Annexe 7

Appendix 7

Fiches d'observation

Toutes les fiches d'observation qui se trouvent aux pages suivantes ont la même légende pour aider les enseignants à recueillir des preuves de l'apprentissage des élèves. Les enseignants peuvent les adapter selon leurs besoins.

À noter : Les fiches d'observation dans cette annexe sont en format paysage. Pour les fiches d'observation en format portrait, veuillez vous référer au site Web : <u>http://www.edu.gov.mb.ca/m12/</u> <u>frpub/ped/fdb/cadre_m-3/docs/ann_7.docx</u>

Observation Sheets

The observation sheets found on the following pages all contain the same legend to assist teachers in collecting evidence of student learning. Teachers are encouraged to adapt them to best meet the needs of their individual classroom situations.

Note : The observation sheets found in this appendix are in landscape format. For the observation sheets in portrait format, please refer to the following website: <u>http://www.edu.gov.</u> <u>mb.ca/k12/cur/french/framework_early/app_7.docx</u>



Français pour les jeunes débutants - Maternelle à la 3^e année/Early Start French - Kindergarten to Grade 3

Annexe 7a



Observation Sheet for Kindergarten and Grade 1 - LISTENING

SLO Listening:

In highly structured learning situations, students listen (with the support of visuals) and demonstrate understanding of simple spoken French as modeled by the teacher.

Achievement Indicators and Illustrative Examples	Name	Date	Date	Date	Achievement Indicators and Illustrative Examples
The student:	MB	D4 (Quel temps fait-il?)			The student:
A. responds to familiar sounds, key words, phrases by: raising a hand,					D. points to an illustration during a classroom routine such as the
standing up, pointing.					calendar, e.g., <i>Est-ce qu'il neige?</i>
B. listens to and follows simple commands, e.g., lève-toi/levez- vous, lève la main/levez les mains,					E. responds to gestures and tone of voice of the speaker.
mets ton manteau/mettez vos manteaux, dessine une écharpe/ dessinez une écharpe, pousse ta chaise/poussez vos chaises.					F. makes connections to familiar sounds and words in first language (mots-amis), e.g., décembre/la musique.
C. listens to and responds to familiar, modeled questions, e.g., responds by nodding yes or no or with a visual of a happy or sad face: Ça va? J'aime le soccer. Et toi?					G. listens to a story, song or rhyme and illustrates favorite part.

Formative	4	3	2	1	ND					
	o and demonstra o and demonstra		0				, ,	/ I I	mal teacher support	
1 listened to		ated understa	nding of sim	nple spoken	n French such as	familiar soun	ids, key words	, phrases and qu	e teacher support ificant teacher support	



Annexe 7b



Observation Sheet for Grades 2 and 3 - LISTENING

SLO Listening:

72

In highly structured learning situations, students listen (with the support of visuals) and demonstrate understanding of simple spoken French as modeled by the teacher.

Achievement Indicators and Illustrative Examples	Name	Date	Date	Date	Achievement Indicators and Illustrative Examples
The student:	MB	D4 (Quel temps fait-il	?)		The student:
A. responds when he or she hears familiar sounds, key words, phrases by: raising a hand, standing up, pointing, circling objects on paper.					D. points to an illustration during a classroom routine such as the calendar, e.g., <i>Est-ce qu'il neige?</i> ou <i>Est-ce qu'il fait beau? Il fait beau.</i>
B. listens to and follows simple commands, <i>e.g., Pliez le papier en</i> <i>deux. Dessinez. Coloriez.</i>					E. responds to gestures and tone of voice of the speaker.
C. listens to and responds to familiar, modeled questions, e.g., responds by nodding yes or no or with a visual of a happy or sad face,					F. makes connections to familiar sounds and words in first language (mots-amis), e.g., ma grand-maman, une orange.
e.g., En hiver, je patine. Et toi? En hiver, je fais un fort. Et toi?					G. listens to a story, song or rhyme and illustrates favorite part.
Formative On this date, the student	4 3	2 1	ND		

4 listened to and demonstrated understanding of simple spoker French such as familiar Sounds, key words, phrases and questions

listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with minimal teacher support
 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with some teacher support

Istered to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with significant teacher support
 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with significant teacher support

ND did not demonstrate understanding of simple spoken French such as familiar sounds, key words, phrases and questions



Observation Sheet for Kindergarten and Grade 1 - SPEAKING

SLO Speaking:

In highly structured learning situations, students communicate a simple message correctly (pronunciation and intonation as modeled by the teacher).

Achievement Indicators and Illustrative Examples	Name	Date	Date	Date	Achievement Indicators and Illustrative Examples
The student:					The student:
A. communicates basic needs as modeled by the teacher, e.g., seeks clarification using gestures and single words: <i>Excusez-moi.</i> <i>Pardon.</i>					 C. sings songs, recites chants/ rhymes, plays games with the use of simple complete sentences. D. answers simple questions on
B. uses and reuses familiar expressions and thematic vocabulary as modeled by the teacher, e.g., uses greetings/expressions.					familiar topics using words and phrases as modeled by the teacher, e.g., Qu'est-ce que c'est? C'est un crayon.
Bonjour, Madame. Au revoir, Monsieur. Merci. Je m'appelle Nate. Et toi?					J'aime le soccer. Et toi? Oui, j'aime le soccer.
ll neige. Dommage!					



On this date, the student...

4 communicated a simple message in a complete sentence with appropriate pronunciation and intonation as modeled by the teacher

ND

- 3 communicated a simple message in a complete sentence with appropriate pronunciation and intonation with minimal remodeling by the teacher (CM/CS/Pr)
- 2 communicated a simple message with some remodeling by the teacher (CM/CS/Pr)
- 1 communicated a fragmented message with significant remodeling and teacher support (CM/CS/Pr)

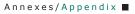
1

ND did not communicate a message in French (CM/CS/Pr)

4

3

- CM correct message CS c
 - CS complete sentence Pr pronunciation
- ion **73**



Annexe 7d



Observation Sheet for Grades 2 and 3 - SPEAKING

SLO Speaking:

74

In highly structured learning situations, students communicate a simple message correctly (pronunciation and intonation as modeled by the teacher).

Achievement Indicators and Illustrative Examples	Name		D	Date		Date	Date	Achievement Indicators and Illustrative Examples
The student:								The student:
A. communicates basic needs as modeled by the teacher, e.g., seeks clarification using gestures and single words.								C. sings songs, recites chants/rhymes, plays games with the use of simple complete sentences.
Je ne comprends pas. Répétez, s'il vous plaît. e.g., asks questions. Est-ce que								D. answers simple questions on familiar topics using words and
je peux aller aux toilettes? Est-ce que je peux aller boire de l'eau?								phrases as modeled by the teacher, e.g., J'aime le cheval. Et toi? Je n'aime pas le cheval. Je préfère le cheval. Et toi?
B. uses and reuses familiar expressions and thematic vocabulary as modeled by the teacher, e.g., uses greetings or expressions, Bonjour, Madame. Au revoir, Monsieur. À demain. Passe-moi le dé, s'il te plaît. Merci beaucoup. De rien. Dommage! Bravo!								Je préfère le cochon.
3 communicat 2 communicat	ed a simple r ed a simple r	nessage in nessage wi	a complet th some re	e sentence w emodeling by	ith appropr the teache	iate pronunciation and intonai iate pronunciation and intonai r (CM/CS/Pr) teacher support (CM/CS/Pr)		
ND did not com	municate a m	essage in F	rench (CN	//CS/Pr)	_	CM - correct message	CS - complete sent	ence Pr - pronunciation

Annexe 7e



Observation Sheet for Listening K-3

SLO: Listening

In highly structured learning situations, students listen (with the support of visuals) and demonstrate understanding of simple spoken French as modeled by the teacher.

Grade :

Month : ____

4

3

2

ACHIEVEMENT INDICATORS

Students listen, understand and: Name:	respond to familiar sounds, key words and phrases by raising a hand, standing up or pointing.	follow simple commands.	respond to familiar, modeled questions by nodding yes or no or by using a visual of a happy or sad face.	point to an illustration during a classroom routine such as the calendar.	respond to gestures and tone of voice of the speaker.	make connections to familiar sounds and words in first language (mots-amis).	listen to a story, song or rhyme and illustrate their favourite part.

Formative On this date, the student...

> 4 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions

ND

listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with minimal teacher support 3

listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with some teacher support 2 1

listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with significant teacher support

ND did not demonstrate understanding of simple spoken French such as familiar sounds, key words, phrases and questions

1



Annexes/Appendix 🔳



Observation Sheet for Speaking K-3

SLO: Speaking

In highly structured learning situations, students communicate a simple message correctly (pronunciation and intonation as modeled by the teacher).

Grade : _____

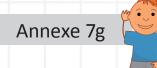
Month : _____

ACHIEVEMENT INDICATORS

Students listen, understand and:	communicate basic needs by seeking clarification using gestures and single words.	use and reuse familiar expressions and thematic vocabulary as modeled by the teacher.	sing songs, recite chants/rhymes, play games with the use of simple complete sentences.	answer simple questions on familiar topics using words and phrases as modeled by the teacher.
Name:		as modeled by the teacher.	complete sentences.	

	Formative		4	3	2	1	ND							m
	On this date, the												×	
	4	communic	ated a simple	message i	n a complete	e sentence wit	th appropriat	te pronunciatio	n and intonatio	n as modeled by the tea	cher			
MANDO	3	communic	ated a simple	message i	n a complete	e sentence wit	th appropriat	te pronunciation	n and intonatio	n with minimal remodel	ing by the tea	icher (CM/CS/Pr)		
* *	2		ated a simple											
	1	communic	ated a fragme	nted mess	sage with sig	nificant remo	deling and te	eacher support (CM/CS/Pr)					
	ND	did not cor	nmunicate a n	nessage ir	French (CN	I/CS/Pr)								
E F						,		CM - correct	message	CS - complete se	ntence	Pr - pronunciation		

Français pour les jeunes débutants - Maternelle à la 3^e année/Early Start French - Kindergarten to Grade 3





Observation Sheet for Listening and Speaking K-3

SLO: Listening

In highly structured learning situations, students listen (with the support of visuals) and demonstrate understanding of simple spoken French as modeled by the teacher.

SLO: Speaking

In highly structured learning situations, students communicate a simple message correctly (pronunciation and intonation as modeled by the teacher).

	Listenin Student		ment Indica	itors					Speaking: A Students:	chievement I	ndicators	
rade: Ionth: ame of Students:	respond to familiar sounds, key words and phrases by		follow simple commands. respond to familiar, modeled	questions by nodding yes or no or by using a visual of a happy or sad face.	point to an illustration during a classroom routine such as the calendar.	respond to gestures and tone of voice of the speaker.	make connections to familiar sounds and words in first language (mots-amis). listen to a story, song or	rhyme and illustrate their favourite part.	communicate basic needs by seeking clarification using gestures and single words.	use and reuse familiar expressions and thematic vocabulary as modeled by the teacher.	sing songs, recite chants/ rhymes, play games with the use of simple complete sentences.	answer simple questions on familiar topics using words and phrases as modeled by
Formative /L	istening 4	3	2	1	ND	Forn	native/Speaking	4	3	2 1	ND	
 words, phr listened to words, phr listened to words, phr listened to words, phr listened to words, phr 	e student and demonstrated under ases and questions and demonstrated under ases and questions with n and demonstrated under ases and questions with s ases and questions with si monstrate understanding	standing of sin ninimal teach standing of sin ome teacher standing of sin gnificant teac	mple spoken F er support mple spoken F support nple spoken Fr her support	rench such rench such rench such	n as familiar sounds, ke n as familiar sounds, ke as familiar sounds, key	y 4 y 3 y 2 1	his date, the student communicated a simpl intonation as modeled communicated a simpl intonation with minim communicated a simpl communicated a fragn support (CM/CS/Pr) did not communicate a	by the te e messag al remod e messag nented m	eacher ge in a complete eling by the teac ge with some ren essage with sign	sentence with ap her (CM/CS/Pr) nodeling by the tr ificant remodelin	propriate pronur eacher (CM/CS/P	nciation and

Appendix 7g

Annexe 7h



Observation Sheet for Listening K-3

SLO: Listening

In highly structured learning situations, students listen (with the support of visuals) and demonstrate understanding of simple spoken French as modeled by the teacher.

Grade:				hievement Indicate Its listen, understar			
	respond to familiar sounds, key words and phrases by raising a hand, standing up or pointing.	follow simple commands.	respond to familiar, modeled questions by nodding yes or no or by using a visual of a happy or sad face.	point to an illustration during a classroom routine such as the calendar.	respond to gestures and tone of voice of the speaker.	make connections to familiar sounds and words in first language (mots-amis).	listen to a story, song or rhyme and illustrate their favourite part.
Name of student							
Name of student							

On this date, the student ...

78

- 4 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions
- 3 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with minimal teacher support
- 2 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with some teacher support
- 1 listened to and demonstrated understanding of simple spoken French such as familiar sounds, key words, phrases and questions with significant teacher support
- ND did not demonstrate understanding of simple spoken French such as familiar sounds, key words, phrases and questions

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Annexe 7i



Observation Sheet for Speaking K-3

SLO: Speaking

In highly structured learning situations, students communicate a simple message correctly (pronunciation and intonation as modeled by the teacher).

Grade:		Achievement Indicators Students listen, understand and:									
		communicate basic needs by seeking clarification using gestures and single words.	use and reuse familiar expressions and thematic vocabulary as modeled by the teacher.	sing songs, recite chants/rhymes, play games with the use of simple complete sentences.	answer simple questions on familiar topics using words and phrases as modeled by the teacher.						
Name of student											
	Dates										
Name of student											
	Dates										

	Formative	4	3	2	1	ND
--	-----------	---	---	---	---	----



On this date, the student...

- 4 communicated a simple message in a complete sentence with appropriate pronunciation and intonation as modeled by the teacher
- 3 communicated a simple message in a complete sentence with appropriate pronunciation and intonation with minimal remodeling by the teacher (CM/CS/Pr)
- 2 communicated a simple message with some remodeling by the teacher (CM/CS/Pr)
- 1 communicated a fragmented message with significant remodeling and teacher support (CM/CS/Pr)
- ND did not communicate a message in French (CM/CS/Pr)

CM - correct message

CS - complete sentence

Pr - pronunciation

Annexes/Appendix 🔳





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Grille d'observation

L'objet d'évaluation (anecdotique) : _

Nom :	Nom :	Nom :	
Commentaires :	Commentaires :	Commentaires :	
Nom :	Nom :	Nom :	
Commentaires :	Commentaires :	Commentaires :	
Nom :	Nom :	Nom :	
Commentaires :	Commentaires :	Commentaires :	
EN W			1