

Rubric 1

Core French Learning Outcomes - Achievement Levels
Grade 6

<p>Communicating</p> <p>The student communicates, e.g., exchanges information orally; shares likes, dislikes and interests; makes use of pattern phrases to support oral communication; participates in classroom routines conducted in French; uses gesture and expression to convey meaning.</p>	<p>Level 1 - Developing Not yet within expectations</p> <ul style="list-style-type: none"> •uses a few basic forms; information may be incomprehensible •reads or recites information with little fluency; speaks with many errors in pronunciation •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; most of the information is understandable •may read or recite some information; limited fluency; speaks with some errors in pronunciation •requires frequent teacher support in structured situations 	<p>Level 3 - Proficient Consistently meets expectations</p> <ul style="list-style-type: none"> •uses basic forms appropriately; information is understandable •adds to the required information; fairly fluent; may self-correct errors in pronunciation •requires occasional teacher support in structured and open-ended situations 	<p>Level 4 - Strong Exceeds expectations</p> <ul style="list-style-type: none"> •uses basic forms effectively; information is clearly understandable •adds significantly to the required information; speaks fluently; few or no errors in pronunciation •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 prior knowledge of topic to predict meaning; uses visual and context cues to understand meaning; participates in language practice activities; actively seeks help by asking for clarification & repetition.</p>	<ul style="list-style-type: none"> •is often unable to use prior knowledge to predict meaning •demonstrates understanding of a few of the main ideas and details •participates minimally in language practice activities •rarely seeks help by asking for clarification and/or repetition 	<ul style="list-style-type: none"> •occasionally uses use prior knowledge to predict meaning •demonstrates understanding of some of the main ideas and details •participates in most language practice activities •sometimes seeks help by asking for clarification and/or repetition 	<ul style="list-style-type: none"> •uses prior knowledge to predict meaning •demonstrates understanding of most of the main ideas and details •participates well in language practice activities •seeks help by asking for clarification and/or repetition 	<ul style="list-style-type: none"> •makes effective use of prior knowledge to predict meaning •demonstrates understanding of all or most of the main ideas and details •participates fully in language practice activities •makes effective use of clarification and/or repetition when needed

<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, e.g., using graphs, charts, lists.</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, listens to and, to some extent, reads 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 2 - La pizza Project 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 PIZZA RECIPE</u></p> <p>Create an original pizza recipe with ingredients, instructions and illustrations.</p>	<ul style="list-style-type: none"> • recipe steps may be incomplete or illogically ordered; illustrations may be incomplete or carelessly drawn • requires constant teacher support 	<ul style="list-style-type: none"> • most recipe steps are complete but may not all be logically ordered; illustrations are complete • requires frequent teacher support 	<ul style="list-style-type: none"> • recipe steps are complete and logically ordered; illustrations support the poster information • requires some teacher support 	<ul style="list-style-type: none"> • recipe steps are complete; evidence of extra effort; illustrations enhance the poster information • requires little or no teacher support
<p>Include necessary recipe steps to make the pizza.</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary 	<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>Participate with group to produce recipe & poster.</p>	<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
<p>Use thematic language to provide pizza instructions, e.g., <i>Préparez..., du/de la/de l'/des..., Je prépare...</i> (<i>Préparer</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 pizza recipe 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., pointing to the poster or miming recipe steps.</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 2 - Les t-shirts Project 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
<u>DESIGN A T-SHIRT</u> Design a t-shirt advertising a region or an activity, including slogan and illustration.	<ul style="list-style-type: none"> t-shirt may be incomplete; illustrations may be incomplete or carelessly drawn requires constant teacher support 	<ul style="list-style-type: none"> t-shirt is complete but shows a lack of effort; lettering is legible but inconsistent in size requires frequent teacher support 	<ul style="list-style-type: none"> t-shirt is completed with care; illustrations support the slogan requires some teacher support 	<ul style="list-style-type: none"> t-shirt is completed with extra effort; illustrations and slogan are visually appealing requires little or no teacher support
Create a slogan to promote a favourite activity or region.	<ul style="list-style-type: none"> presents some of the required content, e.g., basic forms, structures and vocabulary 	<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
Participate with group to design t-shirt.	<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 and/or promote an activity or region, e.g., <i>Explorez... Je fais... Tu fais... Il fait... du/de la/de l'/des</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
<u>PRESENT ORALLY</u> Present a t-shirt and slogan 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.	<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., to promote shirt and its message.	<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 2 - Les fourmis Project 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>CREATE A COMPARISON BOOKLET</u></p> <p>Create a booklet which compares ant and human attributes. (May use <i>fiches</i> or draw own illustrations.)</p>	<ul style="list-style-type: none"> •booklet may be incomplete; illustrations may be incomplete or carelessly drawn •requires constant teacher support 	<ul style="list-style-type: none"> •most booklet pages are complete; most illustrations are accurately placed or drawn to match statements •requires frequent teacher support 	<ul style="list-style-type: none"> •booklet is completed with care; illustrations match statements accurately •requires some teacher support 	<ul style="list-style-type: none"> •booklet is completed with evidence of extra effort, e.g., added information or drawing •requires little or no teacher support
Organize illustrations and statements comparing ant and human attributes.	•presents some of the required content, e.g., basic forms, structures and vocabulary	•presents most of the required content, e.g., basic forms, structures and vocabulary	•presents all or almost all required content, e.g., basic forms, structures and vocabulary	•presents all or almost all required content, e.g., basic forms, structures and vocabulary, and adds extra detail or information
Use thematic language to compare ants and humans, e.g., <i>Nous sommes/ Ils sont/Elles sont + adjectif, Nous travaillons, Ils/Elles travaillent</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 comparison booklet 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, 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 during presentation, e.g., to enhance the comparisons made in booklet.	•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 2 - Dans les nuages Project 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
<u>ORAL PRESENTATION</u>				
Perform a Readers' Theatre presentation on the history of flight.	<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 others to play a role, e.g., <i>les aviateurs, les spectateurs, les narrateurs</i> , etc.	<ul style="list-style-type: none"> assumes a limited role within the role group; contributes little to planning & presentation 	<ul style="list-style-type: none"> assumes a minor role within the role group; contributes appropriately to planning & presentation 	<ul style="list-style-type: none"> assumes a supportive role within the role group; contributes effectively to planning & presentation 	<ul style="list-style-type: none"> assumes a major role within the rap group; instrumental in the planning and presentation of the rap
Use thematic language to present one portion of the Readers' Theatre, e.g., <i>Nous sommes/ Ils sont/Elles sont + adjectif, Nous travaillons, Ils/Elles travaillent</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
Present language in ways which support meaning and maintain interest, e.g., intonation, expression, sound effects.	<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 rhythm, mime and/or gestures during presentation, e.g., to enhance role.	<ul style="list-style-type: none"> rarely uses rhythm, mime or gestures during the presentation 	<ul style="list-style-type: none"> sometimes uses rhythm, mime or gestures during the presentation 	<ul style="list-style-type: none"> uses appropriate rhythm, mime or gestures during the presentation 	<ul style="list-style-type: none"> uses a variety of rhythm, mime and gestures to enhance the presentation

Visages 2 - Les pompiers Project 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>DESIGN A FIRE ESCAPE PLAN FOR ONE'S FAMILY</u></p> <p>Design a fire escape plan for your family and create a poster of the plan.</p>	<ul style="list-style-type: none"> • plan may be incomplete or illogical; illustrations may be incomplete or carelessly drawn • requires constant teacher support 	<ul style="list-style-type: none"> • most elements of the plan are complete and logical; illustrations are complete • requires frequent teacher support 	<ul style="list-style-type: none"> • plan is completed with care; illustrations support the poster information • requires some teacher support 	<ul style="list-style-type: none"> • plan is completed with evidence of extra effort; illustrations enhance the poster information • requires little or no teacher support
<p>Include in the evacuation plan information about your family, home, fire security items and a legend.</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary 	<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 provide fire escape information, e.g., <i>Vous avez... Nous avons... Il/Elle court</i> (<i>Courir</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 a fire escape plan 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.</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., pointing to plan while describing it.</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 2 - Les extraterrestres Project 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>DECODE AN ALIEN'S MESSAGE</u></p> <p>Decode a poster message from an alien about his visit to Earth.</p>	<ul style="list-style-type: none"> • message is incomplete or does not make sense; may use single words rather than sentences • requires constant teacher support 	<ul style="list-style-type: none"> • most elements of the message are included; short sentences are used • requires frequent teacher support 	<ul style="list-style-type: none"> • message is completely or almost completely translated into complete sentences • requires some teacher support 	<ul style="list-style-type: none"> • message is effectively translated into complete sentences; evidence of extra effort, e.g., added details • requires little or no teacher support
<p>Translate the poster symbols and illustrations into French sentences.</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary 	<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 express the alien's message, e.g., <i>Je vais au/à la...</i> <i>Il/Elle va au/ à la...</i> <i>Il/Elle court</i> (<i>Courir</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 oral translation of alien's message 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 or mime during presentation to enhance the alien's message.</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 mime to enhance the presentation

Visages 2 - Le temps Project 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>COMPOSE POETRY</u> <u>ABOUT THE WEATHER</u></p> <p>Compose a poem or poems about the weather with illustration(s).</p>	<ul style="list-style-type: none"> • poem(s) may be incomplete or carelessly written and illustrated • requires constant teacher support 	<ul style="list-style-type: none"> • poem(s) are completed; may contain single words rather than phrases; may lack cohesion or logic • requires frequent teacher support 	<ul style="list-style-type: none"> • more than one poem written; evidence of care in writing and illustrating; logical ideas and phrases • requires some teacher support 	<ul style="list-style-type: none"> • more than one poem; evidence of extra effort, e.g., original and descriptive ideas and phrases • requires little or no teacher support
Describe different types of weather using poetic techniques of alliteration, simile and/or metaphor.	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary 	<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 poetic language
Participate with partner to create poem(s).	<ul style="list-style-type: none"> • contributes very little to the final product 	<ul style="list-style-type: none"> • contributes ideas and stays on task most of the time 	<ul style="list-style-type: none"> • contributes appropriately and equally to pair task 	<ul style="list-style-type: none"> • assumes leadership role, contributes extra effort
Use thematic language to create weather poems, e.g., <i>Il/Elle est + adjectif, Il/Elle rugit (rugir = theme verbs)</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>Share poetry orally with 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, sound effects	<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 to enhance poem's descriptive language.	<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 2 - Les animaux en danger Project 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>WRITE A REPORT ON AN ENDANGERED ANIMAL</u></p> <p>Write a report on an endangered animal, including information and illustrations.</p>	<ul style="list-style-type: none"> • report information and illustrations may be incomplete or lack effort • requires constant teacher support 	<ul style="list-style-type: none"> • most report information and illustrations present; lettering is legible; may lack visual appeal • requires frequent teacher support 	<ul style="list-style-type: none"> • report is completed with care; illustrations support the poster information • requires some teacher support 	<ul style="list-style-type: none"> • report is completed with evidence of extra effort; illustrations enhance the poster information • requires little or no teacher support
<p>Include information about an animal, its classification, habitat, food, continent of origin and physical attributes.</p>	<ul style="list-style-type: none"> • presents some of the required content, e.g., basic forms, structures and vocabulary 	<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 describe the animal, e.g., <i>Il/Elle est + adjectif, Il/Elle mange...</i> (manger = 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 report on an endangered animal 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.</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., pointing to poster information.</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