|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| West Ottawa World Languages-Common Interactive Speaking Rubic   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Excellent  5 | Good  4 | Basic  3 | Limited  2 | Not Met  1 | | Vocabulary  X1  5-0 Points | The student makes excellent use of a range of vocabulary. Vocabulary is accurate. | The student makes good use of a range of vocabulary. Vocabulary is generally accurate. | The student uses a basic range of vocabulary. There are some errors that interfere with communication. | The student uses a limited range of vocabulary. There are frequent errors that interfere with communication. | The student does not reach a standard described by any of the descriptors given below. | | Grammar Structures  X2  10-0 Points | The student makes excellent use of a range of grammatical structures and uses some more-complex structures as appropriate to the level/task. Grammar is accurate. | The student makes good use of a range of grammatical structures. Grammar is generally accurate and there are some attempts at more-complex structures as appropriate to the level/task. | The student uses a basic range of grammatical structures and there are some errors that interfere with communication. | The student uses a limited range of grammatical structures and there are frequent errors that interfere with communication. | The student does not reach a standard described by any of the descriptors given below. | | Verb Usage  X1  5-0 Points | The student makes excellent use of an appropriate range of verb tenses. Tenses are used accurately within context. Excellent use of subject and verb agreement. | The student makes good use of an appropriate range of verb tenses. Tenses are generally accurate within context. Good use of subject and verb agreement. | The student uses a basic range of verb tenses. There are some errors that interfere with communication (context and/or subject verb agreement) | The student uses a limited range of verb tenses. There are frequent errors that interfere with communication (context and/or subject verb agreement) | The student does not reach a standard described by any of the descriptors given below. | | Elaboration and Development of Ideas  X1  5-0 Points | Student’s ideas are relevant and highly detailed and/or supported where appropriate. | The student’s ideas are relevant and contain detail and/or support where appropriate. | The student’s ideas are usually relevant and contain basic detail and/or support. | The student’s ideas are limited and/or repetitive; they are not always relevant and little or no detail is given. | The student does not reach a standard described by any of the other descriptors. | | Conversation and Fluency  X2  10-0 Points | Student is able to initiate/sustain a conversation by asking a variety of questions on topics/Able to understand and respond to partner in a natural manner with little to no hesitation/Able to use a variety of expressions appropriately which lend to a rich conversation. | Student is able to initiate/sustain conversation by asking questions on the topic. Able to understand and respond to partner in a natural manner with occasional hesitation. Able to use some expressions appropriately. | Student is able to initiate conversation by asking a few basic questions on the topic. Able to understand and respond to partner with frequent hesitation. Able to occasionally use expressions appropriately. | Student is unable to initiate/sustain conversation by asking questions. Often unable to understand and respond to partner &/or may require much prompting in order to respond. Responses are halting. | The student does not reach a standard described by any of the other descriptors. |   TOTAL POINTS \_\_\_\_\_\_/35 |

Fr2A: Review Unit Culminating Assessment Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fotobabble sur Moi** Heure: \_\_\_\_\_\_

For your review unit test you will be speaking about yourself in a Fotobabble so that our French counterparts can get to know you! Your speaking will include the French 1B vocabulary that we have been reviewing these past few weeks. Use the script writing space on the back of this sheet to help you plan what you want to say. You may also use the script while speaking into the Fotobabble. Don’t forget: the more detail and creativity you include in your writing the more lenient I am when grading any pronunciation and grammar mistakes! (see the box for some ideas)

**Connector Words:**

et = and

ou = or

mais = but

alors = so

aussi = also

surtout = especially

Par contre = however

Dans ma famille il y a # personnes. = In my family there are…

J’habite/ Je vis avec… = I live with…

À plus! À bientôt = Later/See you soon!

You could also end by asking the listener questions!

**What to include:**

-My name is…

- I’m # yrs old and I am in (en) French 2A.

-I like to eat (food). I like to drink (beverage).

-I don’t like to eat (food) or drink (beverage).

-I am (looks) and (personality).

-In my family I have # people: my…(list in immed. family).

-This weekend I’m going to (2 activities and/or places).

- Goodbye / Later/ Talk to you soon

Feel free to check out my sample Fotobabble: <http://www.fotobabble.com/m/T3h3YloreWZBSXM9>

**How You’ll be Graded: (Major Assessment Grade – 70% category)**

Use your French 1B Vocab Review Sheet, Devoirs #2, and Minor Assessment #1 to help you fill these in!

-My name is…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- I’m # yrs old and I have French 2A.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- I like to eat (food). I like to drink (beverage).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- I don’t like to eat (food) or drink (beverage).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- I am (looks) and (personality).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- In my family I have # people: my…(list in immed. family).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- This weekend I’m going to (2 activities and/or places).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Goodbye / Later/ Talk to you soon!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connector Words:**

et = and

ou = or

mais = but

alors = so

aussi = also

surtout = especially

Par contre = however

Dans ma famille il y a # personnes. = In my family there are…

J’habite/ Je vis avec… = I live with…

À plus! À bientôt = Later/See you soon!

You could also end by asking the listener questions!

For instructions on how to create a Fotobabble got to <http://madamepieper.weebly.com/> and click on the French 2A Review Unit Homework tab. There you will find the “How to create a Fotobabble” tab. If you have a smart phone you can download the free Fotobabble app and follow pretty much the same instructions only there are more editing options.