

Acti-Vie 2: Voici ma collection!

Final task: Presenting a collection

Strand: Oral Communication

Expectations:

- Students will use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts.
- Students will use visual and verbal cues to convey the meaning of familiar material.
- Students will give an oral presentation of five to ten sentences in length.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
	The student:			
Knowledge of the content: name the collection, tell where it is kept and why the student is interested in it	-demonstrates limited knowledge of content	-demonstrates some knowledge of content	-demonstrates considerable knowledge of content	-demonstrates thorough knowledge of content
Understanding of the elements to be contained in the display: answering questions from others and describing the collection; understanding of question words	-demonstrates limited understanding of the content	-demonstrates some understanding of the content	-demonstrates considerable understanding of the content	-demonstrates thorough understanding of the content
Thinking				
	The student:			
Use of planning skills: focusing an inquiry, formulating questions,	-uses planning skills with limited effectiveness	-uses planning skills with some effectiveness	-uses planning skills with considerable effectiveness	-uses planning skills with a high degree of effectiveness

gathering information and ideas, using prior knowledge of the language				
Use of processing skills: generating, analyzing, integrating, synthesizing, and evaluating available information and reaching decisions on appropriateness	-uses processing skills with limited effectiveness	-uses processing skills with some effectiveness	-uses processing skills with considerable effectiveness	-uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes: oral discourse, reading process, problem solving, invention, research	-uses critical/creative thinking processes with limited effectiveness	-uses critical/creative thinking processes with some effectiveness	-uses critical/creative thinking processes with considerable effectiveness	-uses critical/creative thinking processes with a high degree of effectiveness
Communication				
	The student:			
Expression and organization of ideas in visual and oral forms (clear expression, use of appropriate vocabulary, objects from the collection to support language)	-expresses and organizes ideas and information with limited effectiveness	-expresses and organizes ideas and information with some effectiveness	-expresses and organizes ideas and information with considerable effectiveness	-expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes in visual and oral forms	-communicates with limited effectiveness	-communicates with some effectiveness	-communicates with considerable effectiveness	-communicates with a high degree of effectiveness
Use of conventions (grammar, vocabulary) in visual and oral forms	-uses conventions and vocabulary with limited effectiveness	-uses conventions and vocabulary with some effectiveness	-uses conventions and vocabulary with considerable effectiveness	-uses conventions and vocabulary with a high degree of effectiveness

Application				
	The student:			
Application of knowledge and skills in familiar contexts (use of a model, language knowledge, language-learning strategies, etc.) – describing a collection	-applies knowledge and skills in familiar contexts with limited effectiveness	-applies knowledge and skills in familiar contexts with some effectiveness	-applies knowledge and skills in familiar contexts with considerable effectiveness	-applies knowledge and skills in familiar contexts with a high degree of effectiveness
Application of knowledge and skills to new contexts (use of a model, language knowledge, language-learning strategies, etc.) – responding to questions about the collection	-applies knowledge and skills in a new context with limited effectiveness	-applies knowledge and skills in a new context with some effectiveness	-applies knowledge and skills in a new context with considerable effectiveness	-applies knowledge and skills in a new context with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal experiences and FSL, between FSL and the world outside the school)	-makes connections within and between various contexts with limited effectiveness	-makes connections within and between various contexts with some effectiveness	-makes connections within and between various contexts with considerable effectiveness	-makes connections within and between various contexts with a high degree of effectiveness