

# Grille d'évaluation (de rendement) — Expérience culturelle 12

Name: \_\_\_\_\_

## Portfolio

« Plan, organize and present a portfolio to reflect the important stages of my cultural and linguistic learning »

School: \_\_\_\_\_

Points given	10	9.5	9	8.5	8	7.5	7	6.5	6	5	4	3	2	1
<b>Criteria</b>														
<p><b>Ability to follow instructions:</b></p> <p>Create a logical and coherent file in which I present information and express my ideas, likes/dislikes, feelings and opinions about my program.</p>	The portfolio is <u>perfected</u> in relation to the task. The organization of the text based on a central theme makes the task <u>very easy</u> to understand. Due to a <u>wide variety</u> of documents and artifacts that are very well explained, the concepts that are presented enrich the organization of the work.			The portfolio respects the task. It is very <u>informative</u> and it is possible to understand the <u>objective of the student</u> . However, the organization of the work and/or a lack of explanation sometimes impedes the ability to make connections between the documents/artifacts and the concepts that are presented.			The portfolio generally offers information to support the task, however <u>lacks organization</u> or a central theme in order to logically follow the flow of the ideas that are presented.. The concepts might be presented in a list, often not well connected to each other.			The portfolio is either <u>difficult</u> to understand or <u>lacks concrete information</u> related to the task. Concepts are often vague, non-pertinent, and/or not developed. The documents and/or artifacts that are presented offer a repetitious reflexion.				
<p><b>Ability to state facts:</b></p> <p>Present the <b>profile of a francophone region</b> and its <b>typical characteristics</b>.</p>	The work reflects a detailed impression of the region in which the placement occurred. Several unique characteristics <u>varied and researched</u> , of the region are explicitly discussed and linked to the francophone character of the region. Other francophone characteristics, such as signage are highlighted and discussed..The documents support the ideas that are presented.			The work reflects a general impression of the region. A few common characteristics such as French signs, which depict the francophone character of the region, <u>are highlighted</u> . The documents support the ideas that are presented.			The work reflects a <u>vague impression</u> of the region. Common characteristics (such as French signs) depicting the francophone character of the region <u>are few</u> . It may be found indirectly in the context of another explanation.			References to the francophone character of the region are <u>not</u> noted and are practically nonexistent. Typical characteristics of the region are <u>not discussed</u> .				
<p><b>Ability to state facts and thoughts:</b></p> <p>Explain perceived cultural differences seen through contact with francophones and people from various other cultures, from the viewpoint of my own culture</p>	Cultural differences are presented in an <u>insightful</u> manner. A <u>variety</u> of well-chosen logical examples demonstrate <u>an in-depth understanding</u> of the role of culture in Canada's <u>diverse landscape</u> .			Cultural differences are presented in a <u>precise</u> manner and provide a correct explanation relevant to the task. Using <u>several</u> clear examples, the work reveals a correct, though general, understanding of how culture appears in diverse <u>regions of Canada</u> .			Cultural differences are presented in an <u>ambiguous</u> and/or <u>repetitive</u> manner. The use of too few elements or irrelevant elements demonstrates a <u>superficial</u> understanding of culture in diverse regions of Canada.			There is a <u>marked absence</u> of significant cultural elements. The few elements presented are <u>very repetitive, off-topic</u> , incorrect/erroneous, and demonstrate a lack of comprehension regarding the cultural differences in diverse regions of Canada.				
<p><b>Ability to state facts and thoughts</b></p> <p>Discuss the importance and impact of the characteristics of the <b>francophone community</b> in my own <b>development</b>.</p>	Characteristics of the francophone community are presented in an <u>insightful</u> and <u>reflective</u> manner. A <u>variety of well-chosen</u> logical examples demonstrate an <u>in-depth understanding</u> of the influence and impact of the francophone environment on the <u>growth</u> of the student. The work clearly demonstrates that the student has reflected on, and <u>assessed</u> , their experiences.			Characteristics of the francophone community are <u>clearly</u> presented and provide <u>appropriate</u> explanations relating to the task. The use of some varied elements reveals an <u>adequate</u> , if <u>general</u> , understanding of the impact and influence of the francophone environment on the personal development of the student.			Characteristics of the francophone community are presented in a somewhat <u>ambiguous</u> and/or <u>repetitive</u> manner. The use of <u>few or irrelevant</u> elements demonstrates a <u>superficial</u> understanding of how a placement in a francophone region plays a role in the personal development of the student.			There is a <u>marked absence</u> of significant characteristics. The few elements presented are <u>off-topic</u> , incorrect/erroneous and do not demonstrate a satisfactory understanding of how a placement in a francophone region plays a role in the personal development of the student.				

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<b>Criteria</b>												
<b>Ability to state an opinion</b> <i>Explain and justify my opinion and my reaction based on my cultural experience, using facts and examples.</i>	The facts and examples presented are chosen <u>as needed</u> in order to complete and best explain the <u>variety of stated opinions</u> and reactions. The points made are important and the <u>details are pertinent</u> .			<u>Several</u> opinions and reactions are presented and are <u>relevant to the task</u> . Examples are provided to justify a point of view but are <u>sometimes</u> opinions rather than facts and are sometimes repetitive.			Opinions and reactions are presented and generally conform to what's being asked for. However, they are <u>not always supported</u> by concrete facts and examples.			Ideas and opinions, when presented, <u>rarely</u> relate to the task or are nonexistent. Ideas and opinions, when presented, are not supported.		
<b>Reaction to learning</b> <i>Analyse the relationship that exists between my linguistic, cultural and social evolution and my role in this learning.</i>	Reflection demonstrates the ability to <u>analyze learning</u> and an understanding of the learner's role in <u>consciously adopting</u> language and culture, supported by many examples.			Reflection demonstrates the capacity to <u>discuss</u> learning and to bring out the <u>skills needed</u> by a learner. The feedback is possibly limited to one or two experiences, rather than learning in general.			Reflection shows <u>simple and elementary</u> reactions.. Although there are examples presented, the work discusses experiences <u>without putting</u> them in the overall context of learning.			There is a <u>marked lack</u> of feedback about learning. There may be evidence of concepts taught, however not necessarily learned.		
<b>Sensitivity to local speech patterns</b> Identify the words and expressions of the francophone region in question, as well as <b>non-verbal</b> communication (social conventions, accents, body language, nuances, etc.)	A <u>wide variety</u> of linguistic and non-linguistic elements are identified and <u>explained</u> throughout the work. The reflection shows a marked interest in or curiosity about local speech patterns.			<u>Various</u> elements are identified and <u>explained</u> . The work may focus more on <u>one of the elements</u> rather than both verbal and non-verbal.			<u>Some</u> verbal and/or non-verbal elements are identified or mentioned. The explanation is <u>superficial</u> .			There are <u>weak references</u> to verbal and/or non-verbal elements, possibly unconsciously, <u>without explanation</u> .		
<b>Lexical competence</b> Demonstrate a good command of <b>vocabulary</b> and <b>verbal expressions</b> .	Expressions and words are <u>very precise</u> and <u>varied</u> . The vocabulary is <u>rich and extensive</u> . Word choice is used specifically to <u>enrich the message</u> and communicate feelings and lived experiences. The vocabulary distinguishes the facts and the opinions.			Expressions and words are <u>usually appropriate and varied</u> . The vocabulary is mainly correct but <u>generalized</u> . There are <u>attempts</u> to use the appropriate vocabulary facts and opinions.			Expressions and words are <u>simple and often lack precision</u> . The vocabulary is <u>limited</u> , lacking in variation. Due to a <u>lack of vocabulary</u> , attempts to contrast the facts from opinions are weak.			Expressions and words are <u>very limited</u> and/or very repetitive. The vocabulary is <u>simplistic</u> . Some words are <u>invented</u> , or in <u>English</u> . There is no attempt to use specific vocabulary to share facts and opinions.		
<b>Grammatical competence</b> Use correct <b>spelling</b> , <b>grammar</b> concepts, and <b>syntax</b> .	Has an excellent grasp of the structure of the simple sentence and the most common complex sentences. Occasional errors arise from more advanced elements or from influence by the first language. They do not detract from the understanding of the text.			Has a good grasp of the structure of the simple sentence and the most common complex sentences. Errors come mainly from the influence of the first language and sometimes from more complex linguistic elements. In general, they do not interfere with the understanding of the text.			Demonstrates a general grasp of the structure of the simple sentence, but more serious errors occur when trying to produce complex sentences. Frequent errors sometimes interfere with the understanding of the text.			Little obvious grasp of the structure of the simple sentence. Many errors often interfere with the understanding of the text.		