

Pair Feedback—Fiche d'évaluation n° 1

Mon nom : _____ Date: _____

Je donne de la rétroaction à : _____

You were able to ...	Yes	No
▪ identify the country you researched.		
▪ identify where the country is located.		
▪ describe the flag of the country you researched.		
▪ provide the population of the country you researched.		
▪ provide the size of the country you researched.		
▪ describe the cultural mix of the country you researched.		
▪ identify the languages spoken in the country.		
▪ identify the status of French in this country		
▪ give two interesting details about the country.		
▪ speak clearly so that I could understand you.		
▪ pronounce the words you used correctly.		
▪ use the correct form for stating a large number in French and the correct form for indicating a measurement orally.		
Something I really liked about your presentation:		
A suggestion for next time:		

Un petit quiz de compréhension écrite—Fiche d'évaluation n° 2

Nom : _____

Date : _____

Directives : Utilisez le texte *Les sommets de la Francophonie* pour répondre aux questions.

1. Où est-ce que le premier sommet de la Francophonie a eu lieu? _____
2. En quelle année est-ce que le premier sommet de la Francophonie a eu lieu? _____
3. Combien de fois est-ce que les sommets de la Francophonie ont eu lieu au Canada? _____
4. Combien de fois est-ce que les sommets de la Francophonie ont eu lieu en Afrique? _____
5. Combien de fois est-ce que les sommets de la Francophonie ont eu lieu en Asie? _____
6. Combien de fois est-ce que les sommets de la Francophonie ont eu lieu en Europe? _____
7. Quel pays du Moyen-Orient à date a été un pays d'accueil pour un sommet de l'OIF? _____

8. En quelle année est-ce que les membres de l'OIF ont établi une chaîne de télévision de langue française? _____
9. Quel était le sujet principal du 8^e sommet à Moncton au Nouveau-Brunswick? _____

10. Quelle est la raison d'être de *l'Organisation internationale de la Francophonie*? _____

REFLECTIONS ON READING THE TEXT

Reflect on the strategies you used to understand this text; e.g., what helped you in your understanding; what caused you difficulty; what you would do the same or differently the next time you read a text in French.

Critères d'évaluation :

- | | |
|--|----|
| 1 point pour chaque bonne réponse pour questions 1 à 9 | /9 |
| 2 points pour la bonne réponse à la question n° 10 | /2 |
| 3 points pour tes réflexions en anglais | /3 |

Total : /15

Teacher Rating Scale—Fiche d'évaluation n° 3

Name: _____ Date: _____

Pays recherché : _____

CRITERIA

	Consistently (3)	With some consistency (2)	Inconsistently (1)
During the research process, you were able to ...			
– focus attention on the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use authentic French resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use French-language search engines to find information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– consider the interest of your audience when selecting information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the delivery of your speech, you were able to ...			
– maintain eye contact with your audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– speak audibly for all your classmates to hear you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– speak clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– speak with energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– pronounce your words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Teacher Rating Scale—Fiche d'évaluation n° 3

Name: _____ Date: _____

Pays recherché : _____

CRITERIA

	Consistently (3)	With some consistency (2)	Inconsistently (1)
During the research process, you were able to ...			
– focus attention on the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use authentic French resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– use French-language search engines to find information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– consider the interest of your audience when selecting information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the delivery of your speech, you were able to ...			
– maintain eye contact with your audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– speak audibly for all your classmates to hear you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– speak clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– speak with energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– pronounce your words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**Reading Comprehension Feedback for *Feuille d'activités n° 21*—
Fiche d'évaluation n° 4**

Name: _____ Date: _____

- Bravo!** You were able to understand **all** the categories of information and to provide accurate and interesting information for each category. You cited your sources of information correctly.
- Bien!** You were able to understand **almost all** the categories of information and to provide accurate and interesting information for most categories. You cited your sources of information correctly.
- Assez bien.** You were able to understand **most** of the categories of information and to provide accurate and interesting information most of the time. You cited your sources of information but not necessarily correctly.
- Attention!** You were able to understand **less than half** of the categories of information and the quality of the information that you provided was somewhat difficult to understand. You cited your sources of information but not necessarily correctly.

Comments:

✂-----

**Reading Comprehension Feedback for *Feuille d'activités n° 21*—
Fiche d'évaluation n° 4**

Name: _____ Date: _____

- Bravo!** You were able to understand **all** the categories of information and to provide accurate and interesting information for each category. You cited your sources of information correctly.
- Bien!** You were able to understand **almost all** the categories of information and to provide accurate and interesting information for most categories. You cited your sources of information correctly.
- Assez bien.** You were able to understand **most** of the categories of information and to provide accurate and interesting information most of the time. You cited your sources of information but not necessarily correctly.
- Attention!** You were able to understand **less than half** of the categories of information and the quality of the information that you provided was somewhat difficult to understand. You cited your sources of information but not necessarily correctly.

Comments:

Feedback on Poster—Fiche d'évaluation n° 5

Name: _____ Date: _____

- Bravo!** You were able to find interesting images and to use appropriate words to represent your country. You have included **all** the required categories of information in a neat and creative manner on your poster.
- Bien!** You were able to find interesting images and to use appropriate words to represent your country. You have included **almost all** of the required categories of information in a neat and creative manner on your poster.
- Assez bien.** You were able to find images and to use appropriate words to represent your country. You have included **most** of the categories of information. Your work is neat but more effort could have been put into making the poster more interesting.
- Attention!** You were able to find images and words for **less than half** of the categories of information. Your poster show little effort and imagination.

Comments:



Feedback on Poster—Fiche d'évaluation n° 5

Name: _____ Date: _____

- Bravo!** You were able to find interesting images and to use appropriate words to represent your country. You have included **all** the required categories of information in a neat and creative manner on your poster.
- Bien!** You were able to find interesting images and to use appropriate words to represent your country. You have included **almost all** the required categories of information in a neat and creative manner on your poster.
- Assez bien.** You were able to find images and to use appropriate words to represent your country. You have included **most** of the categories of information. Your work is neat but more effort could have been put into making the poster more interesting.
- Attention!** You were able to find images and words for **less than half** of the categories of information. Your poster show little effort and imagination.

Comments:

Assessment Criteria for Speech—Fiche d'évaluation n° 6

WRITTEN PRODUCTION

Name: _____ Date: _____

Content	Repertoire	Strategy Use	Comments/ Observations
<ul style="list-style-type: none"> <input type="checkbox"/> indicated name of country <input type="checkbox"/> indicated location of country, using at least two descriptors <input type="checkbox"/> provided four simple historical details about the country <input type="checkbox"/> indicated the official language(s) of the country <input type="checkbox"/> indicated the status of French in the country <input type="checkbox"/> provided three details about the education system <input type="checkbox"/> provided two details regarding tourist attractions in the country <input type="checkbox"/> provided information regarding the country's membership in the O/F <input type="checkbox"/> invited other countries to vote in favour of this country to host next summit 	<ul style="list-style-type: none"> <input type="checkbox"/> appropriate vocabulary for the situation <input type="checkbox"/> correct subject/verb agreement for known verbs using <i>le passé composé</i> <input type="checkbox"/> correct subject/verb agreement for known verbs using <i>l'imparfait</i> <input type="checkbox"/> use of at least three discourse markers <input type="checkbox"/> correct word order at the sentence level <input type="checkbox"/> correct spelling of known/familiar words <input type="checkbox"/> used an appropriate greeting for a speech <input type="checkbox"/> used an appropriate closing for a speech 	<ul style="list-style-type: none"> <input type="checkbox"/> used reference materials such as a dictionary, notes, the <i>Feuilles d'activités</i> to write speech <input type="checkbox"/> asked a classmate for help with words or sentence structures that caused difficulty <input type="checkbox"/> wrote a draft and then verified it using reference materials <input type="checkbox"/> revised and corrected the draft based on references used <input type="checkbox"/> identified other strategies used to develop speech 	
<p>Excellent – All content elements were present and comprehensible.</p>	17	12	5
<p>Very Good – Almost all elements were present and comprehensible.</p>	16 15 14 13	9	4
<p>Good – Most of the elements were present and comprehensible.</p>	12 11 10 9	6	3
<p>Fair – Some of the elements were present and comprehensible.</p>	8 7 6	3	2
<p>Unacceptable – More than two-thirds of the elements were missing or were incomprehensible.</p>	5 4 3 2 1 0	0	1
/17	/12	/5	Total: /34

Student Checklist for the Speech—Fiche d'évaluation n° 7

Name: _____

Date: _____

In my speech, I ...

- used an appropriate formal greeting.
- indicated the name of my country.
- indicated the location of my country, using at least two descriptors.
- provided four historical details about my country.
- indicated the official language(s) of my country.
- indicated the status of French in my country.
- provided three details about the education system.
- provided two details regarding tourist attractions in my country.
- provided information regarding my country's membership in the *OIF*.
- invited other countries to vote in favour of my country to host the next summit.
- used words that I know and found in my research.
- used the correct form of *le passé composé* for verbs that we have been taught.
- used the correct form of *l'imparfait* for verbs that we have been taught.
- used at least three words (discourse markers) to link my ideas.
- used, to the best of my knowledge, the correct word order for my sentences.
- used the correct spelling for words that are familiar to me.
- used an appropriate formal closing.

To prepare my speech, I ...

- used reference materials such as a dictionary, my notes, the *Feuilles d'activités*.
- asked a classmate for help with words or sentence structures that caused me difficulty.
- wrote a draft and then verified it, using reference materials.
- revised and corrected my draft based on references used.

When I prepared my final version of my speech, I ...

- I used my partner's feedback.
-

Other strategies I used during the development of my speech and after I received feedback from my partner:

Peer Checklist for the Speech—Fiche d'évaluation n° 8

Mon nom : _____ Je donne de la rétroaction à : _____

Date : _____

Criteria: In your speech, you ...	I know this because ...
<input type="checkbox"/> used a formal greeting.	
<input type="checkbox"/> indicated the name of your country.	
<input type="checkbox"/> indicated the location of your country, using at least two descriptors.	
<input type="checkbox"/> provided four historical details about your country.	
<input type="checkbox"/> indicated the official language(s) of your country.	
<input type="checkbox"/> indicated the status of French in your country.	
<input type="checkbox"/> provided three details about the education system.	
<input type="checkbox"/> provided two details regarding tourist attractions in your country.	
<input type="checkbox"/> provided information regarding your country's membership in <i>l'Organisation internationale de la Francophonie</i> .	
<input type="checkbox"/> invited other countries to vote for your country to host the next summit.	
<input type="checkbox"/> used a formal closing.	

As you read your speech aloud, you: spoke clearly so I could understand you.
 pronounced your words correctly.

One thing I like about your speech is: _____

A suggestion for your oral presentation: _____

Assessment of Listening Comprehension—Fiche d'évaluation n° 9

Nom : _____ Date : _____

Discours n° 1

1. Nom du pays : _____
2. Situation géographique : _____
3. Histoire (deux détails) : _____

4. Langue(s) officielle(s) : _____
5. Statut du français : _____
6. Système éducatif (un détail) : _____
7. Sites touristiques (deux détails) : _____

8. Statut dans l'*Organisation internationale de la Francophonie* : membre membre associé observateur

Discours n° 2

1. Nom du pays : _____
 2. Situation géographique : _____
 3. Histoire (deux détails) : _____

 4. Langue(s) officielle(s) : _____
 5. Statut du français : _____
 6. Système éducatif (un détail) : _____
 7. Sites touristiques (deux détails) : _____

8. Statut dans l'*Organisation internationale de la Francophonie* : membre membre associé observateur

Assessment Criteria: 1 mark for each correct answer given

/20

Student Self-reflection—Fiche d'évaluation n° 10

1. The checklist helped me verify the content of my speech ,
The checklist did not help me verify the content of my speech ,

because _____

2. The feedback from my partner helped me improve the oral delivery of my speech ,
The feedback from my partner did not help me improve the oral delivery of my speech ,

because _____

3. Listening to my classmates' presentations helped me have a better understanding of *la francophonie* ,
Listening to my classmates' presentations did not help me have a better understanding of *la francophonie* ,

because _____

4. For me, *la francophonie* means:

5. Overall, I found preparing the poster and speech:

very easy easy difficult very difficult

Nom : _____

Date : _____