



TOOL // La production orale

What is it used for?

The task and rubric allow the teacher to gather assessment data on students' ability to communicate orally in French and to demonstrate active listening skills.

How do you use it?

Students are asked to think about their ideal week (real or imagined) and what activities would make it ideal. They are given time to complete a 'flip' book (8 1/2 x 11 sheet folded in half) in which they record key words and/or illustrations that will guide a conversation about what activities they would do each of 5 days. Students might choose to use a different organizational format i.e. index cards, five-day chart. The flip book will be used when they meet with their groups and share their ideas for an ideal week. The illustrations and key words will serve as triggers to guide their conversation (it is not to be a memorized speech but a conversation). Students will meet in small groups and talk about their ideal week using the illustrations and key words to support their use of French language. The listening skills of the other students in the group will also be assessed as they must complete the "La compréhension orale". During group conversations, they must choose 3 students in their group and write down or draw what the student speaking wanted to do on 3 of the days of the week. The teacher then highlights student performance on the rubric as well as feedback for future tasks.

La production orale

Learning Goal: In French, I can talk about my ideal week using familiar words and expressions.

This month in French, you learned how to speak about your ideal week. You learned how to communicate what activities you want to do.

Success Criteria	Level 1	Level 2	Level 3	Level 4
I can use familiar expressions to talk about my ideal week.	I can use familiar expressions to talk about my weekend with limited effectiveness.	I can use familiar expressions to talk about my weekend with some effectiveness.	I can use familiar expressions to talk about my weekend with considerable effectiveness.	I can use familiar expressions to talk about my weekend with a high degree of effectiveness.
I can use my flip book as a visual support.	I can use my flip book as a visual support with limited effectiveness.	I can use my flip book as a visual support with some effectiveness.	I can use my flip book as a visual support with considerable effectiveness.	I can use my flip book as a visual support with a high degree of effectiveness.

Feedback: The highlighted feedback is a reflection of your speaking task.

You communicated your ideas well to your peers.

Some of your ideas were difficult to understand.

You used many English expressions. You need to use the French expressions we practice in class.

You did not have a visual to help communicate your ideas,

You did not share a minimum of six ideas.

Overall, you communicated your ideas in a clear voice. Your peers understood you well.

Next steps: The highlighted next step(s) will help you on your next assignment.

Next time, read the success criteria carefully.

Next time, use your time wisely in class so that you are prepared.

Practice your speaking daily in class to improve your confidence when speaking.

Continue to participate in class activities! It shows in your ability to communicate with others!

La compréhension orale

Learning Goal: In French, I can listen to my friends talk about their ideal week and show my understanding. I can ask my friend a question for more information.

Choose 3 students in your group. Listen carefully and write down or draw what they want to do.

Nom	Lundi	Jeudi	Samedi

Nom: _____

Success Criteria	Level 1	Level 2	Level 3	Level 4
I can listen use pictures and/or words to show my understanding.	I can listen use pictures and/or words to show my understanding with limited effectiveness.	I can listen use pictures and/or words to show my understanding with some effectiveness.	I can listen use pictures and/or words to show my understanding with considerable effectiveness.	I can listen use pictures and/or words to show my understanding with a high degree of effectiveness.
I can use listening strategies like looking at my friend's flip book pictures to help me understand.	I can use listening strategies with limited effectiveness.	I can use listening strategies with some effectiveness.	I can use listening strategies with considerable effectiveness.	I can use listening strategies with a high degree of effectiveness.

Feedback: The highlighted feedback is a reflection of your listening task.

You communicated your understanding well.

Some of your ideas were difficult to understand.

You used many English expressions. You need to use the French expressions we practice in class.

You did not use visuals to help you understand what you heard.

You did not share a minimum of three ideas for three students.

Overall, you communicated what you heard in a clear way that shows what you understood.

Next steps: The highlighted next step(s) will help you on your next assignment.

Next time, read the success criteria carefully.

Next time, listen to your peers when they speak and look at the visual cues to help you understand.

Listen carefully daily in class to improve your confidence when listening to others.

Continue to participate in class activities! It shows in your ability to communicate with others!

Ask for clarification when you hear something you don't understand.