ONGOING ASSESSMENT SHEETS

Basic oral communication skills/oral word identification in oral gesture reviews

NAMES OF STUDENTS	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS

Basic oral comprehension/word identification in kinesthetic reviews

NAMES OF STUDENTS	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS

Knowledge and comprehension of the play – oral total questions

NAMES OF STUDENTS	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS

Knowledge and comprehension of the play - oral partial questions

NAMES OF STUDENTS	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Reading the Story

NAMES OF STUDENTS	pronounces the words correctly	reads the sentence aloud fluently with expression	demonstrates knowledge and comprehension of the individual words by pointing	reads with expression	identifies the teacher's gestures in guided fluency development through TLSE	demonstrates comprehension by responding to any question asked based on the story	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Choisis le bon mot

NAMES OF STUDENTS	pronounces the words correctly	reads the sentence fluently	demonstrates knowledge and comprehension of individual words in context order to select the correct word	reads with expression	identifies the teacher's gestures in guided fluency development through TLSE	demonstrates comprehension by responding to any question about the story	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Mets les mots en ordre

NAMES OF STUDENTS	pronounces the words correctly	reads the sentence fluently	demonstrates knowledge and comprehension of individual words in context order to select the correct word	reads with expression	identifies the teacher's gestures in guided fluency development through TLSE	demonstrates comprehension by responding to any question about the story	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Mes phrases bizarres

NAMES OF STUDENTS	applies knowledge of syntax, vocabulary and plot to create a sentence that is humorous	reads fluently the sentences that s/he has written in this activity	pronounces each of the words correctly	distinguishes the meaning of the individual words in order to comprehend the sentence	reads the sentence with expression	demonstrates comprehension by illustrating every aspect of the sentence	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of syntax to respond to any question based on the sentence provided	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Les phrases bizarres

NAMES OF STUDENTS	reads the sentences in this activity fluently	pronouncse each of the words correctly	distinguishes the meaning of the individual words in order to comprehend the sentence	reads the correct sentence with expression	demonstrates comprehension by illustrating every aspect of the sentence	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of syntax to respond to any question based on the sentence provided	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

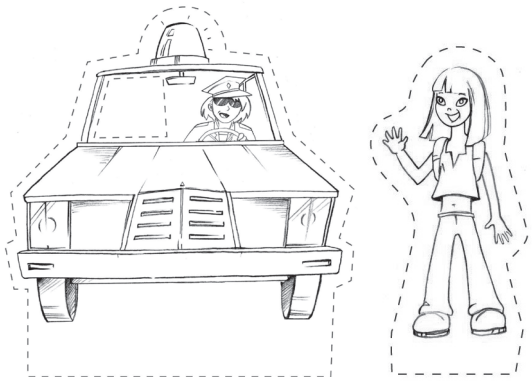
ONGOING ASSESSMENT SHEETS – Les phrases coupées

NAMES OF STUDENTS	applies knowledge of syntax, vocabulary and plot to complete a sentence correctly	reads fluently the sentences that s/he has written in this activity	pronounces each of the words correctly	demonstrates knowledge and comprehension by distinguishing the meaning of the individual words in order to comprehend the sentence	reads the sentence with expression	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of syntax to respond to any question based on the sentence provided	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Les marionnettes



NAMES OF STUDENTS	demonstrates comprehension of words by identifying the teacher's gestures	responds to any question that the teacher or a peer asks	applies knowledge of syntax and word meaning to speak spontaneously when asking a question or making a statement to the teacher or to a peer	pronounces correctly each of the words used in her/his spontaneous speech	distinguishes the meaning of the individual words in order to express thoughts during interactions with the teacher or peers

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – *Les questions totales*

NAMES OF STUDENTS	reads the questions in this activity fluently	pronounces each of the words correctly	demonstrates knowledge of individual words in order to comprehend the question	reads and answers the question with expression	demonstrates comprehension by responding correctly to the question	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of words/ meanings and syntax in order to respond to any question totale speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

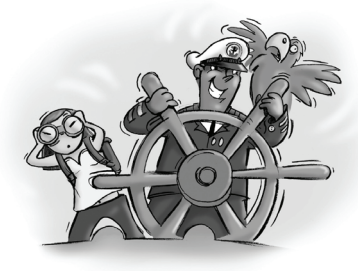
ONGOING ASSESSMENT SHEETS – *Les questions partielles*

NAMES OF STUDENTS	reads the questions in this activity fluently	pronounces each of the words correctly	demonstrates knowledge of individual words in order to comprehend the question	reads and answers the question with expression	demonstrates comprehension by responding correctly to the question	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of words/ meanings and syntax in order to respond to any *question partielle*	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS - Small-group play rehearsals



NAMES OF STUDENTS	reads the play fluently	pronounces each of the words correctly	demonstrates comprehension of individual words and sentences in order to effectively dramatize	uses gestures, facial and vocal expression to enhance meaning	reads the lines of her/his character(s) with expression	knows when to enter, exit, and speak the appropriate lines	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of words/ meanings and syntax in order to respond to any questions about the dramatization of the role	speaks spontaneously to ask a question for clarification	works cooperatively with peers to interpret the play to the best of her/his ability

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Story retelling in partners

NAMES OF STUDENTS	reads the play fluently	pronounces each of the words correctly	demonstrates comprehension of individual words and sentences in order to effectively dramatize	uses gestures, facial and vocal expression to enhance meaning	reads the lines of her/his character(s) with expression	knows when to enter, exit, and speak the appropriate lines	identifies the teacher's gestures in guided fluency development through TLSE	applies knowledge of words/ meanings and syntax in order to respond to any questions about the dramatization of the role	speaks spontaneously to ask a question for clarification	works cooperatively with peers to interpret the play to the best of her/his ability

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS - Story extension in partners

NAMES OF STUDENTS	reads the stories written thus far in order to obtain a template for her/his own story	pronounces each of the words correctly	demonstrates comprehension of individual words in order to write meaningful sentences with correct syntax	sequences the story correctly	demonstrates an ability to use the language imaginatively to invent a new story, based on the original text	reads their story with expression	identifies the teacher's gestures in guided fluency development through TLSE	speaks spontaneously to ask a question for clarification	speaks spontaneously to interact with a partner to develop this story cooperatively

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Play and dance presentations

NAMES OF STUDENTS	says her/his lines in the play fluently	pronounces each of the words correctly	demonstratescomprehension of individual words and sentences in order to effectively dramatize	uses gestures, facial and vocal expression to enhance meaning	says the lines of her/his character(s) with expression	knows when to enter, exit, and speak the appropriate lines	identifies the teacher's gestures through TLSE during the presentation	demonstrates knowledge of the choreography of the dance	knows the words to the song and can sing the song correctly	works cooperatively with the group to present both the dance and the play	applies knowledge of words/meanings and syntax in order to respond to any questions about the dramatization of the role	speaks spontaneously to ask a question for clarification

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.

ONGOING ASSESSMENT SHEETS – Portfolio preparation and rehearsal

NAMES OF STUDENTS	organizes the activities and place them in the designated location	practises her/his lines in the play while moving the puppets	pronounces each of the words correctly	demonstrates comprehension of individual words and sentences in order to dramatize effectively	uses gestures, facial and vocal expression to enhance meaning	says the lines of her/his character(s) with expression	knows when to make the puppets enter, exit, speak the appropriate lines	identifies the teacher's gestures through TLSE during the presentation	demonstrates knowledge of the choreography of the dance	knows the words to the song and can sing the song correctly	reads the activities that s/he has completed in the *cahiers*	applies knowledge of words/meanings and syntax in order to respond to any questions about the dramatization of the role	speaks spontaneously to practise the portfolio preparation

LEVEL 1	with **constant** support
LEVEL 2	with **frequent** support
LEVEL 3	with **occasional** support
LEVEL 4	with **little or no** support

For these ongoing assessments, you may write the dates on which you target a certain oral gesture review with the whole class for assessment of very basic oral communication. You may not be able to assess all students at once. This may be done on a rotatioinal basis throughout the unit, in order to ensure that all students are assesed every week or two. You may assess some students on an individual or small-group basis during IPG work time.