

Name of the student : ..... School : .....



**TEST**  
**D'ALPHABETISATION EN FRANÇAIS –**  
**FRENCH LITERACY**

Name of the student : ..... School : .....

# LECTURE

## 1. L'alphabet

Lis les lettres de l'alphabet dans l'ordre puis dans le désordre :

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

P	W	H	V	R	Y	N	C	S	L	O	J	X
G	K	A	T	E	I	Q	Z	D	B	M	F	U

## 2. Lis les groupes de lettres :

ma – le – tu – ni – du – po – li – je  
il - ar - uc - al - os - ef  
mou – toi – lau – son – ran – vin – pha – cho  
cri – plu - fra– dro – pir - bul – tar - cor - vla

## 3. Lis les mots :

sac – panneau - canapé – aubergine - échafaudage

## 4. Lis les groupes de mots :

un avion	une maison originale
de beaux enfants	attendre quelqu'un
pourquoi pas	bon appétit

**5. Lis les phrases :**

Jean aime son ami.

Les enfants sont arrivés?

Fasciné, le chien regarde le chat.

Le garçon ne joue pas dans le parc.

**6. Lis le paragraphe :**

Nous sommes très contents d'accueillir Moussa dans notre classe. Moussa est vraiment un garçon chouette. Il adore le chocolat et il en mange tout le temps: des bonbons, des gâteaux et des barres de céréales. Son sac est toujours plein de sucreries et il aime les partager avec ses copains !

Il fait froid et gris aujourd'hui. Avec la pluie et le vent cette journée est vraiment triste. Dans la rue, les gens marchent lentement. Ils sont tous couverts d'écharpes et de bonnets en laine. On attend la neige, c'est l'hiver.

**ECRITURE**

**7. Recopie les lettres:**

- a : .....
- d : .....
- g : .....
- p : .....

**8. Recopie les mots :**

LUNDI : .....

géant: .....

*mystère* .....

parapluie: .....

**9. Recopie deux phrases de l'exercice 6 :**

.....  
.....  
.....

**10. Observe :**

A d r i e n a i m e s e s a m i s d e l ' é c o l e  
A d r i e n / a i m e / s e s / a m i s / d e / l ' é c o l e  
Adrien aime ses amis de l'école

**Sépare les mots de cette phrase et recopie-la :**

N a d i a e s t s o r t i e p o u r a c h e t e r d u p a i n

.....

**11. Remets les mots dans l'ordre et écris la phrase :**

aiment                      l'école                      et                      Antoine  
   aller                      à                      Marion

.....

**12. Dictée: écoute ton professeur et écris.**

Mercredi dernier, j'ai.....

.....  
.....  
.....

### Literacy rubrics and point system

The teacher can give the instructions in English. When the student does not understand what is asked, the teacher can give an example: for reading, if the student fails to understand that he/she is supposed to respect the intonation pattern when reading, the teacher can read the first sentence as an example. Tick the box for appropriate points.

#### Exercise 1 :

- 1 point** : the student knows the alphabet in French with some hesitation (table 1).
- 2 points** : the student knows the alphabet and can read and associate some letters to the sound in French when not in alphabetic order. (table 1 and 2)
- 3 points** : the student can read and associate at least 1/2 of the letters to the sound in French when not in alphabetic order. (table 2).
- 4 points** : the student can read and associate all of the letters to the sound in French when not in alphabetic order. (table 2).

#### Exercise 2 :

- 1 point** : the student can read most groups of letters on the first line.
- 2 points** : the student can read most groups of letters on the second line.
- 3 points** : the student can read most groups of letters on the third line.
- 4 points** : the student can read most groups of letters on the fourth line.

#### Exercise 3 :

- 1 point** : the student can group a few syllables into words but with great hesitation
- 2 points** : the student can read some words with little hesitation or mistakes.
- 3 points** : the student can read most words without hesitation or mistakes.
- 4 points** : the student can read all the words without any hesitation or mistakes.

#### Exercise 4 :

- 1 point** : the student is capable of linking a few sounds and words but with great hesitation.
- 2 points** : the student is capable of linking some sounds and words with little hesitation.
- 3 points** : the student is capable of linking most sounds and words with very little hesitation.
- 4 points** : the student is capable of linking all sounds and words without hesitation.

#### Exercise 5:

- 1 point** : the student is capable of linking most sounds and words according to meaning but fails to respect any punctuation.
- 2 points** : the student is capable of linking all sounds, grouping words according to meaning but shows little respect of punctuation and intonation.
- 3 points** : the student is capable of linking sounds, grouping words according to meaning and can accurately give the correct intonation of most sentences.
- 4 points** : the student is capable of linking sounds, grouping words according to meaning and can accurately give the intonation of all sentences.

Exercise 6 :

- 1 point** : the student is capable of linking sounds, grouping words according to meaning, although with frequent pauses, sentence breaks and hesitation.
- 2 points** : the student is capable of respecting linking sounds, grouping words according to meaning and respecting most punctuation marks in both paragraphs with little breaks or hesitation.
- 3 points** : the student is capable of linking sounds, grouping words according to meaning and respecting nearly all punctuation marks in both paragraphs.
- 4 points** : the student is capable of linking sounds, grouping words according to meaning and can accurately contrast the intonation of the first paragraph and the second.

Exercise 7 :

- 1 point** : the student can reproduce some letters, although with great difficulty and no sense of proportions.
- 2 points** : the student can copy some the letters in somewhat clear writing, accurate size and almost on the line.
- 3 points** : the student can copy most letters in clear writing, accurate size and on the line.
- 4 points** : the student can copy all the letters in clear writing, correct size proportions and on the line.

Exercise 8 :

- 1 point** : the student can copy most words in legible writing, but fails to respect letter size proportions and spacing and does not stay on the line. Inversions and omissions may also occur.
- 2 points** : the student can copy most words in legible writing, with correct size proportions, letter spacing and tend to stay on the line. No mistakes.
- 3 points** : the student can copy most words in legible writing, accurate size/space and respects the line.
- 4 points** : the student can copy all the words in legible writing, accurate size/space and respects the line.

Exercise 9:

- 1 point** : the student can fairly well copy the sentences in legible writing, some sense of proportions and word spacing, and tends to respect the line.
- 2 points** : The student can copy the sentences in legible writing, accurate size/space, accurate word spacing between the words and respects the line.
- 3 points** : the student can fairly well copy the sentences in legible writing, accurate size/space, accurate spacing between the words and respects the line. Punctuation is almost respected.
- 4 points** : the student can fairly well copy the sentences in readable writing, accurate size/space, accurate spacing between the words and respects the line. Punctuation is respected.

Exercise 10:

- 1 point** : the student can make out some segments but the sentence is mostly incomplete.
- 2 points** : the student can make out words and copy them but makes substantial mistakes.
- 3 points** : the student can copy the sentence with occasional mistakes.
- 4 points** : the student can copy the sentence without making any mistake.

Exercise 11 :

- 1 point** : the sentence is not in order but there are missing words and mistakes.
- 2 points** : the sentence is almost in order and is almost correct.
- 3 points** : the sentence is in order and is almost correct.
- 4 points** : the whole sentence is in order and is correct.

Exercise 12 :

Dictation

“Mercredi dernier, j’ai joué avec mes copains toute la matinée. Il y avait Christelle, Abdoul et ses deux frères. Il faisait beau et on s’est bien amusé. On a fait une partie de football dans le parc. J’ai très envie de les revoir!”

- 1 point** : the student can write some words, respects some punctuation but makes substantial grammar or spelling mistakes.
- 2 points** : the student can write most words, respects punctuation but makes substantial grammar or spelling mistakes.
- 3 points** : the student can write all the words, respects punctuation but makes some grammar or spelling mistakes.
- 4 points** : the student can write all the words, respects punctuation and makes no or very few grammar or spelling mistakes.

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ALPHABETISATION - Literacy						
L'apprenant est capable de...						
		0	1	2	3	4
<b>Lecture – déchiffrage de l'écrit</b>	1. lire l'alphabet : associer la lettre avec le son.					
	2. faire correspondre des combinaisons de lettres et de sons.					
	3. lire des mots simples					
	4. lire des groupes de mots					
	5. lire des phrases simples					
	6. lire un texte					
<b>Total Lecture</b>		pts			%	
<b>Ecriture – chiffage de l'écrit</b>	7. copier des lettres isolées.					
	8. copier des mots isolés.					
	9. copier des phrases					
	10. Reconnaître les composants d'une phrase dans l'ordre					
	11. Retrouver l'ordre des composants d'une phrase					
	12. Transcrire un texte dicté					
<b>Total Ecriture</b>		pts			%	
<b>BILAN</b>						
Total de points :		0 à 8 pts	8 à 16 pts	16 à 24 pts		
Lecture	<input type="checkbox"/> Non Acquis	<input type="checkbox"/> En acquisition	<input type="checkbox"/> Acquis			
Ecriture	<input type="checkbox"/> Non Acquis	<input type="checkbox"/> En acquisition	<input type="checkbox"/> Acquis			
<b>Total Alphabétisation - Literacy</b>					<b>%</b>	
Observations :						