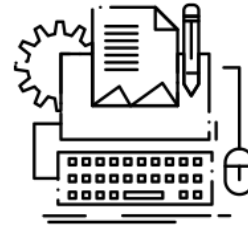


Written Proficiency Rubric:



Catégorie		Level 4 - Always CONSISTENT	Level 3 - Often SOMEWHAT CONSISTENT	Level 2 - Sometimes INCONSISTENT	Level 1 - Rarely NOT AT ALL
Ideas - develop a clear message -related to the topic -point of view -supporting evidence -flow... -Structure -cohesion		The candidate can: -Write a clear, fluid and well structured text including many supporting details related to the topic (within personal and professional contexts).The text has a logical sequence of well developed ideas including a convincing conclusion.	The candidate can: -Write a clear, fluid and orderly text including good supporting details related to the topic (within personal and professional contexts).The text has a logical sequence of coherent ideas and leads to a logical conclusion.	The candidate can: - Write a text with a series of simple and adequate ideas including some supporting details related to the topic (within personal and professional contexts). The text sometimes has a logical sequence of ideas and leads to a reasonable conclusion.	The candidate can: -Write a simplistic text and rarely use supporting details related to the topic (within personal and professional contexts). The text has a few logical sequences of ideas and leads to an incomplete conclusion.
Vocabulary:(Range) .word choice .transition words .convey meaning .express thoughts .avoid repetition .avoid anglicismes		-Always use the correct terminology. The vocabulary is varied, rich and complex allowing to enhance the text (<i>in social and professional contexts</i>).	-Usually use the correct terminology. The vocabulary is varied and accurate allowing to enhance the text (<i>in social and professional contexts</i>).	-Sometimes use the correct terminology.The vocabulary is simple and repetitive and attempts to enhance the text (<i>in social and professional contexts</i>).	-Rarely use the correct terminology. The vocabulary is limited, repetitive and confusing. Use a limited variety of words to enhance the text (<i>in social and professional contexts</i>).

<p>Knowledge and use of French grammar .verb conjugation .gender and number .agreements .preposition .pronoun placement .noun-adjective agreements .spelling .punctuation</p>		<p>-Consistent application of almost all of the correct grammar rules (verb conjugation, gender agreements, noun-adjective agreements); with no or minor errors or omissions.</p> <p>-Accurate use of prepositions and pronoun placement.</p> <p>-Consistently spell the words correctly (no or minor errors).</p>	<p>-Frequent application of most of the correct grammar rules (verb conjugation, gender agreements, noun-adjective agreements); few errors or omissions.</p> <p>-Usually use accurate prepositions (à vs dans) and pronoun placement.</p> <p>- Frequently spell the words correctly (a few errors).</p>	<p>-Adequate application of some of the correct grammar rules (verb conjugation, gender agreements, noun-adjective agreements); several errors or omissions.</p> <p>-Sometimes use accurate prepositions and pronoun placement.</p> <p>- Sometimes spell the words correctly (several errors).</p>	<p>-Limited application of the correct grammar rules (verb conjugation, gender agreements, noun-adjective agreements); with major errors or omissions.</p> <p>-Obvious errors with correct use of prepositions forms (au vs aux) and appropriate pronouns (mon soeur, je le parle).</p> <p>- Rarely spell the words correctly(major errors).</p>
<p>Voice: .related to the topic .Critical thinking .perspective</p>		<p>-Use complex sentences and grammatical structures to convey a message about a variety of social and professional topics (e.g. daily activities, classroom experiences as an FSL teacher or student etc.).</p> <p>- The writer connects strongly with the audience through the focus of the topic, selection of relevant details, and the use of natural, engaging language.</p>	<p>-Use varied sentences and grammatical structures to convey a message about a variety of social and professional topics (e.g. daily activities, classroom experiences as an FSL teacher or student etc.).</p> <p>- the writer connects with the audience through the focus of the topic, selection of good details, and the use of engaging language.</p>	<p>-Use adequate sentences and grammatical structures to convey a message about a variety of social and professional topics (e.g. daily activities, classroom experiences as an FSL teacher or student etc.).</p> <p>-the writing attempts to connect with the audience in a pleasing, but impersonal manner</p>	<p>-Use incomplete sentences and grammatical structures to convey a message about a variety of social and professional topics (e.g. daily activities, classroom experiences as an FSL teacher or student etc.).</p> <p>-the writer's ideas and language fail to connect with the audience.</p>