

MID-TERM ORAL EXAM

Grading table

<b>Grammar abilities</b>	<b>Excellent</b>	<b>Good</b>	<b>Average/Poor</b>
	<b>(5)</b>	<b>(4-3)</b>	<b>(2-below)</b>
<b>Target grammar (i.e. the adjectives; the subjunctive)</b> <i>Has the target grammar been understood and used efficiently? Are past tenses and/or adjectives used correctly? Are the conjugations and/or the spelling of words correct?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>(5)</b>	<b>(4-3)</b>	<b>(2-below)</b>
<b>Target vocabulary (i.e. “exprimer son opinion”; vocabulary adapted to the discussed topic)</b> <i>Has the student used the target vocabulary studied in class? Has the student make an appropriate use of the target vocabulary? Did the student use the most appropriate vocabulary to express his/her ideas?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>(5)</b>	<b>(4-3)</b>	<b>(2-below)</b>
<b>General grammar (i.e. grammar not studied in class but that the student should be familiar with – present tense; articles; gender; agreements, etc.)</b> <i>Is there an overall correct use of French grammar? Is the student correctly using the present tense? Is the student paying attention to the gender of nouns? Is the student careful to make all the necessary agreements?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Oral abilities</b>	<b>Excellent</b>	<b>Good</b>	<b>Average/Poor</b>
	<b>(5)</b>	<b>(4-3)</b>	<b>(2-below)</b>
<b>Fluency</b> <i>Was the student comfortable expressing his/her ideas and opinions? Did the student rely heavily on his/her notes? Was the presentation simply memorized or was some creativity? Was there major pauses during the presentation or was the flow natural and without hesitations?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>(5)</b>	<b>(4-3)</b>	<b>(2-below)</b>
<b>Pronunciation</b> <i>Was the presentation easy to understand? Was the pronunciation of individual sounds and words correct? Did the speech apply rules of English rather than French? Did the student make a particular effort to discriminate similar sounds (i.e. /ã/ and /õ/)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General preparation</b> <i>Did the presentation last between 9-10 min? Did the student give a structured presentation? Did the student have a clear idea of the ideas they were trying to convey?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental questions</b> <i>Was the student able to answer the supplemental questions without any major hesitation? Was the grammar good for answers that had not been prepared?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Total:** \_\_\_\_\_ /25

*The supplemental questions will work as a bonus: If the presentation went perfectly, I will not necessarily ask any questions. I will do so if I notice that the student experienced some difficulties during his/her presentation. In this case, the questions will give the student a chance to improve his/her grade in the “grammar” and “oral abilities” sections. However, if the student didn’t do a solid preparation for the presentation, the questions will not suffice to obtain a good grade, even if the student showed a good command of the grammar and expressed himself/herself fluently.*

**Additional comments**

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