**Français 4: Evaluation terminale pour LE SPORT**

You will participate in a group discussion with your peers revolving around the topic of sports in general. Your group will be assigned at random. You will not know what the questions will be in advance. Use this sheet to prepare for the possible questions and discussion threads.

**Un Brainstorming:**

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| --- | --- |
| **Questions possibles** | **Vocabulaire/notes necéssaire pour répondre à la question** |
| **1)** |  |
| **2)** |  |
| **3)** |  |
| **4)** |  |
| **5)** |  |
| **6)** |  |
| **7)** |  |

**Interpersonal Speaking Level 4: Targeted Range Intermediate-Mid /24**

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| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations Intermediate-Mid: 4** | **Meets Expectations**  **Intermediate-Low: 3** | **Approaches Expectations Novice-High: 2** | **Below Expectations**  **Novice-Mid: 1** |
| **Task**  How well do I complete the task? | • I complete the task by creating a wide variety of statements and questions and some paragraphs.  • I respond fully and appropriately to all or almost all parts of the prompt.  • My ideas are supported with examples and elaboration. | • I complete the task by creating a variety of statements and questions.  • I respond adequately to most parts of the prompt.  • My ideas are supported with some examples | • I complete the task by using a variety of learned statements/questions.  • I respond inadequately to some parts of the prompt.  • My ideas are supported with few examples. | • I complete the task by using some simple learned statements/questions.  • I respond inadequately to most parts of the prompt.  • My ideas are not supported with examples. |
| **Comprehensibility**  How well do others understand me? | • I am consistently understood.  • The message is very clear. | • I can be understood.  • The message is clear. | • I can be somewhat understood.  • The message is partially clear. | • I can be understood only with great effort.  • The message is not clear. |
| **Comprehension** How well do I understand others? | • I can easily understand a variety of sentences and questions on a wide variety of familiar topics.  • I do not need repetition. | • I can easily understand a variety of sentences and questions.  • I rarely need repetition. | • I can understand a variety of simple questions and answers.  • I sometimes need repetition. | • I can understand some simple questions and answers.  • I often need repetition. |
| **Vocabulary Use**  How extensive and applicable is my vocabulary? | • I consistently use extensive vocabulary to complete the task. | • I use adequate vocabulary to complete the task. | • I use limited and/or repetitive vocabulary. | • I use extremely limited and/or repetitive vocabulary.  • My native language interferes. |
| **Language Control**  How accurate is my language? | • I correctly use grammatical structures appropriate to the task most of the time.  • I demonstrate emerging control of verb tenses and some advanced grammatical structures.  • Errors do not interfere. | • I use grammatical structures appropriate to the task most of the time.  • I demonstrate emerging use of verb tenses and some advanced grammatical structures.  • Errors rarely interfere. | • I use grammatical structures appropriate to the task some of the time.  • Errors occasionally interfere. | • I rarely use grammatical structures appropriate to the task.  • Errors frequently interfere. |
| **Fluency/**  **Communication** Strategies  How well do I keep the conversation going? | • I keep the conversation going with almost no pauses.  • I often ask for clarification in a variety of ways. | • I keep the conversation going with very few pauses.  • I ask for clarification in a variety of ways. | • I keep the conversation going with a few pauses.  • I sometimes ask for clarification. | • I keep the conversation going with some pauses.  • I often ask for clarification. |