

# Achievement Levels: International Languages

Knowledge /Skills	Level 1 (Grade D- to D+)	Level 2 (Grade C- to C+)	Level 3 (Grade B- to B+)	Level 4 (Grade A- to A+)
<b>Communication</b>	The student communicates:			
	- only with constant teacher support, in highly structured situations  - using a few basic forms, structures, and vocabulary	- with frequent teacher support, in structured situations  - using some basic forms, structures, and vocabulary	- with occasional teacher support, in structured and open-ended situations  - using most basic forms, structures, and vocabulary	- with little or no teacher support, in structured and open-ended situations  - using all or almost all basic forms, structures, and vocabulary
	The student demonstrates understanding:			
	- of a few of the main ideas and details  - relying on non-verbal cues	- of some of the main ideas and details  - using some verbal cues, but relying on non-verbal cues	- of most of the main ideas and details  - using mostly verbal cues, and a few non-verbal cues	- of all or almost all of the main ideas and details  - using all or almost all verbal cues and a very few non-verbal cues
<b>Reading</b>	The student applies reading skills:			
	- only with constant teacher support, in highly structured situations  - using a few basic forms, structures, and vocabulary	- with frequent teacher support, in structured situations  - using some basic forms, structures and vocabulary	- with occasional teacher support, in structured and open-ended situations  - using most basic forms, structures, and vocabulary	- with little or no teacher support, in structured and open-ended situations  - using all or almost all basic forms, structures, and vocabulary
<b>Writing</b>	The student applies writing skills:			
	- only with constant teacher support  - by copying from a model	- with frequent teacher support  - by using a model and making minor changes to it	- with occasional teacher support  - by creating new forms or making some changes and additions to a model	- with little or no support  - by creating new forms or making significant changes and additions to a model
<b>Application of language knowledge (spelling, grammar, vocabulary)</b>	The student applies language knowledge:			
	- with constant major errors  - using few or none of the required elements	- with frequent errors  - using some of the required elements	- with occasional errors  - using most of the required elements	- with few or no errors  - using all or almost all of the required elements

The above Course Outline & Program Expectations were informed by:

- *Assessment, Evaluation and Communication of Student Learning and Achievement*, YRDSB, 2011
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, Ontario Ministry of Education, 2010
- *International Languages Elementary Curriculum*, YRDSB
- *International Languages Elementary (ILE) Program – Resource Guide*, Ontario Ministry of Education, 2012