

Rubric 1

Core French Learning Outcomes - Achievement Levels
Grade 5

<p>Communicating</p> <p>The student communicates, e.g., gives personal information and simple messages; poses and answers basic questions; makes use of pre-framed models and visual aids to support oral communication; follows classroom instructions given in French.</p>	<p>Level 1 - Developing Not yet within expectations</p> <ul style="list-style-type: none"> • uses a few basic forms, structures and vocabulary • reads or recites information with little fluency • speaks with many errors in pronunciation; message may be incomprehensible • requires constant teacher support in highly structured situations 	<p>Level 2 - Basic Meets expectations</p> <ul style="list-style-type: none"> • uses some basic forms, structures and vocabulary • may read or recite some information; limited fluency • speaks with some errors in pronunciation; most of the message is understandable • requires frequent teacher support in structured situations 	<p>Level 3 - Proficient Consistently meets expectations</p> <ul style="list-style-type: none"> • uses most basic forms, structures and vocabulary • adds to the required information; fairly fluent • may self-correct errors in pronunciation; message is understandable • requires occasional teacher support in structured and open-ended situations 	<p>Level 4 - Strong Exceeds expectations</p> <ul style="list-style-type: none"> • uses all or almost all basic forms, structures and vocabulary • adds significantly to the required information; speaks fluently • speaks with few or no errors in pronunciation; message is clearly understandable • requires little / no teacher support in structured and open-ended situations
<p>The student develops and applies strategies to assist comprehension and expression, e.g., uses visual and context cues to understand meaning; listens and participates in language practice activities; uses mime, gesture and expression to convey meaning.</p>	<ul style="list-style-type: none"> • relies on non-verbal cues; demonstrates understanding of a few of the main ideas and details • participates minimally in language practice activities • rarely uses mime, gesture or expression to help convey meaning during presentations 	<ul style="list-style-type: none"> • uses some verbal cues, but relying on non-verbal cues; demonstrates understanding of some of the main ideas and details • participates in most language practice activities • sometimes uses mime, gesture or expression to convey meaning during presentations 	<ul style="list-style-type: none"> • uses mostly verbal cues and a few non-verbal cues; demonstrates understanding of most of the main ideas and details • participates well in language practice activities • uses mime, gesture and/or expression to convey meaning during presentations 	<ul style="list-style-type: none"> • uses all or almost all verbal cues and very few non-verbal cues; demonstrates understanding of all or most of the main ideas and details • participates fully in language practice activities • uses mime, gesture and expression effectively during presentations

<p>Acquiring and Conveying Information</p> <p>The student extracts information from French resources in order to complete authentic tasks-- convey information orally and visually</p>	<ul style="list-style-type: none"> •copies from a model •has difficulty extracting and/or incorporating information from French resources •requires constant teacher support 	<ul style="list-style-type: none"> •uses a model and makes minor changes to it •incorporates some words from French resources •requires frequent teacher support 	<ul style="list-style-type: none"> •creates new forms or makes some changes and additions to a model •incorporates words from French resources •requires occasional teacher support 	<ul style="list-style-type: none"> •creates new forms or makes changes and additions to a model •incorporates words, sentences from French resources •requires little or no teacher support
<p>Experiencing Creative Works</p> <p>The student views or listens to creative works and responds to them in a personal way</p>	<ul style="list-style-type: none"> •shows little or no evidence of personal response 	<ul style="list-style-type: none"> •provides a simple personal response with little or no detail 	<ul style="list-style-type: none"> •provides a personal response with one supporting reason or example 	<ul style="list-style-type: none"> •provides a personal response with supporting reasons and/or examples
<p>Understanding Cultural Influences</p> <p>The student identifies elements of their own, their classmates' and Francophone cultures</p>	<ul style="list-style-type: none"> •shows little or no awareness of cultural differences and similarities 	<ul style="list-style-type: none"> •makes general observations about cultural differences and similarities 	<ul style="list-style-type: none"> •makes detailed observations about cultural differences and similarities 	<ul style="list-style-type: none"> •makes insightful observations about cultural differences and similarities

Visages 1 - Les animaux de compagnie Project Assessment Rubric

Criteria	Level 1 - Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
<p><u>PRODUCE A PET PUPPET FOR A PUPPET PLAY</u></p> <p>Create a puppet which represents a favourite pet with appropriate features, e.g., whiskers, ears, markings.</p>	<ul style="list-style-type: none"> creates a puppet which represents a pet; may be incomplete or inaccurate requires constant teacher support 	<ul style="list-style-type: none"> creates a puppet which represents a pet; no extra features included, e.g., whiskers, ears, markings requires frequent teacher support 	<ul style="list-style-type: none"> creates a puppet which clearly represents a pet; includes an extra feature, e.g., whiskers, ears, markings requires some teacher support 	<ul style="list-style-type: none"> creates a pet which clearly portrays a pet and includes extra features, e.g., whiskers, ears, markings, etc.; shows clear evidence of extra effort requires little or no teacher support
<p>Prepare a pet interaction or play for oral presentation.</p>	<ul style="list-style-type: none"> presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate 	<ul style="list-style-type: none"> presents most of the required content, e.g., basic forms, structures and vocabulary 	<ul style="list-style-type: none"> presents all or almost all required content, e.g., basic forms, structures and vocabulary 	<ul style="list-style-type: none"> presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
<p>Use thematic language during the pet interaction, e.g., <i>J'ai..., J'aime..., Tu as...? Tu aimes...? C'est...</i></p>	<ul style="list-style-type: none"> uses required language but includes many errors in French 	<ul style="list-style-type: none"> uses required language but includes errors in French 	<ul style="list-style-type: none"> uses required language with occasional errors in French 	<ul style="list-style-type: none"> uses required language with few or no errors in French

<p><u>PRESENT ORALLY</u></p> <p>Have pet puppets interact orally for the class.</p>	<ul style="list-style-type: none"> reads or recites information with little fluency speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> may read or recite some information with limited fluency speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> adds to the required information; fairly fluent may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> adds significantly to the required information; speaks fluently few or no errors in pronunciation; information is clearly understandable
<p>Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects.</p>	<ul style="list-style-type: none"> rarely uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> sometimes uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> uses appropriate techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> uses a variety of techniques to enhance meaning and audience interest
<p>Use gestures during presentation, e.g., to enhance the pet interaction.</p>	<ul style="list-style-type: none"> rarely uses gestures during the presentation 	<ul style="list-style-type: none"> sometimes uses gestures during the presentation 	<ul style="list-style-type: none"> uses appropriate gestures during the presentation 	<ul style="list-style-type: none"> uses a variety of gestures to enhance the presentation

Visages 1 - La télévision Project Assessment Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE A PROMOTIONAL POSTER</u> Create a poster to promote a favourite show, including show title, category, viewing information, e.g., time, day, channel, and reasons to vote for or watch show, e.g., <i>C'est super!</i></p>	<ul style="list-style-type: none"> •presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate •requires constant teacher support 	<ul style="list-style-type: none"> •presents most of the required content, e.g., basic forms, structures and vocabulary •requires frequent teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary •requires some teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information •requires little or no teacher support
Organize words and illustrations into a poster format.	•includes illustrations which support written language; may be incomplete	•includes illustrations which support written language; complete	•includes illustrations which support written language; completed with evidence of effort	•includes illustrations which clearly enhance written language, e.g., extra detail and/or effort
Use thematic language to provide information about a favourite show, e.g., <i>J'ai..., J'aime..., Tu aimes... C'est...</i>	•uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
<p><u>PRESENT ORALLY</u> Introduce a favourite show.</p>	<ul style="list-style-type: none"> •reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> •may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> •adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> •adds significantly to the required information; speaks fluently •few or no errors in pronunciation; information is clearly understandable
Participate with category group, e.g., <i>les comédies</i> , to present a group rap.	•assumes a limited role within the rap group; contributes little to planning & presentation	•assumes a minor role within the rap group; contributes appropriately to planning & presentation	•assumes a supportive role within the rap group; contributes effectively to planning & presentation	•assumes a major role within the rap group; instrumental in the planning and presentation of the rap
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects.	•rarely uses techniques to support meaning and maintain audience interest	•sometimes uses techniques to support meaning and maintain audience interest	•uses appropriate techniques to support meaning and maintain audience interest	•uses a variety of techniques to enhance meaning and audience interest
Use gestures and rhythm during presentation.	•rarely uses gestures or rhythm during the presentation	•sometimes uses gestures or rhythm during the presentation	•uses appropriate gestures or rhythm during the presentation	•uses a variety of gestures and/or rhythm to enhance the presentation

Visages 1 - Les clowns Project Assessment Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE A CLOWN MASK</u></p> <p>Create a clown mask which represents an emotion, i.e., expression, colour, design.</p>	<ul style="list-style-type: none"> • creates a mask which may be incomplete or unclear as to emotion portrayed • requires constant teacher support 	<ul style="list-style-type: none"> • creates a mask which portrays a clown emotion; no extra details, e.g., hair, glasses, jewelry, etc. • requires frequent teacher support 	<ul style="list-style-type: none"> • creates a mask which clearly portrays a clown emotion; includes an extra feature, e.g., hair, glasses, jewelry, etc. • requires some teacher support 	<ul style="list-style-type: none"> • creates a mask which clearly portrays a clown emotion and includes extra features, e.g., hair, glasses, jewelry, etc.; shows clear evidence of extra effort • requires little or no teacher support
<p>Create a clown name and prepare an oral introduction.</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate 	<ul style="list-style-type: none"> • presents most of the required content, e.g., basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • presents all or almost all required content, e.g., basic forms, structures and vocabulary 	<ul style="list-style-type: none"> • presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
<p>Use thematic language to introduce yourself and others (as clowns), e.g., <i>Je suis/Tu es/Il est/ Elle est + adjectif</i></p>	<ul style="list-style-type: none"> • uses required language but includes many errors in French 	<ul style="list-style-type: none"> • uses required language but includes errors in French 	<ul style="list-style-type: none"> • uses required language with occasional errors in French 	<ul style="list-style-type: none"> • uses required language with few or no errors in French

<p><u>PRESENT ORALLY</u></p> <p>Introduces yourself and others (as clowns) to the class.</p>	<ul style="list-style-type: none"> • reads or recites information with little fluency • speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> • may read or recite some information with limited fluency • speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> • adds to the required information; fairly fluent • may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> • adds significantly to the required information; speaks fluently • few or no errors in pronunciation; information is clearly understandable
<p>Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects.</p>	<ul style="list-style-type: none"> • rarely uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> • sometimes uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> • uses appropriate techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> • uses a variety of techniques to enhance meaning and audience interest
<p>Use gestures during presentation, e.g., to imitate clown behaviour.</p>	<ul style="list-style-type: none"> • rarely uses gestures or mime during the presentation 	<ul style="list-style-type: none"> • sometimes uses gestures or mime during the presentation 	<ul style="list-style-type: none"> • uses appropriate gestures or mime during the presentation 	<ul style="list-style-type: none"> • uses a variety of gestures and/or mime to enhance the presentation

Visages 1 - Les héros Project Assessment Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE A GROUP NEWSPAPER</u></p> <p>Produce a newspaper which includes articles about student heroes and heroines, famous Canadian figures and imaginary superheroes</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate • requires constant teacher support 	<ul style="list-style-type: none"> • presents most of the required content, e.g., basic forms, structures and vocabulary; most items are accurately placed • requires frequent teacher support 	<ul style="list-style-type: none"> • presents all or almost all required content, e.g., basic forms, structures and vocabulary; items are accurately placed • requires some teacher support 	<ul style="list-style-type: none"> • presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information • requires little or no teacher support
Organize the newspaper by headings; lay out articles and images; create a title; list contributing authors.	• layout and organization lack effort or cohesion; may be incomplete	• layout and organization ; complete	• includes illustrations and/or objects which support written language; completed with effort	• includes illustrations and/or objects which clearly enhance written language, e.g., extra detail and effort
Participate with group to produce a newspaper.	• contributes very little to the group effort	• contributes some ideas and follows others' directions	• participates actively in the group effort	• assumes leadership role, helps others stay on task
Use thematic language to describe heroes and heroines, e.g., <i>Je suis/Tu es/Il est/ Elle est + adjectif</i>	• uses required language but includes many errors in French	• uses required language but includes errors in French	• uses required language with occasional errors in French	• uses required language with few or no errors in French

<p><u>PRESENT ORALLY</u></p> <p>Read newspaper articles aloud.</p>	<ul style="list-style-type: none"> • reads or recites information with little fluency • speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> • may read or recite some information with limited fluency • speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> • adds to the required information; fairly fluent • may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> • adds significantly to the required information; speaks fluently • few or no errors in pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, eye contact	• rarely uses techniques to support meaning and maintain audience interest	• sometimes uses techniques to support meaning and maintain audience interest	• uses appropriate techniques to support meaning and maintain audience interest	• uses a variety of techniques to enhance meaning and audience interest
Use gestures during presentation, e.g., pointing to appropriate newspaper section.	• rarely uses gestures during the presentation	• sometimes uses gestures during the presentation	• uses appropriate gestures during the presentation	• uses a variety of gestures to enhance the presentation

Visages 1 - Les pattes Project Assessment Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE A FOOTWEAR ADVERTISEMENT</u></p> <p>Create a publicity poster for a new footwear design.</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate • requires constant teacher support 	<ul style="list-style-type: none"> • presents most of the required content, e.g., basic forms, structures and vocabulary • requires frequent teacher support 	<ul style="list-style-type: none"> • presents all or almost all required content, e.g., basic forms, structures and vocabulary • requires some teacher support 	<ul style="list-style-type: none"> • presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information • requires little or no teacher support
<p>Organize poster information, i.e., illustration, slogan and price.</p>	<ul style="list-style-type: none"> • includes illustrations and/or objects which support written language; may be incomplete 	<ul style="list-style-type: none"> • includes illustrations and/or objects which support written language; complete 	<ul style="list-style-type: none"> • includes illustrations and/or objects which support written language; completed with effort 	<ul style="list-style-type: none"> • includes illustrations and/or objects which clearly enhance written language, e.g., extra detail and effort
<p>Use thematic language to publicize footwear, e.g., <i>Tu sautes? Je saute. Saute!</i> (<i>Sauter</i> = theme verbs)</p>	<ul style="list-style-type: none"> • uses required language but includes many errors in French 	<ul style="list-style-type: none"> • uses required language but includes errors in French 	<ul style="list-style-type: none"> • uses required language with occasional errors in French 	<ul style="list-style-type: none"> • uses required language with few or no errors in French

<p><u>PRESENT ORALLY</u></p> <p>Present publicity poster to the class.</p>	<ul style="list-style-type: none"> • reads or recites information with little fluency • speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> • may read or recite some information with limited fluency • speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> • adds to the required information; fairly fluent • may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> • adds significantly to the required information; speaks fluently • few or no errors in pronunciation; information is clearly understandable
<p>Present language in ways which support meaning and maintain interest, e.g., intonation, expression, eye contact</p>	<ul style="list-style-type: none"> • rarely uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> • sometimes uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> • uses appropriate techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> • uses a variety of techniques to enhance meaning and audience interest
<p>Use gestures during the presentation, e.g., pointing to poster or miming animal actions.</p>	<ul style="list-style-type: none"> • rarely uses gestures or mime during the presentation 	<ul style="list-style-type: none"> • sometimes uses gestures or mime during the presentation 	<ul style="list-style-type: none"> • uses appropriate gestures or mime during the presentation 	<ul style="list-style-type: none"> • uses a variety of gestures and/or mime to enhance the presentation

Visages 1 - Les pas Project Assessment Rubric

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE AN ACTION SEQUENCE</u></p> <p>Create an action sequence diagram with descriptions of steps involved.</p>	<ul style="list-style-type: none"> •presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate •requires constant teacher support 	<ul style="list-style-type: none"> •presents most of the required content, e.g., basic forms, structures and vocabulary •requires frequent teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary •requires some teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or action •requires little or no teacher support
Label and illustrate steps involved in the action sequence.	•includes illustrations and/or objects which support written language; may be incomplete	•includes illustrations and/or objects which support written language; complete	•includes illustrations and/or objects which support written language; completed with effort	•includes illustrations and/or objects which clearly enhance written language, e.g., extra detail and effort
Participate with group to perform an action sequence.	•contributes very little to the group effort	•contributes some ideas and follows others' directions	•participates actively in the group effort	•assumes leadership role, helps others stay on task
Use thematic language to describe actions, e.g., <i>Tu sautes? Je saute. Saute!</i> (<i>Sauter</i> = theme verbs)	•uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
<u>PRESENT ORALLY</u>				
Present action sequence steps to the class.	<ul style="list-style-type: none"> •reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> •may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> •adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> •adds significantly to the required information; speaks fluently •few or no errors in pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, eye contact	•rarely uses techniques to support meaning and maintain audience interest	•sometimes uses techniques to support meaning and maintain audience interest	•uses appropriate techniques to support meaning and maintain audience interest	•uses a variety of techniques to enhance meaning and audience interest
Use rhythm, mime and/or gestures during presentation.	•rarely uses rhythm, gestures or mime during the presentation	•sometimes uses rhythm, gestures or mime during the presentation	•uses appropriate rhythm, gestures or mime during the presentation	•uses a variety of rhythm, gestures and/or mime to enhance the presentation

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE A SCIENCE PROJECT DISPLAY</u></p> <p>Create a realistic forest scene with forest items and creatures.</p>	<ul style="list-style-type: none"> •presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate •requires constant teacher support 	<ul style="list-style-type: none"> •presents most of the required content, e.g., basic forms, structures and vocabulary; most items are accurately placed •requires frequent teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary; items are accurately placed •requires some teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information •requires little or no teacher support
Organize forest scene with title and labelled illustrations and/or objects.	<ul style="list-style-type: none"> •includes illustrations and/or objects which support written language; may be incomplete 	<ul style="list-style-type: none"> •includes illustrations and/or objects which support written language; complete 	<ul style="list-style-type: none"> •includes illustrations and/or objects which support written language; completed with effort 	<ul style="list-style-type: none"> •includes illustrations and/or objects which clearly enhance written language, e.g., extra detail and effort
Participate with group to create forest project.	<ul style="list-style-type: none"> •contributes very little to the group effort 	<ul style="list-style-type: none"> •contributes some ideas and follows others' directions 	<ul style="list-style-type: none"> •participates actively in the group effort 	<ul style="list-style-type: none"> •assumes leadership role, helps others stay on task
Use thematic language to describe forest, e.g., <i>Qu'est-ce qu'il y a + préposition? Il y a un/une... Où est le/la...?</i>	<ul style="list-style-type: none"> •uses required language but includes many errors in French 	<ul style="list-style-type: none"> •uses required language but includes errors in French 	<ul style="list-style-type: none"> •uses required language with occasional errors in French 	<ul style="list-style-type: none"> •uses required language with few or no errors in French
<p><u>PRESENT ORALLY</u></p> <p>Present forest scene to the class.</p>	<ul style="list-style-type: none"> •reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> •may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> •adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> •adds significantly to the required information; speaks fluently •few or no errors in pronunciation; information is clearly understandable
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, eye contact	<ul style="list-style-type: none"> •rarely uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> •sometimes uses techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> •uses appropriate techniques to support meaning and maintain audience interest 	<ul style="list-style-type: none"> •uses a variety of techniques to enhance meaning and audience interest
Use gestures during presentation, e.g., pointing to forest features as described	<ul style="list-style-type: none"> •rarely uses gestures during the presentation 	<ul style="list-style-type: none"> •sometimes uses gestures during the presentation 	<ul style="list-style-type: none"> •uses appropriate gestures during the presentation 	<ul style="list-style-type: none"> •uses a variety of gestures to enhance the presentation

Criteria	Level 1 - Developing	Level 2 - Basic	Level 3 - Proficient	Level 4 - Strong
<p><u>PRODUCE AN ISLAND TOURIST MAP</u></p> <p>Create a realistic island map with island features, items and animals.</p>	<ul style="list-style-type: none"> •presents some of the required content, e.g., basic forms, structures and vocabulary, but it may be incomplete or inaccurate •requires constant teacher support 	<ul style="list-style-type: none"> •presents most of the required content, e.g., basic forms, structures and vocabulary; most items are accurately placed •requires frequent teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary; items are accurately placed •requires some teacher support 	<ul style="list-style-type: none"> •presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information •requires little or no teacher support
Organize the map with title, illustrations, labels, direction indicator and legend.	•includes illustrations which support written language; may be incomplete	•includes illustrations which support written language; complete	•includes illustrations which support written language; completed with evidence of effort	•includes illustrations which clearly enhance written language, e.g., extra detail and/or effort
Participate with group members to create map.	•contributes very little to the group effort	•contributes some ideas and follows others' directions	•participates actively in the group effort	•assumes leadership role, helps others stay on task
Use thematic language to describe map features, e.g., <i>Qu'est-ce qu'il y a + préposition? Il y a un/une... Où est le/la...?</i>	•uses required language but includes many errors in French	•uses required language but includes errors in French	•uses required language with occasional errors in French	•uses required language with few or no errors in French
<p><u>PRESENT ORALLY</u></p> <p>Present map to the class.</p>	<ul style="list-style-type: none"> •reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible 	<ul style="list-style-type: none"> •may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable 	<ul style="list-style-type: none"> •adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable 	<ul style="list-style-type: none"> •adds significantly to the required information; speaks fluently •few or no errors in pronunciation; information is clearly understandable
Use language in ways which support meaning and maintain interest, e.g., intonation, expression, eye contact.	•rarely uses techniques to support meaning and maintain audience interest	•sometimes uses techniques to support meaning and maintain audience interest	•uses appropriate techniques to support meaning and maintain audience interest	•uses a variety of techniques to enhance meaning and audience interest
Use gestures during presentation, e.g., pointing to island features as described.	•rarely uses gestures during the presentation	•sometimes uses gestures during the presentation	•uses appropriate gestures during the presentation	•uses a variety of gestures to enhance the presentation

