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|  | **Strong**  **Performance**  **10 9** | **Meets**  **Expectations**  **8** | **Approaching**  **Expectations**  **7** |
| **Are we understood?**  *(Domain: Language Control)* | Pronunciation imitates a French accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations. | Accent generally imitates a French accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly. | Accent sounds more American than French. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation. |
| **How are tech tools used in my presentation?**  *(Domain: Communication Strategies)* | Visuals and sound and design are used effectively to emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience’s attention. | Visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. | Visuals and/or sound and design are used in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. |
| **Is the presentation interesting and informative?**  *(Domains: Functions, Contexts/Content)* | The content of the presentation is thoughtfully selected with the audience and purpose in mind. The information is accurate and the recommendations for balance provide useful tips and tools for teenagers. | The content of the presentation is selected with the audience and purpose in mind. The information is accurate and the recommendations for balance are appropriate for teenagers. | The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers. The information is accurate. |
| **How rich is the vocabulary?**  *(Domain: Vocabulary)* | Wide variety of familiar vocabulary is used correctly and appropriately incorporating many new expressions from the current unit of study, | Variety of familiar vocabulary is used correctly and appropriately incorporating several new expressions from the current unit of study. | Simple, familiar vocabulary is used correctly incorporating a few new expressions from the current unit of study. |
| **How are knowledge and understanding of the target culture represented?**  *(Domain: Cultural Awareness)* | Information about the target culture is accurately presented; the relationships among products, practices and perspectives are included and justified within the presentation. | Information about the target culture is accurately presented; products and practices and perspectives are identified and some relationships are included within the presentation. | Information about the target culture is presented; products, practices and perspectives are identified. |