



TOOL // UN Souper Delicieux Rubrique

What is it used for?

The rubric is used to assess student performance across categories in writing and oral communication.

How do you use it?

The teacher and class examine a model of writing about a favourite food. The teacher deconstructs the model so students understand how a descriptive piece of writing is organized. The vocabulary for favourite foods is reviewed.

Students refer to the model to write about their own favourite food and to present their work orally to the class.

The teacher highlights the rubric to indicate the level of performance in each category and to arrive at an overall mark.

GRADE 5-- UN SOUPER DELICIEUX—ORAL PRESENTATION OF A MODIFIED DIALOGUE

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Communication (loud, clear voice, eye contact)	The student communicates only with constant teacher support using very few presentation strategies	The student communicates with frequent teacher support, in structured situations using some presentation strategies	The student communicates with occasional teacher support, using most presentation strategies	The student communicates with little or no teacher support, using all or almost all of the presentation strategies
Comprehension (gestures, vocal expression)	The student demonstrates understanding of a few of the main ideas and details by using very little vocal expression and gestures	The student demonstrates understanding of some main ideas and details through some vocal expression and gestures	The student demonstrates very good understanding of most of the main ideas and details through vocal expression and gestures	The student demonstrates thorough understanding of most of the main ideas and details through consistent vocal expression and gestures
Organization of Ideas (changing a model)	The student organizes his/her ideas only with constant teacher support and by solely relying on a model	The student organizes his/her ideas with frequent teacher support by using a model and making minor changes to it	The student organizes his/her ideas with occasional teacher support by creating new forms or making some changes and additions to a model	The student organizes his/her ideas with little or no teacher support by creating new forms or making significant changes and additions to a model
Application of Language Knowledge (pronunciation, fluency, grammar)	The student applies language knowledge with constant major errors, ie. pronunciation, fluency and grammar	The student applies language knowledge with frequent errors, ie. pronunciation, fluency and grammar	The student applies language knowledge with occasional errors, ie. pronunciation, fluency and grammar	The student applies language knowledge with few or no errors, ie. pronunciation, fluency and grammar

NAME: _____

DATE: _____

LEVEL: 3- / B-

DESCRIPTIVE FEEDBACK: You did a great job describing your favourite food making your own ideas clear. Think about how you could use more facial expressions (such as raised eyebrows) and gestures to communicate your feelings more clearly.

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NAME: _____ DATE: _____ LEVEL: _____

DESCRIPTIVE FEEDBACK: _____