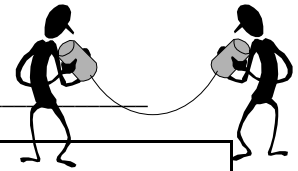


Underlined yellow: PFEQ
 Red writing: FPT Scales

Competency 1: Interacts orally in English (ESL Prework Training Program)



Name: _____ Date: _____ Title: _____

Evaluation Criteria	Scale			
	A EXCEEDS EXPECTATIONS	B MEETS EXPECTATIONS	C PARTIALLY MEETS EXPECTATIONS	D DOES NOT MEET EXPECTATIONS
Participation in oral interaction: <ul style="list-style-type: none"> Initiates interaction Contributes to and maintains interaction Reacts to what others say Ends the interaction 	Student has an active participation in various contexts. Speaks spontaneously and maintains interaction.	Student has an active participation in more or less familiar topics. Speaks spontaneously.	<i>With occasional teacher support</i> , student participates in oral interaction on familiar topics. Answers simple questions verbally or non-verbally. Asks questions to obtain information.	<i>With constant teacher support (teacher guidance)</i> , student sometimes participates in oral interaction on familiar topics. AND Pauses frequently. Reacts to familiar expressions and words. (cognates)
Production of message (content and formulation): <ul style="list-style-type: none"> Coherence and pertinence of message <i>(Content: Pertinence of the message in light of: – topic – purpose – audience, coherence in elaboration of ideas and viewpoints)</i> Fluency and accuracy of message <i>(Articulation: respects linguistic convention, uses simple sentences, uses intonation and pronunciation that does not impede understanding)</i> 	Communicates small amounts of information, asks questions or gives response in order to satisfy basic needs*. Experiments with new vocabulary and uses effectively resources. *(safety, getting around/travelling/transportation, work and leisure activities)	Transmits brief information, asks questions, and expresses opinions. Talks about personal experiences. Uses simple sentences, familiar vocabulary and a pronunciation that is understandable.	Transmits brief information, asks short questions, and occasionally expresses opinions. With support , occasionally shares personal experiences. Uses simple sentences, familiar vocabulary and a pronunciation that requires a minimum of interpretation.	Responds to simple questions by gesturing or giving one-or-two word answers. Requires support to convey messages or Repeatedly uses the same familiar expressions. Uses mother tongue to complete messages.
Use of strategies and resources:* <ul style="list-style-type: none"> Use of material and human resources : <i>functional language adapted to the situation, vocabulary and language conventions</i> Use of communication, social/affective, cognitive and metacognitive strategies 	Appropriately uses a wide range of language related to the task. Personalizes messages. Asks the teacher and/or peers for help and clarification.	Combines words and expressions from repertoire with language related to tasks. Uses appropriate strategies to maintain interaction. Appropriately uses resources.	Correctly uses functional language frequently employed. Uses resources provided.	Uses gestures or actions to fill in for unknown words. Uses literal translation. OR Needs constant teacher's support to use the appropriate strategy
Global result:	Legend A: Progress (Autonomous+Supported+A) B: Progress (A+S+Guided) Corresponds to what expected C: Progress (S +G +S) D: Progress (G+G+S) or (G+G+G)		Teacher comments: (*The student must be provided feedback on the Use of strategies and resources.)	