

# SPOKEN EXPRESSION

## FRENCH 30-9Y COURSE CHALLENGE

	COMMUNICATIVE ACTS		LINGUISTIC REPERTOIRE		
	Message (/10)	Coherence (/10)	Language Structures (/10)	Vocabulary (/10)	Pronunciation & Intonation (/10)
<b>0</b>	The student has not reached the standard described by any of the descriptors given below		The student has not reached the standard described by any of the descriptors given below		
<b>1-2</b>	The message has <b>not been developed</b> with the necessary components	The message is <b>not organized</b> in a logical structure. The fluidity is <b>not evident</b> .	The use of language structures is <b>inaccurate</b> . The sentences are <b>poorly</b> constructed. The many errors render the message incomprehensible.	The vocabulary is mostly <b>inadequate</b> .	The intonation and rhythm is not accurate. The pronunciation impedes the message.
<b>3-4</b>	The message is <b>partially developed</b> with few details to support the necessary components	The message is <b>partially organized</b> in a logical structure. The fluidity is <b>partially evident</b> .	The use of simple language is <b>partially accurate</b> . The sentences are sometimes well constructed. The errors <b>impede</b> the clarity.	The range of vocabulary is <b>simple</b> with <b>many errors</b> .	The intonation and rhythm are sometimes accurate. The pronunciation is sometimes clear and correct.
<b>5-6</b>	The message is <b>mostly developed</b> with <b>some details</b> to support the necessary components.	The message is <b>mostly organized</b> in a logical structure. The fluidity is <b>mostly evident</b> .	The use of language is <b>generally accurate</b> . The sentences are mostly well constructed. The errors <b>sometimes impede</b> the clarity.	The vocabulary is <b>simple</b> but <b>generally accurate</b> .	The intonation and rhythm are generally accurate. The pronunciation is mostly clear and correct.
<b>7-8</b>	The message is <b>developed</b> with <b>details</b> to support the necessary components.	The message is <b>organized</b> in a logical structure. The fluidity is <b>evident</b> .	The use of language is <b>accurate</b> . The sentences are well constructed. The few errors <b>do not impede</b> the clarity.	The use of vocabulary is <b>accurate</b> .	The intonation and rhythm are accurate. The pronunciation is clear and correct.
<b>9-10</b>	The message is <b>well developed</b> with <b>relevant details</b> to support the necessary components.	The message is <b>well organized</b> in a logical structure. The fluidity is <b>very evident</b> .	The use of <b>appropriate</b> grammatical and syntactical structures enhances the clarity.	The use of vocabulary is <b>precise</b> and <b>rich</b> .	The intonation and rhythm show precision and fluidity. The pronunciation is always clear and correct.

# WRITTEN EXPRESSION

## FRENCH 30-9Y COURSE CHALLENGE

	COMMUNICATIVE ACTS		LINGUISTIC REPERTOIRE	
	Message (/10)	Coherence (/10)	Language Structures (/10)	Vocabulary (/10)
<b>0</b>	The student has not reached the standard described by any of the descriptors given below		The student has not reached the standard described by any of the descriptors given below	
<b>1-2</b>	The message has <b><i>not been developed</i></b> with the necessary components	The message is <b>not organized</b> in a logical structure. The fluidity is <b>not evident</b> .	The use of language structures is <b><i>inaccurate</i></b> . The sentences are <b>poorly</b> constructed. The many errors render the message incomprehensible.	The vocabulary is mostly <b><i>inadequate</i></b> ; the spelling impedes intelligibility.
<b>3-4</b>	The message is <b><i>partially developed</i></b> with few details to support the necessary components	The message is <b>partially organized</b> in a logical structure. The fluidity is <b>partially evident</b> .	The use of simple language is <b><i>partially accurate</i></b> . The sentences are sometimes well constructed. The errors <b>impede</b> the clarity.	The range of vocabulary is <b><i>simple</i></b> with <b><i>many errors</i></b> . The spelling may impede intelligibility.
<b>5-6</b>	The message is <b><i>mostly developed</i></b> with <b><i>some details</i></b> to support the necessary components.	The message is <b>mostly organized</b> in a logical structure. The fluidity is <b>mostly evident</b> .	The use of language is <b><i>generally accurate</i></b> . The sentences are mostly well constructed. The errors <b>sometimes impede</b> the clarity.	The vocabulary is <b><i>simple</i></b> but <b><i>generally accurate</i></b> . The spelling does not usually impede intelligibility.
<b>7-8</b>	The message is <b><i>developed</i></b> with <b>details</b> to support the necessary components.	The message is <b>organized</b> in a logical structure. The fluidity is <b>evident</b> .	The use of language is <b><i>accurate</i></b> . The sentences are well constructed. The few errors <b>do not impede</b> the clarity.	The use of vocabulary is <b><i>accurate</i></b> . The spelling rarely impedes intelligibility.
<b>9-10</b>	The message is <b><i>well developed</i></b> with <b>relevant</b> details to support the necessary components.	The message is <b>well organized</b> in a logical structure. The fluidity is <b>very evident</b> .	The use of <b>appropriate</b> grammatical and syntactical structures enhances the clarity.	The use of vocabulary is <b><i>precise</i></b> and <b><i>rich</i></b> . Correct spelling is consistently used.