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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Basic grammar, vocabulary range and word choice** | Successful use of a range of vocabulary. Appropriate word choice.  Grammar errors do not interfere with comprehensibility. | Use of a range of vocabulary, mostly appropriate word choice. Grammar errors do not generally interfere with comprehensibility. | Attempt to use a range of vocabulary, but word choice may not always be appropriate.  Grammar errors sometimes interfere with comprehensibility. | A lot of repetitions, inappropriate word choice that interferes with comprehensibility.  A lot of grammar errors that interfere with comprehensibility. |
| **Content** | Article is related to cinema. Effective treatment of the topic. The summary of the article is clear and effective. The student clearly explains why this article was chosen. | Article is related to cinema. Somewhat effective treatment of the topic. The student summarizes the article, but some points might not be clear or some important ideas might be left out. The student explains why this article was chosen. | Article is related to cinema. It is not totally clear what the article is about. The student somehow explains why the article was chosen. | Article may not be related to cinema. In the presentation, the student doesn’t explain clearly what the article is about. The student does not explain why the article was chosen. |
| **Comprehensibility** | In French only, no reading (except to quote the article)  Pronunciation, intonation, and pacing make the response easy to understand.  Clarification or self-correction (if present) improves comprehensibility. | In French only, no reading (except to quote the article).  Pronunciation, intonation, and pacing used require little effort to understand.  Clarification or self-correction (if present) sometimes improves comprehensibility. | Some use of English, no reading (except to quote the article).  Pronunciation, intonation, and pacing used make the presentation difficult to comprehend at times.  Clarification or self-correction (if present) usually does not improve comprehensibility. | Some use of English, reading at times.  Pronunciation, intonation, and pacing used make the presentation difficult to comprehend.  Clarification or self-correction (if present) does not improve comprehensibility at all. |

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