

DRAFT : SPEAKING - FRENCH ORAL LANGUAGE : never-ever to fluent

	1	2	3
Purpose :	<ul style="list-style-type: none"> • begins to communicate personal and survival needs (Je m'appelle ____, Est-ce que je peux aller aux toilettes?) • repeats what the teachers says when prompted • may point and give brief description of picture or object using single words or phrases • uses memorized phrases and fragments • participates in teacher directed group discussions 	<ul style="list-style-type: none"> • responds to personal greetings (Ça va bien, Ça va comme ci comme ça, Je suis fatigué) • tries to respond to structured teacher questions • participates in small group structured oral activities. • attempts to communicate using limited French • begins to ask and answer simple questions 	<ul style="list-style-type: none"> • begins to use more descriptive language (adjectives and adverbs such as gros, lentement, moyenne) • asks for clarification (Je ne comprends pas, Répétez s'il-vous plait) • attempts to communicate spontaneously with peers in French during collaborative projects and regularly in the classroom • engages in simple, spontaneous social conversation with peers. For example, asking what their friends did on the weekend during lunch, or what they plan to do during the next holiday. • • consistently attempts to communicate using only French and gestures (takes risks when speaking)
Content:	<ul style="list-style-type: none"> • has limited functional vocabulary (For example can say "Bonjour" and count to 10) • begins to name concrete objects like days of the week and school supplies 	<ul style="list-style-type: none"> • uses limited vocabulary (For examples: greetings, talks about the calendar and weather) • begins to use content vocabulary 	<ul style="list-style-type: none"> • uses content specific language with some variety
Features :	<ul style="list-style-type: none"> • uses single-word or short-phrases • may accompany spoken language with gestures • may have difficulty with articulation or pronunciation that impede meaning 	<ul style="list-style-type: none"> • uses word order that reflects first language characteristics • attempts to use correct pronouns (je, tu, mon, ma, mes, etc.) • pronunciation and articulation may still impede meaning • uses present tense verb forms • tends to omit words or makes mistakes (le, la, les, en avant, sur, au début) • uses intonation when asking a question (e.g. raises voice at the end of a question) • is aware of some phonemes and silent letters 	<ul style="list-style-type: none"> • generally uses correct word order • may make some grammatical errors • pronunciation is generally correct and does not impede meaning (phonemes, silent letters and liaisons) • uses variety of verb tenses, with supplemental instruction

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	4	5	
Purpose :	<ul style="list-style-type: none"> • fully participates in classroom/group discussions in French • engages in spontaneous social conversation with peers • can express and justify an opinion using varied and appropriate vocabulary. • uses expressions of courtesy “vous” and “tu” 	<ul style="list-style-type: none"> • uses language in all contexts without support. May still make some errors, but subtleties are expressed and understood. • uses French idioms appropriately to deepen understanding • participates in conversation within a Francophone environment. 	
Content :	<ul style="list-style-type: none"> • uses a wide range of vocabulary with flexibility 	<ul style="list-style-type: none"> • speaks fluently using a variety of rich vocabulary appropriate for the context and topic 	
Features :	<ul style="list-style-type: none"> • occasionally makes pronunciation, sentence structure, and word omission errors but meaning is generally clear. • generally self-corrects oral production • uses variety of verb tenses, with some errors • is developing some fluency in conversation and classroom discussions 	<ul style="list-style-type: none"> • uses correct pronunciation and sentence structure • uses a variety of verb tenses 	