**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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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**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 sourcesFully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibilityVaried and appropriate vocabulary and idiomatic expressionsControl of time frames; accuracy and variety in grammar, syntax, and usage, with few errorsOrganized 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 sourcesFully understandable, with some errors, which do not impede comprehensibilityGenerally appropriate vocabulary, including some idiomatic expressionsAccurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usageOrganized 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 sourcesGenerally understandable, with errors that may impede comprehensibilitySufficient vocabulary, including a few idiomatic expressionsMostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usageSome 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 sourcesPartially understandable, with errors that force interpretation and cause confusion for the readerLimited vocabulary and idiomatic expressionsSome accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usageInadequate organization; ineffective use of transitional elements or cohesive devicesSimple sentences and phrases |
| 6 | Little or no treatment of topic; may consist mostly of repetition of sources or may not refer to any sourcesBarely understandable, with frequent or significant errors that impede comprehensibilityVery few vocabulary resourcesLittle or no control of grammar, syntax, usage, and time framesLittle or no organization; absence of transitional elements and cohesive devicesSimple sentences or fragments |
| 5 | Mere restatement of language from the promptClearly does not respond to the prompt; completely irrelevant to the topic« Je ne sais pas, » «  Je ne comprends pas : or equivalentNot in the language of the exam |