**Français 4-5H Prénom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PW : L’histoire de mon enfance (QUIZ)**

Choose a moment from your childhood that is memorable. Include a pic if possible! Tell the story behind it. Where were you? With whom? Why ? What was going on ? What were the events leading up to the event?

What happened?

**Include the photo and type it up. Describe the event in as much detail as possible (at least ½ a page).**

***Use le passé compose et l’imparfait.***

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|  | **Exceeds Expectations**  **Intermediate-Mid: 3** | **Meets Expectations**  **Intermediate-Low: 2** | **Approaches Expectations**  **Novice-High: 1** | **Total** |
| Task  **How well do I complete the task?** | * I complete the task by creating sentences and strings of simple sentences. | * I complete the task by creating short statements and simple sentences. | * I complete the task with learned and recombined phrases. |  |
| Comprehensibility  **How well does the audience understand me?** | * I can be easily understood. * The message is clear. | * I can be understood. * The message is mostly clear. | * I can be somewhat understood. * The message is partially clear. |  |
| Vocabulary Use  **How extensive and applicable is my vocabulary?**   * ***Both new and recycled vocab*** | * I consistently use extensive vocabulary to complete the task. | * I use adequate vocabulary to complete the task. | * I use limited and/or repetitive vocabulary. |  |
| Language Control  **How accurate are my grammatical structures?**   * ***Passé composé vs imparfait*** | * I make no or almost no grammatical errors in basic structures. * I demonstrate emerging control of verb tenses and advanced grammatical structures. | * I make occasional grammatical errors in basic structures. * I demonstrate emerging use of verb tenses and some advanced grammatical structures. | * I make frequent grammatical errors in basic structures and rarely attempt to use advanced grammatical structures. |  |
| Communication Strategies  **How well do I organize my writing?** | * My writing is well-organized with detailed examples and elaboration. * There is a wide variety of sequencing and transition words. | * My writing is well-organized. * My main ideas are supported with examples and elaboration. * There is a variety of sequencing and transition words. | * My writing is organized. * My main ideas are supported with examples. * There are some sequencing and transition words. |  |
| Mechanics  **How accurately do I use correct spelling, capitalization, and punctuation?** | * I make no or almost no errors in spelling, capitalization, and punctuation. | * I make occasional errors in spelling, capitalization, and punctuation. | * I make frequent errors in spelling, capitalization, and punctuation. |  |

**Fr 4: 15-18 = 100 14 = 97 13 = 94 12 = 91 11 = 88 10= 85 9 = 82 8 = 79 7= 76 6 = 73 5= 70**

**Fr 5: 18 = 100 17 = 97 16 = 94 15 = 91 14 = 88 13= 85 12 = 82 11 = 79 10= 76 9 = 73 8= 70**

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| 10 | Thorough and effective treatment of topic, including supporting details and relevant references to all sources  Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility  Varied and appropriate vocabulary and idiomatic expressions  Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors  Organized essay; effective use of transitional elements or cohesive devices.  Variety of simple and compound sentences, and some complex sentences |
| 9 | Effective treatment of topic, including some supporting details and mostly relevant references to all sources  Fully understandable, with some errors, which do not impede comprehensibility  Generally appropriate vocabulary, including some idiomatic expressions  Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage  Organized essay; some effective use of transitional elements or cohesive devices  Simple, compound, and a few complex sentences |
| 8 | Competent treatment of topic, including a few supporting details and references to all sources  Generally understandable, with errors that may impede comprehensibility  Sufficient vocabulary, including a few idiomatic expressions  Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage  Some organization; limited use of transitional elements or cohesive devices  Simple and a few compound sentences |
| 7 | Inadequate treatment of topic, consisting mostly of statements with no development; references to sources may be inaccurate; may not refer to all sources  Partially understandable, with errors that force interpretation and cause confusion for the reader  Limited vocabulary and idiomatic expressions  Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage  Inadequate organization; ineffective use of transitional elements or cohesive devices  Simple sentences and phrases |
| 6 | Little or no treatment of topic; may consist mostly of repetition of sources or may not refer to any sources  Barely understandable, with frequent or significant errors that impede comprehensibility  Very few vocabulary resources  Little or no control of grammar, syntax, usage, and time frames  Little or no organization; absence of transitional elements and cohesive devices  Simple sentences or fragments |
| 5 | Mere restatement of language from the prompt  Clearly does not respond to the prompt; completely irrelevant to the topic  « Je ne sais pas, » «  Je ne comprends pas : or equivalent  Not in the language of the exam |