**FSF 4U1: Examen Oral**

**Un « Entretien de Sortie »**

Pour votre examen oral, vous passerez un entretien de sortie d’environ 10 minutes.

Ce genre d’entretien est normalement conduit quand une personne quitte un poste. Dans notre cas, cet entretien sera à la conclusion de votre carrière à l’école secondaire. La discussion touchera plusieurs sujets et vous emmènera à exprimer des idées complexes et abstraites.

La professeure vous posera des questions afin de vous faire réfléchir sur vos expériences de l’école secondaire et vos idées de l’avenir. Pendant votre préparation, considérez les questions **comme** les suivantes :

* Quelle était votre pire/meilleure expérience pendant l’école secondaire que vous voulez partager avec la prof?
* Comment avez-vous évolué depuis 9ième année?
* Quels liens voyez-vous entre ce que vous apprenez à l’école secondaire et votre avenir?
* Décrivez les amitiés que vous avez développées. Quelle sera leur importance à l’avenir?
* Qu’est-ce qu’on doit changer pour rendre l’école secondaire une meilleure expérience?
* Que pensez-vous de notre système d’éducation (en Ontario) en général? Comment est-il différent que dans les autres pays?
* Quels seront les défis dans le monde du travail en 5 ans?
* Quelles sont les compétences essentielles pour un jeune qui entre le marché du travail? Avez-vous appris ce qui est nécessaire pour réussir?
* Quelle est l’importance de voyager quand on est jeune?

**(Ces questions sont des exemples – la professeure vous en posera peut-être d’autres qui ne sont pas sur cette liste!)**

Pendant l’entretien, les élèves sont aussi encouragés de poser des questions afin de prolonger ou ajouter à la conversation.

Cet entretien comptera comme 10% de la note finale. Vous serez notés selon la grille au verso.

**Rubrique : L’entretien de sortie Nom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Niveau 4** | **Niveau 3** | **Niveau 2** | **Niveau 1** |
| **Knowledge/Understanding :**   * Student demonstrates understanding of vocabulary and expressions related to the topic. | Student uses vocabulary with a high degree of effectiveness and chooses appropriate expressions for interactions. A wide variety of vocabulary is used. | Student uses vocabulary with a considerable degree of effectiveness and chooses appropriate expressions for most interactions. A variety of vocabulary is used. | Student uses vocabulary with some effectiveness and chooses appropriate expressions for some interactions. Some variety of vocabulary is used. | Student uses vocabulary with a limited degree of effectiveness and rarely chooses appropriate expressions for interactions. Limited or no variety of vocabulary is used. |
| **Thinking**   * Student generates ideas and formulates questions that lead to a quality interaction. * Student uses processing skills (i.e. summarizing, discussing, presenting arguments) during the interaction. | Student generates highly effective and relevant arguments or ideas to support the interaction  Student’s use of processing skills is highly effective and leads to a rich and fluid interaction with no or rare lapses or hesitations. | Student generates considerably effective and relevant arguments or ideas to support the interaction  Student’s use of processing skills is effective and leads to a satisfying interaction with few lapses or hesitations. | Student generates arguments or ideas to support the interaction with some effectiveness; ideas are sometimes irrelevant or off-topic.  Student’s use of processing skills is somewhat effective and leads to an interaction with frequent lapses or hesitations, but that is overall still somewhat effective. | Student generates arguments or ideas to support the interaction with limited effectiveness; ideas are often irrelevant or off-topic.  Student’s use of processing skills is limited and leads to an interaction with frequent lapses or hesitations that is difficult to sustain or follow. |
| **Communication**   * Student organizes their ideas and arguments logically. * Student uses appropriate language structures and vocabulary. * Student expresses their ideas and message. | Student’s arguments and ideas are organized logically and appropriate language and vocabulary are used consistently and with a high degree of effectiveness. Vocabulary and structures are varied.  Student’s message is easily understood. | Student’s arguments and ideas are organized logically and appropriate language and vocabulary are used mostly consistently and with a considerable degree of effectiveness. Vocabulary and structures are somewhat varied. Student’s message is mostly understood. | Student’s arguments and ideas are organized somewhat logically and appropriate language and vocabulary are used with some effectiveness. Vocabulary and structures are mostly the same, with some variety. Student’s message is somewhat understood, at times difficult to follow. | Student’s arguments and ideas are not organized logically and/or are difficult to follow and appropriate language and vocabulary are used rarely and with limited effectiveness. Vocabulary and structures are not varied. Student’s message is difficult to understand and is unclear. |
| **Application**   * Student applies vocabulary and language in familiar or anticipated contexts. * Student applies vocabulary and language in the unfamiliar context of spontaneous or unanticipated interaction. | Student is able to apply vocabulary and language with a high degree of effectiveness in a familiar or anticipated context, leading to clear arguments and fluid interaction.  Student is able to apply vocabulary and language in an unfamiliar context of spontaneous interaction with a high degree of effectiveness. Interaction is smooth and hesitations are minimal. | Student is able to apply vocabulary and language with a considerable effectiveness in a familiar or anticipated context, leading to mostly clear arguments and fluid interaction.  Student is able to apply vocabulary and language in an unfamiliar context of spontaneous interaction with considerable effectiveness. Interaction is mostly smooth and hesitations are limited. | Student is able to apply vocabulary and language somewhat effectively in a familiar or anticipated context, leading to somewhat clear arguments and interaction.  Student is able to apply vocabulary and language in an unfamiliar context of spontaneous interaction with some effectiveness. Interaction is rarely smooth and hesitations are frequent. | Student is able to apply vocabulary and language with limited effectiveness in a familiar or anticipated context, leading to unclear arguments and awkward interaction.  Student is able to apply vocabulary and language in an unfamiliar context of spontaneous interaction with limited effectiveness. Interaction is hesitant and unsure and difficult to sustain. |