ASSESSMENT

Purpose of the assessment:
1. Give students feedback that will make them aware of their progress.
2. At a given point, measure the students' performance in relation to the targeted learning outcomes.

The following table explains the role of students and teachers with respect to the assessment.

TEACHING METHODOLOGY	STUDENTS	TEACHERS
PREPARATION	• understand the purpose of the learning activity as well as the performance and assessment criteria • understand the task that must be completed to develop knowledge and skills	• present the *Je peux* statements from the table • negotiate assessment criteria based on performance criteria • explain performance criteria as set out in table • present the task to be completed • model either oral or written language structures • share student exemplars
ACTUALIZATION	• participate actively in the task activities to develop identified skills	• provide descriptive feedback in relation to the assessment criteria negotiated with the students • base feedback on students' oral or writing skills and observations • use different assessment models such as peer assessment, self-assessment, reflection, anecdotal comments, and observation sheets
INTEGRATION	• are aware of their own success and are able to explain what they have learned (metacognition and self-evaluation) • reflect on what they have learned and identify next phases (metacognition, self-evaluation and peer evaluation) • reinvest new knowledge in other authentic situations	• encourage students to record learning in a file or portfolio • ask questions that lead students to reflect on their learning • place students in situations where they will have to use their newly acquired knowledge

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For more information, please consult the framework for French: Communication and Culture, Grades 4 to 12, http://www.edu.gov.mb.ca/m12/progetu/fdb/index.html