

## Grille d'évaluation — Expérience culturelle 12

Reflection journal

« Keep a daily journal of reactions and reflections showing experiences and development of cultural and linguistic learning »

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

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><i>Write a logical and coherent text in which I present information and express my ideas, tastes, feelings, and opinions about my program.</i></p>	The work is <u>perfected</u> in relation to the task. The organization of the text makes the task <u>very easy</u> to understand. The concepts that are presented are clear and <u>enrich</u> the organization of the work.	The work is very <u>informative</u> and easy to understand. However, at times, the text is fluid or coherent. The concepts associated with the text are <u>at times</u> not fully connected to it.	The work usually offers information to support the task, but is <u>sometimes</u> difficult to understand, due to a <u>lack of fluidity</u> in the text. The concepts might be presented in a list, <u>often not well connected</u> to each other.	The work is either <u>difficult to understand</u> or <u>lacks information</u> related to the task. The concepts are often <u>vague</u> , irrelevant and/or not developed.										
<p><b>Ability to state facts:</b></p> <p><i>Present the <b>profile of a francophone region</b> and its typical characteristics.</i></p>	The work reflects a detailed impression of the region in which the placement occurred. Several <u>unique</u> characteristics of the region are <u>explicitly</u> discussed and linked to the francophone character of the region. Other francophone characteristics are highlighted throughout the text.	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, are highlighted.	The work reflects a <u>vague</u> impression of the region. Common characteristics (such as French signs) depicting the francophone character of the region are few or are found indirectly in the context of an entirely different explanation.	References to the francophone character of the region are <u>not</u> noted and are practically nonexistent. Typical characteristics of the region are not discussed.										
<p><b>Ability to state facts and thoughts:</b></p> <p><i>Explain perceived cultural differences seen through contact with francophones and people from various other cultures, from the viewpoint of my own culture</i></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 an adequate, 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 superficial 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</u> , <u>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 francophone community in my own development.</p>	<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>, his/her experiences.</p>	<p>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>, although <u>general</u>, understanding of the impact and influence of the francophone environment on personal development of the student.</p>	<p>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.</p>	<p>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.</p>
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<b>Criteria</b>														
<p><b>Ability to state an opinion</b></p> <p>Explain and justify my opinion and my reaction based on my cultural experience, using facts and examples.</p>	<p>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>.</p>			<p><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.</p>			<p>Opinions and reactions are presented and generally conform to the task. However, they are not always supported by concrete facts and examples.</p>			<p>Ideas and opinions, when presented, <u>rarely</u> relate to the task or are nonexistent. Ideas and opinions, when presented, are not supported.</p>				
<p><b>Reaction to learning</b></p> <p>Analyse the relationship that exists between my linguistic, cultural and social <b>evolution</b> and <b>my role</b> in this learning.</p>	<p>Reflection demonstrates the ability to <u>analyze learning</u> and an understanding of the learner's role in consciously adopting language and culture, supported by many examples.</p>			<p>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.</p>			<p>Reflection shows <u>simple and elementary feedback</u>. Although there are examples presented, the work discusses experiences <u>without putting them</u> in the overall context of learning.</p>			<p>There is a <u>marked lack</u> of feedback about learning. There may, however, be <u>examples of learning</u> mentioned unconsciously in the sharing of activities.</p>				
<p><b>Sensitivity to local speech patterns</b></p> <p>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.)</p>	<p>A wide variety 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.</p>			<p><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.</p>			<p><u>Some</u> verbal and/or non-verbal elements are identified or mentioned. The explanation is <u>superficial</u>.</p>			<p>There are <u>weak references</u> to verbal and/or non-verbal elements, possibly unconsciously, <u>without explanation</u>.</p>				

<p><b>Lexical competence</b> Show a good command of <b>vocabulary</b> and <b>verbal expressions</b>.</p>	<p>Expressions and words are <u>very precise</u> and <u>varied</u>. The vocabulary is <u>rich and extensive</u>. The choice of words <u>enriches the message</u> and communicates feelings and lived experiences. Throughout the journal, , we can observe a marked improvement in the development of vocabulary as days go by.</p>	<p>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 specific vocabulary for lived experiences. Throughout the journal, we can see a continuous development in vocabulary as the days go by.</p>	<p>Expressions and words are <u>simple and often lack precision</u>. The vocabulary is <u>limited</u>, lacking in variation. Attempts to share lived experiences are repetitive due to <u>lack of vocabulary</u>. There is little or no development of vocabulary obvious <u>in the journal</u>.</p>	<p>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 lived experiences. There is no development of vocabulary evident <u>in the journal</u>.</p>
<p><b>Grammatical competence</b> Use correct spelling, grammar concepts, and syntax.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Little obvious grasp of the structure of the simple sentence. Many errors often interfere with the understanding of the text.</p>