

Written Rubric – Core French

Name:

Class:

Assignment:

The student writes ...

	Level 1	Level 2	Level 3	Level 4
<i>Teacher support related to grade expectations</i>	- only with constant teacher support	- with frequent teacher support	- with occasional teacher support	- with little or no teacher support
<i>Assignment requirements</i> <b>[Knowledge &amp; Understanding]</b>	- incompletely, using few of the required elements correctly - a written text falling much below grade level expectations	- incompletely, using some of the required elements correctly - a written text approaching grade level expectations	- to complete assignment, using most of the required elements correctly - a written text meeting grade level expectations	- to complete assignment, using all of the required elements correctly - a written text exceeding grade level expectations
<i>Writing process</i> <b>[Thinking]</b>	- copying from a model with little use of appropriate resources (e.g., glossary, vocabulary list)	- copying from a model, making minor changes in basic vocabulary - with occasional use of appropriate resources (e.g., glossary, vocabulary list)	- making some changes and/or addition to a model - with frequent use of appropriate resources (e.g., glossary, vocabulary list)	- creating new written text or making significant changes and/or additions to a model - with consistent use of appropriate resources (e.g., glossary, vocabulary list)
<i>Grammar &amp; Vocabulary</i> <b>[Application]</b>	- making constant, major errors of vocabulary and language structures - rarely using grade appropriate vocabulary and structures	- making frequent errors of vocabulary and language structures - occasionally using grade appropriate vocabulary and structures	- making occasional errors of vocabulary and language structures - usually using grade appropriate vocabulary and structures	- making few or no errors of vocabulary and language structures - using grade appropriate and extended vocabulary and structures
<i>Spelling</i> <b>[Application]</b>	- making constant major spelling and punctuation errors, even when copying	- making frequent spelling and/or punctuation errors, even when copying	- making occasional spelling and/or punctuation errors	- making few spelling and/or punctuation errors
<i>Presentation</i> <b>[Communication]</b>	- rarely using suitable media techniques (e.g., colour, graphics) to convey the message (when appropriate)	- occasionally using suitable media techniques (e.g., colour, graphics) to convey the message (when appropriate)	- frequently using suitable media techniques (e.g., colour, graphics) to convey the message (when appropriate)	- consistently using suitable media techniques (e.g., colour, graphics) to convey the message (when appropriate)

