Heure \_\_\_\_\_ Date \_\_\_\_\_ Je m'appelle \_\_\_\_\_

## **MES ACTIVITÉS**

Write an e-mail to Didier, your new French pen pal. Tell him about some of the things you do and how often you do them, and some things you and your friends do together and when you do these things. Also tell him about something that you don't do very often or never do.

FCAs:

- 1) Give at least <u>4 things</u> you do and <u>when</u> or <u>how often</u> you do them.
- 2) Give at least <u>2 things</u> you and your friends or family do together and <u>when</u> or <u>how often</u> you do them.
- 3) Include at least <u>**1 thing**</u> you <u>never</u> (or <u>almost never</u>) do.
- 4) Conjugate verbs correctly and make your sentences super, duper, fancy, shmancy creative sentences!

Salut, Didier!

Ton ami(e),

0	No response or responded in English.	Score	Seme 1	
1	<ul><li>Response is not appropriate to the task. Simply restated the question.</li><li>Barely understandable.</li></ul>	5	100 A	
	No control of grammar, syntax and spelling.	4.5-	95	А
	<ul><li>Sentence structure is inadequate and fragmented.</li><li>Very few vocabulary resources.</li></ul>	4.9		
	<ul> <li>No structure or organization.</li> </ul>	4-4.4	90	A-
2	Response is <u>minimally</u> appropriate. Provides some required information.	3.5-	85	В
	Errors impede comprehensibility and cause confusion.	3.9		
	Little to no control of grammar, syntax and spelling.	3-3.4	80	B-
	Sentence structure is not appropriate for current level.			
	Limited use of vocabulary.	2.5-	75	С
	Limited organization and structure.	2.9	15	C
3	Provides <u>basic</u> required information. Responds to prompts.	2-2.4	7	0
	Some errors may impede comprehensibility.		C-	
	Limited control of grammar, syntax and spelling.	1.5-	65	D
	<ul> <li>Sentence structure is basic and limited and/or below current expected skill level.</li> </ul>	1.9	05	D
	Use of basic and repetitive vocabulary.		(0)	
	Organization and structure impedes the flow of the response.	1-1.4	60	D-
4	• Provides required information <u>with some elaboration</u> . Responds to prompts with sufficient details.	0	C	)
	• Outside of focus areas, occasional errors may exist but do not impede comprehensibility.			
	<ul> <li>Inside of focus areas, good use of grammar, syntax and spelling.</li> </ul>			
	Sentence structure is appropriate for current level.			
	Use of appropriate vocabulary.			
	Structure and organization is in a logical sequence.			
5	<ul> <li>Provides required information <u>with frequent elaboration</u>. Responds to prompts with ample details.</li> </ul>			
	Outside of focus areas, limited errors do not impede comprehensibility.			
	<ul> <li>Inside of focus areas, exemplary use of grammar, syntax and spelling.</li> </ul>			
	Sentence structure is exemplary for current level.			
	Use of varied and appropriate vocabulary.			
	• Structure and organization is in a logical sequence with well-developed paragraphs.			

## Writing Level 0+ (Novice Low)

## Writing Level 1 (Novice Mid)

\_\_\_\_ Uses memorized phrases and expressions \_\_\_\_\_ Writes statements and questions on familiar topics. Writes personal information \_\_\_\_ Writes in simple sentences (name, nationality, address, etc) \_\_\_\_\_ Uses simple verb structures \_\_\_\_ Writes numbers and dates \_\_\_\_ Grammar and punctuation are used correctly \_\_\_\_\_ Uses a few short sentences \_\_\_\_ Expresses basic, individual ideas \_\_\_ Spells current vocab correctly (including accents) \_\_\_\_\_ Could be understood by a native speaker used to \_\_ Uses correct punctuation dealing with language learners