

## Ma Vie en France

Quand je vais à l'université, j'étudierai à l'étranger en France. En premier je devrai prendre le bac scientifique. Après je passerai le bac, je partirai en France. En France j'irai à Université de Bordeaux – Sciences et Technologies à Bordeaux. À l'université j'étudierai pour être un kiné. Ce sera difficile mais je pourrais le faire.

À l'université je habiterai dans une résidence universitaire au campus. En premier j'irai à la salle de bain et me préparerai pour mon jour. Je prendrai une douche, me brosserai les dents et me laverai le visage. Ensuite je me habillerai et commencerai mon jour.

Chaque jour, je devrai marcher à cours. Après mes cours je mangerai en campus. Après je mange je retournerai à ma résidence universitaire et étudierai.

<b>Category:</b>	<b>Exceeds Expectations</b> <b>4</b>	<b>Meets Expectations Strong</b> <b>3</b>	<b>Meets Expectations Weak</b> <b>2</b>	<b>Does not meet Expectations</b> <b>1</b>
<b>Communication Strategies</b> How well can I discuss my topic?	Student expands on the topic with a clear beginning, middle, and end with numerous examples and details.	Presentation has a clear beginning, middle and end. Student gives sufficient information to cover the topic and includes some details and examples.	Student addresses the topic but gives minimal information and few details and examples.	Student addresses the topic but gives no details or examples.
<b>Accuracy</b> How well do I use the French language?	Student's accuracy with word order and grammatical structures is exemplary. In written tasks, spelling is exemplary.	Word order and structures are accurate with very few errors. In written tasks, spelling is mostly accurate with very few errors.	Word order and structures are usually accurate but there are some errors. Spelling errors interfere with understanding the message.	Word order and structures are rarely accurate. In written tasks, spelling errors make it difficult to understand the message.
<b>Comprehensibility</b> How well am I understood by the audience/teacher?	All of the student's language is understandable. A native speaker would easily be able to understand the student with no difficulty.	Most of the student's language is understandable. A native speaker could understand the student with very little difficulty.	Most of the student's language is understandable to the teacher and fellow students. A native speaker would have great difficulty understanding the student.	Little of the student's language is understandable. English speakers might be able to understand because it is more like English than like the target language.
<b>Vocabulary</b>	Student	Student	Student	Student

<b>Use</b> How well do I use the vocabulary?	integrates recently and previously learned vocabulary seamlessly and expresses ideas in different ways.	integrates recently and previously acquired vocabulary.	uses only recently acquired vocabulary.	uses limited and repetitive vocabulary and relies primarily on English cognates to communicate.
<b>Adapted from:</b>	©2003 ACTFL Integrated Performance Assessment Rubrics			

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