

**Continuum for *Lecture* (reading in French) Assessment  
Grade 4 Entry (revised in August 2003)**

For Teacher Use Only Français langue-seconde immersion
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CRITICAL COMPETENCIES	LEVELS OF PERFORMANCE		
	Needs ongoing help	Needs some help to meet expectations	Meets expectations
<b>Reflection</b>	<b>Assessment Strategies: Observation/Interview</b>		
<ul style="list-style-type: none"> <li>Student's ability to think about own learning as a reader.</li> </ul> <p><i>Note: Although it is preferable to have students express themselves in French, it is acceptable that they respond partly in English.</i></p>	<ul style="list-style-type: none"> <li>Student is unable to express any strategy or the strategy expressed is limited, for instance, "I ask the teacher."</li> </ul>	<ul style="list-style-type: none"> <li>Student requires guidance to clarify strategies expressed. For example, a student needs to further elaborate when giving a response such as "I look at the word."</li> </ul>	<ul style="list-style-type: none"> <li>Student expresses a variety of effective reading strategies that pertain to both meaning in context, for example "I skip the word and come back to it," and decoding, such as "I sound the word out."</li> </ul>
<b>Oral Reading Skills and Strategies</b>	<b>Assessment Strategies: Oral Reading Observation Checklist/Miscue Analysis</b>		
<ul style="list-style-type: none"> <li>Student's ability to use a variety of strategies to read.</li> </ul>	<b>Narrative Texts/Expository Texts</b>		
	<p align="center"><b>(Frustration)</b></p> <ul style="list-style-type: none"> <li>Student's oral reading is slow and laboured, as he/she makes too many miscues.</li> <li>Student demonstrates a limited range of reading strategies.</li> <li>Miscues interfere with meaning of text. Many substitutions are not logical, and there are many omissions, additions, etc.</li> <li>There are many miscues related to language interference, such as word gender, final consonants, verb endings, etc.</li> </ul>	<p align="center"><b>(Instructional)</b></p> <ul style="list-style-type: none"> <li>Student's oral reading is sometimes slow because he/she must stop to analyze words and is not always able to do so.</li> <li>Student requires some guidance in the use of certain strategies (searching for cues in words, rereading, predicting and confirming word meaning, self-correcting) in order to better monitor own reading.</li> <li>Miscues may change the meaning of text slightly. Certain substitutions are not logical, and there are some omissions, additions, etc.</li> <li>There are some miscues related to language interference, such as word gender, final consonants, verb endings, etc.</li> </ul>	<p align="center"><b>(Independent)</b></p> <ul style="list-style-type: none"> <li>Student's oral reading is fluent and accurate. Most words are recognized and understood at sight, and the student rarely stops to analyse a word.</li> <li>Student monitors own reading. One can conclude that students, whose reading is fluent and accurate, use and integrate a variety of strategies.</li> <li>Miscues rarely change the meaning of text.</li> <li>There may be some miscues related to language interference, such as word gender, final consonants, verb endings, etc.</li> </ul>

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CRITICAL COMPETENCIES (Continued)	LEVELS OF PERFORMANCE		
	Needs ongoing help	Needs some help to Meet expectations	Meets expectations
<b>Reading Comprehension</b>	<b>Assessment Strategies: Story Retelling/Comprehension Questions</b>		
Student's ability to understand and draw conclusions from text.	<b>Narrative Text</b>		
	<ul style="list-style-type: none"> <li>• Student communicates limited information related to the setting, characters, events and end of story.</li> <li>• Making inferences and drawing conclusions is a difficult task.</li> <li>• Making connections to personal experience is difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates understanding by providing some of the relevant information to reconstruct story (setting, characters, events and end of story).</li> <li>• Student makes some inferences from the information provided to draw conclusions.</li> <li>• Student makes some connection to personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates understanding by providing the relevant information to reconstruct story (setting, characters, events and end of story).</li> <li>• Student makes inferences from the relevant information provided to draw conclusions.</li> <li>• Student makes connections to personal experience.</li> </ul>
	<b>Expository Text</b>		
	<ul style="list-style-type: none"> <li>• Student provides limited information (main idea, cause/effect, sequence, comparison/contrast relationships, etc.).</li> <li>• Making inferences and drawing conclusions is a difficult task.</li> <li>• Making connections to personal experience is difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates understanding by providing some of the relevant information (main idea, cause/effect, sequence, comparison/contrast relationships, etc.).</li> <li>• Student makes some inferences from the information provided to draw conclusions.</li> <li>• Student makes some connection to personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates understanding by providing the relevant information (main idea, cause/effect, sequence, comparison/contrast relationships, etc.).</li> <li>• Student makes inferences from the relevant information provided to draw conclusions.</li> <li>• Student makes connections to personal experience.</li> </ul>