

Oral Production/Comprehension Rubric

Performance Level	Pronunciation	Phrasing	Fluency	Expression	Comprehension
	The precision with which words are enunciated.	The grouping of words in meaningful phrases.	The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker or reader delivers the message.	The use of tone, inflection, intonation, and volume in oral production.	The level of understanding demonstrated by responses to questions and /or tasks dealing with texts read, heard, or viewed. Where appropriate, responses may include support from the text or extend beyond it.
5 - Outstanding	Almost all words are pronounced correctly. Few miscues (additions, omissions, substitutions, etc.).	Demonstrates an outstanding ability to group words appropriately in meaningful phrases (e.g., liaisons and elisions are almost always used).	Flow and rhythm is consistently maintained. Consistently uses appropriate speed.	Outstanding ability to speak or read in an expressive, engaging voice. Consistently brings the text to life with appropriate tone, inflection, intonation, and volume.	Response is precise and detailed and reflects a thorough understanding of text. Elaboration, where appropriate, consistently enhances response.
4 - Strong	Most words are pronounced correctly. Miscues do not affect meaning. Self-monitoring skills (re-reading, sounding out, substitutions, etc.) are used thoughtfully and purposely for accuracy and appropriateness.	Demonstrates a strong ability to group words in meaningful phrases (e.g., liaisons and elisions are usually evident).	Flow and rhythm is generally maintained. Generally uses appropriate speed.	Strong ability to speak or read in an expressive, engaging voice. Often brings the text to life. Generally uses appropriate tone, inflection, intonation, and volume.	Response is accurate and reasonable and reflects a strong understanding of text. Elaboration, where appropriate, usually enhances response.
3 - Adequate	Most words are pronounced correctly. Miscues occasionally affect meaning. Some self-monitoring skills are used.	Demonstrates the ability to connect words occasionally in meaningful phrases (e.g., sporadic use of liaisons and elisions).	Sometimes maintains flow and rhythm. Sometimes uses appropriate speed.	Speaks or reads, but voice is not always expressive or engaging. Occasionally brings the text to life. Use of tone, inflection, intonation, and volume is sometimes appropriate.	Response is plausible and reflects a literal understanding of text. Elaboration, where appropriate, sometimes enhances response.
2 - Limited	Most words are pronounced incorrectly. Miscues frequently affect meaning. Few self-monitoring skills are used.	Demonstrates limited ability to connect words in meaningful phrases (e.g., rarely uses liaisons and elisions).	Flow and rhythm are seldom maintained. Rarely uses appropriate speed.	Limited ability to speak or read in an expressive, engaging voice. Rarely brings the subject to life. Rarely uses appropriate tone, inflection, intonation, and volume.	Response reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Almost all words are pronounced incorrectly. Miscues significantly affect meaning. Self-monitoring does not occur.	Very limited ability to connect words in meaningful phrases (e.g., use of liaisons and elisions is not evident).	Flow is never maintained. Never uses appropriate speed.	Very limited ability to speak or read in an expressive, engaging voice. Rarely brings the text to life. Tone, inflection, intonation, and volume is inappropriate.	Response is incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.

Analytic Writing Rubric

Performance Level	Content	Organization	Sentence Fluency	Word Choice	Conventions
	The content category describes how effectively the student establishes a purpose, selects and integrates ideas (i.e., information, events, emotions, opinions, and includes details such as examples, descriptions, and characteristics) to support, develop and/or illustrate ideas.	The organization category describes how effectively the student creates an opening and a conclusion; establishes and maintains a focus; orders and arranges events, ideas and/or details within the paragraph; relates ideas/details within the paragraph.	The sentence fluency category describes how effectively the student constructs sentences. It includes the ability to control syntax (i.e., the arrangement of words to form a sentence, the arrangement of sentences within a paragraph) and to create variety in sentence type and length (i.e., fragments, simple, compound, complex; statements, questions, exclamations).	The word choice category describes how effectively the student chooses words and expressions for appropriateness, precision, and variety. Word choice includes a variety of nouns, verbs, adjectives and adverbs.	The conventions category describes how effectively the student controls grammar, punctuation, capitalization, spelling including accents, paragraphing, and presentation. Conventions affect readability.
5 - Outstanding	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a clear, strong focus ▶ an outstanding knowledge of the subject matter ▶ ideas which are very often creative, always purposeful, and support and enhance the central theme ▶ extremely well-developed content ▶ an outstanding ability to shape and connect ideas 	<p>The writing demonstrates::</p> <ul style="list-style-type: none"> ▶ a compelling opening ▶ smooth organization: focussed and coherent ▶ a purposeful, effective arrangement of events, ideas, and/or details ▶ effective transitions which are smooth and cohesive ▶ very effective closure which reinforces unity and provides an outstanding sense of resolution 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ an easy flow and rhythm ▶ sentences that vary in structure, and length creating an extremely effective text ▶ sentences which are logical and clear so that the relationship among ideas are firmly and smoothly established ▶ fragments which, if present, are deliberate and effective ▶ use of dialogue, if present, ++ always sounds natural 	<p>The writing has:</p> <ul style="list-style-type: none"> ▶ choice of words which is varied, extensive and relevant to the theme ▶ outstanding use of French expressions ▶ no use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ an outstanding use of standard writing conventions, errors occur infrequently ▶ facility with spelling, grammar, punctuation, capitalization which are almost always correct ▶ a presentation which is neat ▶ meaning that is enhanced by conventions
4 - Strong	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a clear, strong focus ▶ a strong knowledge of the subject matter ▶ ideas which are usually creative, always purposeful, and support the central theme ▶ strongly developed content ▶ a strong ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a strong, direct opening ▶ focus and coherence that are rarely interrupted ▶ a clear, effective arrangement of events, ideas, and/or details ▶ frequent and appropriate use of transitions ▶ closure which reinforces unity and provides a clear sense of resolution 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ flow and rhythm ▶ sentences which vary in structure and length creating an effective text ▶ sentences which are often logical and clear so that relationships among ideas are established ▶ fragments which, if present, are often effective ▶ dialogue, if present, sounds natural 	<p>The writing has:</p> <ul style="list-style-type: none"> ▶ choice of words which is often varied and relevant to the theme ▶ strong use of French expressions ▶ no use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a strong use of standard writing conventions, writing has only a few errors ▶ facility with spelling, grammar, punctuation, capitalization which are often correct ▶ a presentation which is neat ▶ meaning that is enhanced by conventions

3 - Adequate	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a fairly clear focus ▶ a good knowledge of the subject matter ▶ ideas which are basic, routine or predictable ▶ adequately developed content with details limited in scope or unrelated to the theme ▶ an ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a generally clear, direct opening ▶ focus and coherence which are sometimes interrupted ▶ arrangement of events, ideas, and/or details which are predictable and sometimes inappropriate ▶ connections between ideas which are sometimes inappropriate or predictable ▶ closure which contributes to unity, but the resolution tends to be predictable 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ some flow and rhythm ▶ sentences which have limited variation in structure and length creating a mechanical text ▶ sentences which are generally logical and clear, but relationships among ideas are not consistently established ▶ fragments which, if present, are sometimes effective ▶ dialogue, if present, is sometimes used effectively 	<p>The writing has:</p> <ul style="list-style-type: none"> ▶ choice of words which is relevant to the theme, but little variation in word choice is apparent ▶ adequate use of French expressions ▶ minimal use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a good use of standard writing conventions, some errors are present ▶ spelling, grammar, punctuation, capitalization which are generally correct ▶ a presentation which is generally neat ▶ meaning that is unaffected by errors in the use of conventions
2 - Limited	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a limited content which lacks clarity, but has a discernable focus ▶ a limited knowledge of the subject matter ▶ ideas and details which are often unclear ▶ a limited ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ an opening which is unclear or has little direction ▶ focus and coherence that falter frequently ▶ discernible, but weak and inconsistent arrangement of events, ideas, and/or details ▶ rare use of transitions, few connections among ideas ▶ closure, if present, that is either too weak to tie the piece together or only vaguely related to the opening 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ little flow and rhythm ▶ limited variation in sentence structure and length ▶ sentences are often illogical or unclear; relationships among ideas are only occasionally established ▶ fragments, if present, are ineffective ▶ use of dialogue, if present, rarely sounds natural 	<p>The writing has:</p> <ul style="list-style-type: none"> ▶ choice of words which is not varied, or is inappropriate ▶ no use of French expressions ▶ frequent use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a limited use of standard writing conventions, errors are frequent ▶ spelling, grammar, punctuation, capitalization which are sometimes correct ▶ a presentation which may not be neat ▶ meaning that is beginning to be affected by the misuse or lack of use of conventions
1 - Very Limited	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a lack of clarity and focus ▶ an unclear knowledge of the subject matter ▶ ideas and details which are always unclear ▶ a very limited ability to shape and connect ideas 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ an opening, if present, which is unclear and lacks direction ▶ a lack of focus and coherence ▶ an unclear or haphazard arrangement of events, ideas, and/or details ▶ No use of transitions or connections among ideas ▶ closure that is either inappropriate, unconnected, or missing 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ no flow and rhythm ▶ sentences that are choppy, incomplete, rambling, and awkward ▶ little or no attention to sentence patterns ▶ fragments, if present, obscure meaning ▶ dialogue, if present, is monotonous, unnatural 	<p>The writing has:</p> <ul style="list-style-type: none"> ▶ choice of words which is inappropriate; word use detracts from meaning ▶ no or inappropriate use of French expressions ▶ extensive use of English 	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> ▶ a very limited use of standard writing conventions, errors are frequent ▶ a presentation that is not neat ▶ an absence of conventions which seriously affects meaning

Holistic Writing Rubric

Performance Level	Criteria
5 - Outstanding	<ul style="list-style-type: none"> - outstanding content which is clear and strongly focussed - outstanding organization (a clear beginning, a middle and an end) - easy flow and rhythm, varied sentences - minimal or no use of English, outstanding use of French expressions, and words which are consistently powerful, vivid, and precise - outstanding use of standard writing conventions, meaning significantly enhanced
4 - Strong	<ul style="list-style-type: none"> - strong content which is clear and focussed - clear, purposeful organization - flow and rhythm, varied sentences - limited use of English, strong use of French expressions, and words which are often vivid and precise - strong use of standard writing conventions, meaning enhanced
3 - Adequate	<ul style="list-style-type: none"> - content which is generally clear and focussed - predictable organization which is somewhat clear and purposeful - some flow and rhythm, sentences tends to be mechanical - some use of English, some evidence of the use of French expressions, and words which are predominantly general and functional - adequate grasp of standard writing conventions, meaning unaffected by errors
2 - Limited	<ul style="list-style-type: none"> - content which is limited, lacks clarity, but has a discernible focus - weak and inconsistent organization - little flow, rhythm, and limited variation in sentences - frequent use of English, no or inappropriate use of French expressions, use of words that are rarely clear and precise - frequent errors in standard writing conventions, meaning is beginning to be affected by the misuse or lack of use of conventions
1 - Very Limited	<ul style="list-style-type: none"> - content lacks clarity and focus - unclear, haphazard organization - lacks flow and rhythm, no variation in sentence construction - extensive use of English, no use of French expressions, words used detract from meaning - meaning is seriously affected by the absence of conventions

Dictée Rubric
(80 word unseen passage)

Performance Level	Criteria
5 - outstanding	75% of words correct
4 - strong	60% - 74% of words correct
3 - adequate	45% - 59% of words correct
2 - limited	30% - 44% of words correct
1 - very limited	Less than 30% of words correct

Errors include: miscues of accents, capitalization, punctuation, and spelling. A repeated error counts as one mistake.

COMPREHENSION RUBRIC

Comprehension is the level of understanding demonstrated by responses to questions and/or tasks dealing with texts read, heard, or viewed. Where appropriate, responses may include support from the text or extend beyond it.

Performance Level	Criteria
5 - Outstanding	Response is precise and detailed and reflects a thorough understanding of the text. Elaboration consistently enhances response.
4 - Strong	Response is accurate and reasonable and reflects a strong understanding of the text. Elaboration usually enhances response.
3 - Adequate	Response is plausible and reflects a literal understanding of the text. Elaboration sometimes enhances response.
2 - Limited	Response reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Response is incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.