Evaluation rubric C3

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| Evaluation Criteria  Task requirements | Exceeds expectations  (A) | Meets expectations  (B) | Acceptable but needs improvement  (C) | Does not meet expectations  (D) | Serious difficulties or incomplete  (E) |
| **Pertinence of the text** |  |  |  |  |  |
| Moral integration | The story very well reflects the meaning of the moral. | The story correctly reflects the meaning of the moral. | The story somewhat reflects what the moral means. | The story does not reflect very well what the moral means. | The story does not reflect the meaning of the moral. Or there is no moral in the story. |
| **Formulation of the text** |  |  |  |  |  |
| Errors  - sentence structure (overall comprehension)  - past tense | No or very few errors that does not impede understanding. Very good use of past tense. | A few errors, but they do not impede understanding. Good use of past tense. | Some errors that sometimes impede understanding, but the overall presentation is clear. Somewhat good use of past tense. | Errors often impede understanding. The overall presentation is understood with a certain level of difficulty. No or little use of past tense. | Numerous errors that make the presentation incomprehensible. Confusing use of verb tenses. |
| **Management of *communication* and *learning strategies*** |  |  |  |  |  |
| Writing process  - Brainstorming  - Outline  - First draft  - Peer-review  - Final draft | All writing process steps are perfectly followed and completed. Extra work has even been done. | All writing process steps are followed and well completed. | Most writing process steps are followed and completed. | Few writing process steps are followed and completed. | The writing process steps are not followed. Nothing, or only the final draft, was submitted. |
| **Management of resources** |  |  |  |  |  |
| Use of the peer-review form | Put in great efforts to give excellent comments to the other team. Very clear evidence of integration of the comments from the other team. | Put in the efforts to give good comments to the other team. Clear evidence of integration of the comments from the other team. | Put in some efforts to give comments to the other team. Some evidence of integration of the comments from the other team. | Put in few efforts to give comments to the other team. Few evidence of integration of the comments from the other team. | Put in no effort to give comments to the other team. No evidence of integration of the comments from the other team. |

Evaluation Rubric C1

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| Evaluation Criteria  Task requirements | Exceeds expectations  (A) | Meets expectations  (B) | Acceptable but needs improvement  (C) | Does not meet expectations  (D) | Serious difficulties or incomplete  (E) |
| **Pertinence of the message** |  |  |  |  |  |
| Relevance of the items presented | The items are very relevant to the photostory and the moral is very well represented. | The items are relevant to the photostory and the moral is well represented. | The items are somewhat relevant to the photostory and the moral is somewhat represented. | The items are not really relevant to the photostory and the moral is not well represented. | The items are not relevant to the photostory and the moral is not represented. |
| Oral presentation elements:  State which moral you chose  Explain why you chose this moral  Analysis of your pictures  Presentation of the photostory | All elements (4) are presented and explained very clearly. | All elements (4) are presented and explained. | Not all elements (2-3) are presented and explained. | Very few elements (1) are presented and explained. | No elements are presented. |
| **Articulation of the message** |  |  |  |  |  |
| Errors | No or very few errors that does not impede understanding. Varied vocabulary. | A few errors but does not impede understanding. Varied vocabulary. | Some errors that sometimes impede understanding, but the overall presentation is clear | Errors repeatedly impede understanding. The overall presentation is understood with a certain level of difficulty. | Numerous errors that makes the presentation incomprehensible. |
| Intonation during the photostory recording | Very good intonation, the tone of the character is very clear. | Good intonation, the tone of the character is clear. | Somewhat good intonation, the tone of the character is somewhat clear. | Poor intonation, the tone of the character is not very clear. | No intonation at all, impossible to know what the tone of the character is. |
| **Management of resources** |  |  |  |  |  |
| Use of the notes | Very well prepared and does not need to look at the notes. | Well prepared and does not read off the notes. | Not very well prepared, sometimes reads off the notes. | Not well prepared, most of the time reads the notes out loud. | Not prepared, does not have any notes. |