Critère C: le message: (How well do you communicate/explain your point?)

Nom de l’élève :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Note de critère C :\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | Level descriptor in English | Exemple en français - réponses à la question : « ***Qu’est ce que tu as appris pendant cette unité?*** »  |
| 1-2 | Makes **limited** attempt to respond to spoken text; responses are **often inappropriate**  Interacts **minimally** in rehearsed and unrehearsed exchanges Expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations Communicates with a **limited** sense of audience and purpose.  | *« Oui/Non »**«  Beaucoup/très »* |
| 3-4 | Responds to spoken, written and visual text, though **some responses may be inappropriate.** Interacts **to some degree** in rehearsed and unrehearsed exchanges. Expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed Communicates with **some** sense of audience and purpose.  | *« J’ai appris beaucoup pendant cette unité »**« J’ai beaucoup appris pendant cette unité »**« J’ai appris beaucoup sur la musique francophone. »* |
| 5-6 | Responds **appropriately** to spoken, written and visual text. Interacts **considerably** in rehearsed and unrehearsed exchanges. Expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed. Communicates with a **considerable** sense of audience and purpose.  | *« J’ai beaucoup appris pendant cette unité. J’ai étudié une chanson de Stromae. J’ai aussi beaucoup appris sur d’autres artistes francophones ».* |
| 7-8 | Responds **in detail** and **appropriately** to simple short phrases and basic information in speech; interacts c**onfidently** in basic structured exchanges; uses phrases **effectively** to communicate ideas, feelings and information in **a variety** of familiar situations; ideas are relevant, detailed and include examples… | *« J’ai beaucoup appris pendant cette unité. J’ai étudié « Je Veux » par Zaz, une chanson que j’ai beaucoup aimé. J’ai aussi appris que « Papaoutai » était une chanson biographique.»* |

Critère D: l’usage de la langue: (How appropriate is the way you speak?)

Note de critère D :\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | Level descriptor in English | Exemple en français - réponses à la question : **« Est-ce que tu as aimé cette unité? »** |
| 1-2 | **Has difficulty** speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult. Organizes **limited** information and ideas, and basic cohesive devices are **not used** . Makes **minimal** use of language to suit the context | *« Oui. Je aimer l’unité. Bien. C’est interesting. Je apprendre très. »**(attention aux fautes !)* |
| 3-4 | Speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**. When speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult Organizes **some** information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately.** Uses language to suit the context to **some degree**.  | *« J’aime l’unité. Je pense c’est bien. C’est intéressant d’étudier la musique francophone. »**(attention aux fautes !)* |
| 5-6 | Speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility. Organizes information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately. Usually** uses language to suit the context. | *« J’ai aimé l’unité parce que c’est intéressant. J’aime la musique, et j’ai beaucoup appris sur les chansons de Stromae et de Zaz. »* |
| 7-8 | Speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and excellent intonation, making communication easy. Organizes information and ideas **clearly**, and uses a range of basic cohesive devices accurately; there is a **logical** structure and cohesive devices add **clarity** to the message. Uses language **effectively** to suit the context. | *« J’ai aimé cette unité. Je pense qu’elle était intéressante, parce que j’aime la musique et la culture. En plus, je crois que Stromae est un artiste que j’écouterai beaucoup dans le futur. »* |