**Year-End French 10 Portfolio Assessment**

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

**The goal of this year-end portfolio assessment is to demonstrate and show what you can now do with all the French skills you have learnt through the various projects, assignments and activities. The goal is to also show your growth and improvement in reading, writing, speaking and listening.**

* **Choose at least 6 pieces of work** that reflect your skills as a French student and **do a reflection statement for each consider incorporating the following...**
	+ Compare and contrast assignments from September to June for all four French skills: **reading, writing, speaking and listening.**
	+ **Use specific examples from your projects and assignments**; explain the different French skills you can do now that you could NOT do earlier in the year. Focus on class concepts, vocabulary and strategies
	+ Provide as many **“I can” statements as possible for each French skill:** reading/writing and speaking/listening.
	+ **Provide specific examples from your work for every “I can” statement.**
		- **A bad example is**: I can write detailed sentences.
		- **A good example is:** I can write detailed sentences using passé compose.

**Quand j’etais jeune, j’ai gagne un concours oratoire.**

* Make sure to include assignments and projects that demonstrate your understanding of the language, vocabulary, and cultural components we covered this year.

**Reading/Writing- reflection**

My overall progress this year in **reading/writing** should result in a **grade** of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Use specific examples from your projects, assignments and class work to explain the different French skills you can now do that you could not do earlier in the year. Focus on class concepts, vocabulary and strategies when completing your “I can statements”**

**Speaking/Listening -reflection**

My overall progress this year in **speaking/listening** should result in a **grade** of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Use specific examples from your projects, assignments and class work to explain the different French skills you can now do that you could not do earlier in the year. Focus on class concepts, vocabulary and strategies when completing your “I can statements”**

**Final French Skills Assessment**

My overall progress this year should result in a **grade** of \_\_\_\_\_\_\_\_\_\_\_\_\_. **Provide an explanation why! Be specific in your explanation!**

My overall progress this year should result in a **work habit** of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **Provide an explanation why! Be specific in your explanation!**

**Report Card Comment:** Create an accurate comment that you believe best describes your strengths, weaknesses and areas to improve on in relation to your work habits and French skills.

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| --- | --- | --- | --- | --- |
|  | **Required items** | **Concepts** | **Reflection/Critique** | **Overall Presentation** |
| A | All required items are included, with a significant number of additions. | Items clearly demonstrate that the desired learning outcomes for the year have been achieved. The student has gained a significant understanding of the concepts and applications. | Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives. | Items are clearly introduced, well organized, and creatively displayed, showing connection between items. |
| B | All required items are included, with a few additions. | Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications. | Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives. | Items are introduced and well organized, showing connection between items. |
| C/C+ | All required items are included. | Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them. | Reflections illustrate an attempt to critique work, and to suggest alternatives. | Items are introduced and somewhat organized, showing some connection between items. |
| I | A significant number of required items are missing. | Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts. | Reflections illustrate a minimal ability to critique work. | Items are not introduced and lack organization |