

ACCURACY / FLUENCY Students who demonstrate appropriate performance in accuracy / fluency in writing:	ACCURACY / FLUENCY Students who demonstrate strong performance in accuracy / fluency in writing:
Ideas <ul style="list-style-type: none"> • Include a series of ideas/information or events related to a topic /subject (F) • Maintain focus on topic (F) • Include details to begin to develop or expand on a topic (may have some gaps in information) (F) • Include enough details to make the topic clear (F) • Include details that are relevant to the writer's intent (F) • Include only details and information that are relevant and support the writer's intent (F) 	
Organization <ul style="list-style-type: none"> • Use a few liaison words, connectors or transitional phrases to connect ideas (F) • Use liaison words, connectors or transitional phrases to connect ideas and create some flow to the writing (F) 	
<ul style="list-style-type: none"> • Present ideas/information or events in a sequence that may be followed relatively easily (A) • Present ideas/information or events in a logical sequence (A) • Demonstrate at least two of the three concepts of introduction, development and conclusion in their writing (A) • Include an introduction, development and conclusion (A) • Present ideas generally in one paragraph (A) • Groups ideas in paragraphs (A) 	
Sentence <ul style="list-style-type: none"> • Generally use short, detached sentences (F) • May use some compound and/or complex sentences (F) • Often use compound and/or complex sentences (F) • May demonstrate some risk taking in the creation of new sentences, ideas and word choices (F) • Demonstrate some risk taking in the creation of new sentences, ideas and word choices(F) • Demonstrate some ability to adapt language functions to a new context(F) • Create new sentences adapted to context with considerable accuracy (F) 	
<ul style="list-style-type: none"> • Sentence structure is generally appropriate for French (A) • Sentence structure is predominantly French (A) 	
Word Choice <ul style="list-style-type: none"> • Demonstrates some variety in word choice (e.g. adjectives, adverbs, verbs) (F) • Include some judicious word choices (e.g. adjectives, adverbs, strong verb choices) (F) 	
Conventions <ul style="list-style-type: none"> • Generally use correct punctuation and capitalization (A) • Use predominantly correct punctuation and capitalization (A) • Spell majority of familiar words correctly (A) • Spell familiar words correctly (A) • May often spell words using phonetic approximations (A) • May spell complex or less familiar words using phonetic approximations (A) • Demonstrate an emerging understanding of the concept of gender and number (A) • Demonstrate some understanding of the concept of gender and number (A) • Demonstrate an emerging understanding of subject-verb agreement (A) • Demonstrate some understanding of subject-verb agreement (A) • May demonstrate concept of past or future verb tenses, but use is not accurate (A) • May use past or future verb tenses, without total accuracy (A) • Occasional use of subject pronouns and possessive adjectives (A) • Use some subject pronouns and possessive adjectives with relative accuracy (A) 	
Voice <ul style="list-style-type: none"> • Shows evidence of emerging voice (F) • Enthusiasm for subject is evident (F) 	