

MÉTIER/ARTISAN: \_\_\_\_\_

ÉLÈVE(S) : \_\_\_\_\_

<b>VISUAL PRESENTATION</b>	<b>Superior 9-10</b>	<b>Good 7-8</b>	<b>Needs Improvement 4-6</b>	<b>Weak 3-0</b>
<b>Students: Copie Imprimée</b>	3 jours avant	2 jours avant	1 jour avant	le jour même
<b>Student 1: Content</b> Artisan, Ressources, Outils, Démarches, Produit Final, Qualités, Aptitudes/Talents, Avantages/Défis/ Obstacles	Includes all required sections of presentation in a bal- anced manner.	Includes all re- quired sections of presentation but somewhat imbalanced representation.	Missing one section of presentation.	Missing more than one section of presentation.
<b>Student 2: Content</b> Artisan, Ressources, Outils, Démarches, Produit Final, Qualités, Aptitudes/Talents, Avantages/Défis/ Obstacles	Includes all required sections of presentation in a bal- anced manner.	Includes all re- quired sections of presentation but somewhat imbalanced representation.	Missing one section of presentation.	Missing more than one section of presentation.

<b>Slides: Images and Labeling</b>	<p>Appropriate amount of slides to match content; high-quality images that are clear and easily interpreted by audience; slides are not ever overwhelmed by too many images.</p>	<p>Acceptable amount of slides that mostly match content; images are somewhat high-quality and clear, and mostly well-interpreted by audience; slides are for the most part not overwhelmed by too many images.</p>	<p>Minimal amount of slides that do not completely match content; some images not high-quality or clear; or slides are overwhelmed by too many images.</p>	<p>Poor quality or missing images, or consistent over-crowding of images, making presentation unclear.</p>
	<p>Clearly-labeled slides, with photos and accurate information, with balanced but not overwhelming amount of text; no use of English; proper spelling and consistently correct use of grammatical structures.</p>	<p>Mostly clearly-labeled slides, with photos and accurate information, but either not enough or overwhelming amount of text; little or no use of English, and mostly proper spelling and consistently correct use of grammatical structures.</p>	<p>Some clearly-labeled slides, with photos and accurate information, but often not enough or overwhelming amount of text; English regularly present and/or regular spelling mistakes and or misuse of grammatical structures</p>	<p>Poorly-labeled slides, with not enough or overwhelming amount of text; frequent use of English and/or frequent spelling mistakes and incorrect grammar usage.</p>
<b>Oral Presentation: Content Knowledge and Detail</b>	<p>The student appears very well-versed in his/her topic, with a depth of internal knowledge and understanding; it is evident that he/she is well-prepared prepared to share that topic with a rich variety of detail in a manner that fully engages and enlightens the class.</p>	<p>The student appears well-versed, on the topic, with some obvious gaps in knowledge; is somewhat prepared to share that topic with the class, but at times details are lacking or inappropriate to consistently engage and enlighten the class.</p>	<p>The student has average to low grasp of the topic, exhibiting mostly superficial knowledge of the topic; lacking the appropriate amount of detail to engage and enlighten the class.</p>	<p>The student has very low personal grasp of the topic and/or is unable to engage or enlighten the audience.</p>

<b>Oral Presentation: Fluency</b>	<p>Student communicates thoughts very clearly and naturally in French using his/her own words at an appropriate speed for the audience, without many errors in pronunciation, without long pauses, and without resorting to memorized structures or written notes.</p>	<p>Student communicates fairly clearly and naturally, mostly using his/her own words, but with some repetitive errors in pronunciation; somewhat inconsistent or inappropriate speed; some unnatural pauses, and/or somewhat regular use of written notes or memorized structures.</p>	<p>Student speech is unnatural and consistently unclear, without using his/her own words, with many errors in pronunciation. Speed is inappropriate for the audience, and/or many unnatural pauses and regular to frequent use of written notes or memorized structures.</p>	<p>Very unclear speech, with many mispronunciations and/or unnatural speed which creates difficulty for audience to understand, Many long pauses and/or mostly parroting of structures used in the videoclip, rarely uses his/her own words and/or resorting to written notes and memorized structures.</p>
<b>Oral Presentation: Circumlocution and Vocabulary</b>	<p>Student uses rich and non-repetitive vocabulary whenever possible; student is comfortable and adept at using circumlocution and gestures to help audience understand certain technical or other aspects of the craft.</p>	<p>Student is somewhat comfortable and able to use circumlocution and gestures to help audience understand certain technical or other aspects of the craft. Student is somewhat positive and enthusiastic enough to engage the audience.</p>	<p>Student does not regularly use circumlocution and gestures to help audience understand certain technical or other aspects of the craft. Student is somewhat withdrawn and does not show enough enthusiasm to engage the audience.</p>	<p>Student uses little or no circumlocution of or gestures, which results in failure to enhance communication or the audience understanding of the topic. Student goes through the motions without little or no enthusiasm.</p>

Collaboration and Demeanor	Collaboration was visibly evident and balanced; student's support of partner is fully evident.  Student exhibits a positive demeanor that engages the audience	Collaboration was somewhat lopsided; student's support of partner not consistently evident.  Student exhibits an average demeanor that does not consistently engage the audience	Collaboration was imbalanced in favor of one student or the other, and no support was evident  Student's demeanor was such that it detracted from his/her ability to engage with the audience consistently.	Collaboration was almost non-existent. Clearly student was focused solely on his/her portion of the presentation  Student's demeanor was a detriment to his/her presentation and engagement with the audience.
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STUDENT 1: \_\_\_\_\_ GRADE: \_\_\_\_\_

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STUDENT 2: \_\_\_\_\_ GRADE: \_\_\_\_\_

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