



## **TOOL // Grade 7 - Le futur proche Presentations**

### **What is it used for?**

This tool provides students with success criteria and the rubric for a presentation to guide their work. The rubric is used to assess the final product.

### **How do you use it?**

The task is presented to the students.

Based on previous experience, the students co-create success criteria on the Smart Board.

Next, students receive a sheet that includes their learning goal, success criteria, and a rubric. Students are asked to refer to this one-sheet as they prepare their oral presentation.

When it is their turn to present, the student hands their sheet to the teacher so the teacher may highlight levels for demonstrated skills.

Nom : \_\_\_\_\_

Date : \_\_\_\_\_

### Grade 7 - Le futur proche Presentations



Learning Goal - to communicate our knowledge and understanding of the future tense in French. We are doing this so that we can show our comprehension of le futur proche and share our information with our classmates.

#### Success Criteria:

- ✓ We speak in a loud and clear voice.
- ✓ We are accurate with the information we provide.
- ✓ We show knowledge of le futur proche (aller + l'infinitif d'un verbe)
- ✓ We use visuals or images to support our presentation.
- ✓ We present with enthusiasm and expression. Also, we show eye contact.
- ✓ Here are some examples of ways we can present: A powerpoint presentation (optional with timings), Movie maker, Prezi, Posters, Smartboard, Song/Rap

#### Oral Presentation Rubric - Futur Proche Presentation Grade 7

| CATEGORY             | Level 4  | Level 3   | Level 2  | Level 1   |
|----------------------|--|---|--|---|
| <b>Volume</b>        | Volume is loud enough to be heard by all audience members throughout the presentation.                               | Volume is loud enough to be heard by audience members most of the time.             | Volume is low and can be heard by audience members only some of the time.            | Volume often too low to be heard by audience members.                                 |
| <b>Pronunciation</b> | Speaks clearly and with expression all the time, and mispronounces only 1 or 2 words.                                | Speaks clearly and with expression most of the time, but mispronounces a few words. | Speaks clearly and with expression only some of the time. Mispronounces words often. | Speaks with no expression, can not be understood, and mispronounces words frequently. |
| <b>Fluency</b>       | Speaks fluently without any hesitation and with great expression.  | Speaks with occasional hesitation and expression.                                   | Speaks with frequent hesitation and some expression.                                 | Speaks with constant hesitation and lacks expression.                                 |
| <b>Presentation</b>  | Student is completely prepared, has obviously rehearsed. Presentation sounds natural and uses effective eye contact. | Student seems pretty prepared and displays eye contact most of the time.            | The student is somewhat prepared, but displays eye contact only some of the time.    | Student does not seem at all prepared to present and does not display eye contact.    |

#### Curriculum Expectations:

- > use language appropriately in a variety of rehearsed, routine, and open-ended situations
- > use compound sentences in conversations and dialogues

#### Comments:

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