

Fiches d’observation

La mise en page de toutes les fiches d’observation qui suivent sont en format portrait. Pour aider les enseignants à recueillir des preuves de l’apprentissage des élèves, ces fiches d’observation ont la même légende. Les enseignants sont invités à les adapter selon leurs besoins.

Observation Sheets

The observation sheets found on the following pages are in portrait format.

To assist teachers in collecting evidence of student learning, these observation

sheets all have the same legend. Teachers are encouraged to adapt them to

best meet the needs of their individual classroom situations.

Annexe 7a Appendix 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.

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| **Achievement Indicators and Illustrative Examples** | **Name** | **Date** | **Date** | **Date** | **Achievement Indicators and Illustrative Examples** |
| The student:  A. responds to familiar sounds, key words, phrases by: *raising*  *a hand, standing up,*  *pointing.*  B. listens to and follows simple commands, *e.g., lève-toi/levez- vous, lève la main/ levez les mains, mets ton manteau/mettez vos manteaux, dessine une écharpe/ dessinez une*  *écharpe, pousse ta chaise/poussez vos chaises.*  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?* | MB | D4 (Quel temps fait-il?) |  |  | The student: D. points to an  illustration during  a classroom routine  such as the calendar.  e*.g., Est-ce qu’il*  *neige?*  E. responds to gestures and tone of voice of the speaker.  F. makes connections to familiar sounds and words in  ﬁrst language  (mots-amis),  e*.g., décembre/la*  *musique.*  G. listens to a story, song or rhyme and illustrates favorite part. |
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**Formative 4 3 2 1 ND**

On this date, the student…

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

Annexe 7b Appendix 7b

Observation Sheet for Grades 2 and 3 - 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.

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| **Achievement Indicators and Illustrative Examples** | **Name** | **Date** | **Date** | **Date** | **Achievement Indicators**  **and Illustrative Examples** |
| 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.  B. listens to and follows simple commands, *e.g., Pliez le papier*  *en deux. Dessinez. Coloriez.*  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, *e.g., En hiver, je*  *patine. Et toi? En hiver, je fais un fort. Et toi?* | MB | D4 (Quel temps fait-il?) |  |  | The student:  D. points to an illustration during a classroom routine such as the calendar. e*.g., Est-ce qu’il neige?* ou *Est-ce qu’il*  *fait beau? Il fait beau.*  E. responds to gestures and tone of voice of the speaker.  F. makes connections to familiar sounds and words in ﬁrst language (mots-amis), *e.g., ma grand-maman, une orange.*  G. listens to a story, song or rhyme and illustrates favorite part. |
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**Formative 4 3 2 1 ND**

On this date, the student…

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

Annexe 7c Appendix 7c

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).

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

Annexe 7d Appendix 7d

Observation Sheet for Grades 2 and 3 - SPEAKING

**SLO Speaking**:

In highly structured learning situations, students communicate a simple message correctly

(pronunciation and intonation as modeled by the teacher).

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| **Achievement Indicators and Illustrative Examples** | **Name** | **Date** | **Date** | **Date** | **Achievement Indicators**  **and Illustrative Examples** |
| The student:  A. communicates basic  needs as modeled  by the teacher,  e.g., seeks clariﬁcation  using gestures and  single words.  *Je ne comprends pas.*  *Répétez, s’il vous plaît.*  e.g., asks questions.  *Est-ce que je peux*  *aller aux toilettes?*  *Est-ce que je peux*  *aller boire de l’eau?*  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!* |  |  |  |  | The student:  C. sings songs, recites chants/rhymes, plays games with the use  of simple complete sentences.  D. answers simple questions on familiar topics using words and 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?*  *Je préfère le cochon.* |
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**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

Annexe 7e Appendix 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 :

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. |
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**Formative 4 3 2 1 ND**

On this date, the student…

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

Annexe 7f Appendix 7f

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:**  **Name:** | 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. |
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**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

Annexe 7g Appendix 7g

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).

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| **Grade: Month:**  **Name of Students:** | Listening: Achievement Indicators  Students: | | | | | | | Speaking: Achievement Indicators  Students: | | | |
| 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. | 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. |
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**Formative /Listening 4 3 2 1 ND**

On this date, the student…

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

**Formative/Speaking 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

Annexe 7h Appendix 7h

Dates

Dates

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.

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| **Grade:** | **Achievement Indicators**  Students listen, understand and: | | | | | | |
| 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 |  |  |  |  |  |  |  |
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**Formative 4 3 2 1 ND**

Dates

On this date, the student…

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

Annexe 7i Appendix 7i

Dates

Dates

Dates

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).

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| **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. |
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**Formative 4 3 2 1 ND**

Dates

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

Annexe 7j Appendix 7j

Grille d’observation

L’objet d’évaluation (anecdotique) :

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