Rubric 1

Core French Learning Outcomes - Achievement Levels

Communicating	**Level 1 - Developing** Not yet within expectations	**Level 2 - Basic** Meets expectations	**Level 3 - Proficient** Consistently meets expectations	**Level 4 - Strong** Exceeds expectations
The student communicates, e.g., connects ideas to form oral messages; asks and answers questions; uses spoken French to work with others on a task; listens to and practises pronunciation of the written word; uses tone, gesture and expression to enhance oral communication.	•uses a few basic forms; message may be incomprehensible •contributes very little to group work; speaks little or no French •speaks with many errors in pronunciation •rarely uses tone, gesture & expression to enhance oral communication •requires constant teacher support to communicate	•uses some basic forms; message is understandable for the most part •contributes some ideas to group work; speaks some French •speaks with some errors in pronunciation •sometimes uses tone, gesture & expression to enhance oral communication •requires frequent teacher support to communicate	•uses basic forms appropriately; message is understandable •participates effectively group work; speaks little or no French •may self-correct errors in pronunciation •uses tone, gesture and/or expression to enhance oral communication •requires occasional teacher support to communicate	•uses basic forms effectively; message is clearly understandable •contributes very little to group work; speaks little or no French •speaks with few or no errors in pronunciation •makes effective use of tone, gesture & expression to enhance oral communication •requires little / no teacher support to communicate
The student develops and applies strategies to assist comprehension and expression, e.g., recognizes known French and cognates in new contexts; uses writing as a tool for language development; groups new items into categories; actively seeks help from other people or consults resources.	•is often unable to recognize known French and cognates in new contexts •has difficulty applying writing techniques, e.g., planning, drafting, editing •participates minimally in categorizing activities •rarely seeks help from others or consults resources	•occasionally able to recognize known French and cognates in new contexts •applies some writing techniques, e.g., planning, drafting, editing •participates in most categorizing activities •sometimes seeks help from others and/or consults resources	•able to recognize known French and cognates in new contexts •uses several writing techniques, e.g., planning, drafting, editing; self-edits •participates well in categorizing activities •seeks help by asking others and/or consulting resources	•consistently able to recognize known French and cognates in new contexts •makes effective use of writing techniques, e.g., planning, drafting, editing; self-edits and helps others •participates fully in categorizing activities •makes effective use of other people and resources for assistance

Acquiring and Conveying Information The student extracts information from French resources in order to complete authentic tasks-- convey information orally and visually, e.g., using graphs, charts, lists.	• copies from a model • has difficulty extracting and/or incorporating information from French resources • requires constant teacher support	• uses a model and makes minor changes to it • incorporates information from French resources • requires frequent teacher support	• creates new forms or makes some changes and additions to a model • incorporates information from French resources • requires occasional teacher support	• creates new forms or makes changes and additions to a model • incorporates extensive information from French resources • requires little or no teacher support
Experiencing Creative Works The student views, listens to and, to some extent, reads creative works and responds to them in a personal way.	• shows little or no evidence of personal response	• provides a simple personal response with little or no detail	• provides a personal response with one supporting reason or example	• provides a personal response with supporting reasons and/or examples
Understanding Cultural Influences The student identifies elements of Francophone cultures in B.C. and Canada.	• shows little or no awareness of cultural elements	• makes general observations about cultural elements	• makes detailed observations about cultural elements	• makes insightful observations about cultural elements

Criteria	Level 1 - Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
CREATE A ROLE PLAY SCENARIO Create a role play scenario which represents one or more language learning strategies.	• scenario may be incomplete or illogical; may not clearly represent a language learning strategy •requires constant teacher support	•most of the scenario makes sense and represents a language learning strategy •requires frequent teacher support	•scenario is appropriate and clearly represents one or more learning language strategies •requires some teacher support	•scenario is highly effective in representing more than one learning learning strategy •requires little or no teacher support
Include language and concepts related to learning languages used during the theme.	•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
Participate with group to create and rehearse scene.	•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 patterns during the role-play, e.g., *-er* **verbs***, faire, il faut…*	•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

PRESENT ORALLY Present role-play scenario to the class.	•reads or recites script with little fluency •speaks with many errors in pronunciation; information may be incomprehensible	•may read or recite some parts of script with limited fluency •speaks with some errors in pronunciation; most of the information understandable	•adds to the script; fairly fluent •may self-correct errors in pronunciation; information is understandable	•adds significantly to the script; speaks fluently and confidently •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 emphasize certain language strategies.	•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

Criteria **DESCRIBE A CRIMINAL** Describe a suspect who has committed a "crime".	**Level 1 - Developing** Not yet within expectations •description may be incomplete; may not make sense •requires constant teacher support	**Level 2 - Basic** Meets expectations •description is complete; most of the information make sense •requires frequent teacher support	**Level 3 - Proficient** Fully meets expectations •description is completed with care; thorough information •requires some teacher support	**Level 4 - Strong** Exceeds expectations •description shows evidence of extra effort; extra details added •requires little or no teacher support
Prepare questions to help deduce who has committed the "crime".	•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
Participate with partner to solve the "crime".	•contributes very little to the pair effort	•contributes some ideas to the pair effort	•participates actively in the pair work	•assumes leadership role during pair work
Use thematic language to ask about and describe the criminal, e.g., adjectives of colour, size, shape, *avoir.*	•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

PRESENT ORALLY Pose questions and provide descriptions of criminals.	•reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible	•may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable	•adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable	•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.	•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 descriptions.	•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

Criteria **PREPARE AN INTERVIEW** Prepare interview questions for student "career guests".	**Level 1 - Developing** Not yet within expectations	**Level 2 - Basic** Meets expectations	**Level 3 - Proficient** Fully meets expectations	**Level 4 - Strong** Exceeds expectations
Prepare interview questions for student "career guests".	•questions may be incomplete or illogical •requires constant teacher support	•most questions make sense and are appropriate to the task •requires frequent teacher support	•questions are effective and show evidence of effort •requires some teacher support	•questions are highly effective and include extra detail and effort •requires little or no teacher support
Ask questions which will determine each "guest's" career.	•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 ask and answer questions, e.g., *être, il faut…, aimer +* other 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

ASK AND ANSWER QUESTIONS ORALLY Ask and respond to questions posed to determine your or your "guest's" career.	•reads or recites questions and answers with little fluency •speaks with many errors in pronunciation; information may be incomprehensible	•may read or recite questions and answers with limited fluency •speaks with some errors in pronunciation; most of the information understandable	•questions and answers show evidence of extra effort; fairly fluent •may self-correct errors in pronunciation; information is understandable	•questions and answers are highly effective with detailed 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 information presented.	•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

Criteria	Level 1 - Developing Not yet within expectations	Level 2 - Basic Meets expectations	Level 3 - Proficient Fully meets expectations	Level 4 - Strong Exceeds expectations
PREPARE A RESTAURANT SKIT Prepare a restaurant skit in order to demonstrate waitering skills.	•script is incomplete or illogical; may not provide demonstrationg of waitering skills •requires constant teacher support	•most of the script makes sense and provides some demonstration of waitering skills •requires frequent teacher support	•script is effective in demonstration of waitering skills •requires some teacher support	•script is highly effective in demonstrating waitering skills; evidence of extra detail and effort •requires little or no teacher support
Create a restaurant dialogue, e.g., taking and filling customers' orders.	•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 perform restaurant skit, e.g., *prendre, aller* + other verbs, *vous* polite, constructions with *à* and *de*	•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
PERFORM A ROLE-PLAY AS A WAITER Play the role of a waiter, e.g., taking and filling customers' orders.	•reads or recites script with little fluency •speaks with many errors in pronunciation; information may be incomprehensible	•may read or recite script with limited fluency •speaks with some errors in pronunciation; most of the information understandable	•adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable	•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 restaurant actions.	•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

Criteria **PRODUCE A CAMP BROCHURE AND AD** Design a brochure and ad to publicize a summer camp	**Level 1 - Developing** Not yet within expectations	**Level 2 - Basic** Meets expectations	**Level 3 - Proficient** Fully meets expectations	**Level 4 - Strong** Exceeds expectations
	• brochure and ad may be incomplete or illogical •requires constant teacher support	•most elements of the brochure and ad are complete and logical; illustrations are complete •requires frequent teacher support	•brochure and ad are completed with care; illustrations and/or effects support the publicity information •requires some teacher support	•brochure and ad are completed with evidence of extra effort; illustrations and/or effects enhance the publicity information •requires little or no teacher support
Include information about camp's name, type, site layout, and activities offered.	•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 provide information about the camp, e.g., *faire, aimer* and *aller* + other verbs, constructions with *à* and *de*	•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

PRESENT ORALLY Present summer camp publicity to the class.	•reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible	•may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable	•adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable	•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.	•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 brochure information.	•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

Criteria **CREATE AN AQUARIUM AND WRITTEN DESCRIPTION** Draw or construct an aquarium. Describe the marine life contained.	**Level 1 - Developing** Not yet within expectations • aquarium and description may be incomplete or illogical •requires constant teacher support	**Level 2 - Basic** Meets expectations •most elements of the aquarium and description are complete and logical; illustrations are complete •requires frequent teacher support	**Level 3 - Proficient** Fully meets expectations •aquarium and description are completed with care •requires some teacher support	**Level 4 - Strong** Exceeds expectations •aquarium and description are completed with a high degree of effort and detail •requires little or no teacher support
Include a variety of marine animals which are compatible. Provide a price list (budget $700).	•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 describe the aquarium, e.g., location prepositions, descriptive adjectives, *voir*	•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

PRESENT ORALLY Present aquarium and its description to the class.	•reads or recites information with little fluency •speaks with many errors in pronunciation; information may be incomprehensible	•may read or recite some information with limited fluency •speaks with some errors in pronunciation; most of the information understandable	•adds to the required information; fairly fluent •may self-correct errors in pronunciation; information is understandable	•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., pointing to brochure information.	•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