**Rubric for Speaking nom:**

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| --- | --- | --- | --- | --- |
| **Expectation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Oral Comprehension** | I can respond appropriately to questions with teacher and visual support. | I can respond appropriately to questions with visual support. | I can respond appropriately to questions. | I can respond appropriately to questions and add extra details to my answer. |
| **Oral Production** | I can repeat complete sentences that the teacher models. | I can speak in complete sentences with some teacher support. | I can speak in complete sentences most of the time. | I can speak in complete sentences using additional vocabulary not mentioned in the questions. |
| **Fluency and Pronunciation** | I can use accurate pronunciation only with teacher support. | I can use accurate pronunciation with frequent teacher support. | I can use fluent and accurate pronunciation most of the time. | I can use fluent and accurate pronunciation consistently. |
| **Intonation and expression** | I can use proper intonation and expression when repeating after the teacher. | I can use proper intonation and expression some of the time. | I can use proper intonation and expression most of the time. | I can use proper intonation and expression consistently. |

Identify an area of strength and an area for growth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Strength: | | | Growth: | |

Curriculum Expectations:

**B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;**

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics

**B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;**

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations

B2.2 Interacting: exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate

**B2.3 Metacognition:** describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

**~~A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;~~**

~~A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions~~

~~A2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest~~