of an object.			
▪ indicate where someone or something is located.			
▪ answer simple arithmetic questions.			
▪ name at least five different shapes.			

**Teacher/Parent or Guardian Feedback:**

## Calendar and Weather

### SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In French, I can ...	Always	Most of the time	Hardly ever
▪ understand when someone asks me the date.			
▪ understand when someone asks me what day of the week it is.			
▪ understand when someone asks me what month it is.			
▪ understand when someone asks me the date of a particular holiday or celebration, such as my birthday.			
▪ understand when someone asks me what season it is.			
▪ understand when someone asks me what the weather is like today.			
▪ understand when someone asks me what is the typical weather for a particular season.			
▪ answer questions regarding the days of the week and the months of the year.			
▪ name the day of the week.			
▪ name the month of the year.			
▪ give the date.			
▪ give the date for a particular holiday or celebration.			
▪ name at least four holidays or celebrations.			
▪ name at least one symbol for four different holidays or celebrations.			
▪ name at least one colour associated with four holidays or celebrations.			
▪ say the greetings for at least four different holidays or celebrations, such as "Bonne fête!" for a birthday greeting.			

**Teacher/Parent or Guardian Feedback:**

# Who Am I?

## SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In French, I can ...	Always	Most of the time	Hardly ever
▪ understand when someone asks me when my birthday is.			
▪ understand when someone asks me how old I am.			
▪ understand when someone asks me to describe what I look like.			
▪ understand when someone asks me to describe what my personality is like.			
▪ understand when someone asks me to describe my likes or my dislikes.			
▪ understand when someone talks about himself or herself (birthday, age, physical/personality traits, likes/dislikes).			
▪ give the date of my birthday.			
▪ give my age.			
▪ describe my eye colour.			
▪ describe my hair colour.			
▪ indicate how tall I am.			
▪ name at least two personality traits that describe me.			
▪ name at least two things I like.			
▪ name at least two things I like to do.			
▪ name two things I do not like.			
▪ name two things I do not like to do.			

**Teacher/Parent or Guardian Feedback:**

## My Immediate Family

### SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In French, I can ...	Always	Most of the time	Hardly ever
▪ understand when someone asks me who the people are in my family.			
▪ understand when someone asks me how old they are.			
▪ understand when someone asks me when their birthdays are.			
▪ understand when someone asks me to describe what they look like.			
▪ understand when someone asks me to describe what their personalities are like.			
▪ understand when someone asks me to describe their likes or dislikes.			
▪ understand when someone talks about his or her family (birthdays, ages, physical/personality traits, likes/dislikes).			
▪ name the members of my family.			
▪ give the date of their birthdays.			
▪ give their age.			
▪ describe their eye colour.			
▪ describe their hair colour.			
▪ indicate how tall they are.			
▪ name at least two personality traits for each family member.			
▪ name at least two things each family member likes.			
▪ name at least two things they like to do.			
▪ name two things each family member does not like.			
▪ name two things they do not like to do.			

**Teacher/Parent or Guardian Feedback:**

## Alberta Winter Celebrations

### SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In French, I can ...	Always	Most of the time	Hardly ever
▪ understand when someone talks about winter weather in Alberta and what there is to do.			
▪ understand what there is to do in winter in Alberta.			
▪ understand when someone names an Alberta winter celebration.			
▪ understand when someone states where the celebration takes place.			
▪ understand when someone states when the celebration takes place.			
▪ understand when someone states what the main activities are that are part of the celebration.			
▪ understand when someone asks me the date of the celebration.			
▪ understand when someone asks me where it is taking place.			
▪ understand when someone asks me what there is to see and do at the celebration.			
▪ talk about winter weather in Alberta.			
▪ name different winter activities that you can do in Alberta.			
▪ name an Alberta winter celebration.			
▪ give the date of the Alberta winter celebration.			
▪ state where it is occurring.			
▪ indicate the symbols of the celebration if there are any symbols.			
▪ identify the main activities for the celebration.			

**Teacher/Parent or Guardian Feedback:**