

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 : http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_m-3/docs/ann_7.docx

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: http://www.edu.gov.mb.ca/k12/cur/french/framework_early/app_7.docx





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, standing up, pointing.					D. points to an illustration during a classroom routine such as the calendar, e.g., <i>Est-ce qu'il neige?</i>
B. listens to and follows simple commands, e.g., <i>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.</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: <i>Ça va? J'aime le soccer. Et toi?</i>					F. makes connections to familiar sounds and words in first language (mots-amis), e.g., <i>décembre/la musique.</i>
					G. listens to a story, song or rhyme and illustrates favorite part.



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





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.

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, e.g., <i>Pliez le papier en 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, e.g., <i>En hiver, je patine. Et toi?</i> <i>En hiver, je fais un fort. Et toi?</i>					F. makes connections to familiar sounds and words in first language (mots-amis), e.g., <i>ma grand-maman, une orange.</i>
					G. listens to a story, song or rhyme and illustrates favorite part.

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



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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. Pardon.</i>					C. sings songs, recites chants/ rhymes, plays games with the use of simple complete sentences.
B. uses and reuses familiar expressions and thematic vocabulary as modeled by the teacher, e.g., uses greetings/expressions. <i>Bonjour, Madame. Au revoir, Monsieur. Merci.</i> <i>Je m'appelle Nate. Et toi?</i> <i>Il neige. Dommage!</i>					D. answers simple questions on familiar topics using words and phrases as modeled by the teacher, e.g., <i>Qu'est-ce que c'est? C'est un crayon.</i> <i>J'aime le soccer. Et toi? Oui, j'aime le soccer.</i>

Formative

4 3 2 1 ND

On this date, the student...

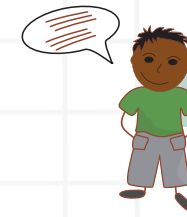
- 4 communicated a simple message in a complete sentence with appropriate pronunciation and intonation as modeled by the teacher
- 3 communicated a simple message in a complete sentence with appropriate pronunciation and intonation with minimal remodeling by the teacher (CM/CS/Pr)
- 2 communicated a 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





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).

Achievement Indicators and Illustrative Examples	Name	Date	Date	Date	Achievement Indicators and Illustrative Examples
<p>The student:</p> <p>A. communicates basic needs as modeled by the teacher, e.g., seeks clarification using gestures and single words. <i>Je ne comprends pas.</i> <i>Répétez, s'il vous plaît.</i> e.g., asks questions. <i>Est-ce que je peux aller aux toilettes?</i> <i>Est-ce que je peux aller boire de l'eau?</i></p> <p>B. uses and reuses familiar expressions and thematic vocabulary as modeled by the teacher, e.g., uses greetings or expressions, <i>Bonjour, Madame.</i> <i>Au revoir, Monsieur. À demain.</i> <i>Passe-moi le dé, s'il te plaît.</i> <i>Merci beaucoup. De rien.</i> <i>Dommage! Bravo!</i></p>					<p>The student:</p> <p>C. sings songs, recites chants/rhymes, plays games with the use of simple complete sentences.</p> <p>D. answers simple questions on familiar topics using words and phrases as modeled by the teacher, e.g., <i>J'aime le cheval. Et toi?</i> <i>Je n'aime pas le cheval.</i> <i>Je préfère le cheval. Et toi?</i> <i>Je préfère le cochon.</i></p>

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





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.



Formative

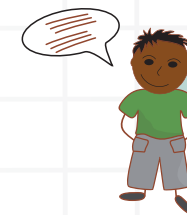
4 3 2 1 ND

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



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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.

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



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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).

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.	
1.												
2.												
3.												
4.												
5.												
6.												
7.												

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





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:	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 _____ Dates _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ Name of student _____ Dates _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

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





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





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 :

