

Part I – “Ce que nos histoires nous disent sur nous-mêmes » -Rubric: (First Draft)

**** Any assignment that does not follow all assignment instructions regarding formatting, minimum word count, and use of grammatical structures will be returned to the student ungraded and will receive a late penalty on any revisions. ****

Content: 30 pts. Clarity and development of ideas; strength of examples and hypothesis; appropriateness for intended audience.

	Excellent/Very Good	Acceptable	Needs Improvement
Articulation of Similarities & Differences 5 pts.	Clearly and elegantly articulates one similarity and one difference between the stories from different cultures.	Articulates one similarity and difference, but the clarity needs improvement	Similarity and difference are either not clearly articulated or fundamentally flawed.
Examples and Illustrations of Similarities & Differences 10 pts.	Chooses and clearly explains appropriate examples that illustrate those similarities and differences.	Examples are appropriate, but perhaps not clearly articulated.	One or more examples may be an inappropriate illustration of a cultural similarity or difference.
Articulates and supports a credible hypothesis about the meaning of similarities and/or differences. (10 pts.)	Hypothesis is clearly articulated and logically demonstrated by the chosen examples.	Hypothesis is plausible, but perhaps not always clearly supported by the chosen examples.	Hypothesis, not present, vague, or unsupported by the textual examples. May demonstrate a lack of cultural awareness.
Keeps in mind the audience of a lower-level French student, and writes with that audience in mind. (5 pts.)	Clearly addresses the target audience while employing structures and vocabulary that are not beyond the comprehension of a first-year student.	Writes clearly and mostly correctly. Addresses the target audience at least once.	Writes as if directing the essay to a professor rather than a fellow student.

Grammar**Accurate use of grammar structures studied (including verb tenses/moods, subject/verb agreement, and articles)**

_____/10

- A (9-10) Excellent use of complex grammatical structures. A few minor errors, but no major errors.
- B (8-9) Very good use of grammatical structures. Some minor errors but very few major errors.
- C (7-8) Some difficulty with correct use of grammar. Several major and minor errors.
- D (6-7) Considerable difficulty with grammar. Frequent major errors that impede comprehension.
- F (<6) Little understanding of grammatical concepts. Numerous errors render meaning incomprehensible.

Vocabulary**Varied and correct use of vocabulary studied; appropriate word choice and register**

_____/10

- A (9-10) Excellent control of new and recycled vocabulary, with good variety; appropriate register; very few errors.
- B (8-9) Very good control of vocabulary, with some variety; appropriate register; a few errors in word choice.
- C (7-8) Adequate control of vocabulary, but lack of variety, repetition of errors, poor choice of words, or wrong register.
- D (6-7) Errors in vocabulary that impede comprehension, and/or wrong register.
- F (<6) Frequent errors in vocabulary that render meaning incomprehensible.

Spelling**Correct spelling of French words, including contractions, accents and necessary adjective/noun or past participle agreement**

_____/5

- A (4-5) Excellent spelling. No more than 4 errors in the entire essay
- B (3-4) Very good spelling, No more than 6 errors in the entire essay
- C (2-3) Fairly good spelling. No more than 8 errors in entire essay.
- D (1-2) Careless spelling. No more than 10 errors in entire essay.
- F (0) Unacceptable spelling. More than 10 errors in essay.

Part II – “Conte” Rubric – 222- Brouillon (First Draft)

****Any assignment that does not follow all assignment instructions regarding formatting, word count, and use of grammatical structures will be returned to the student ungraded and will receive a late penalty on any rewrite.****

Grammar _____/40*	Accurate use of grammar structures studied (including verb tenses/moods, subject/verb agreement, and articles)
A (36–40)	Excellent use of complex grammatical structures. A few minor errors, but no major errors.
B (32–35)	Very good use of grammatical structures. Some minor errors but very few major errors.
C (28–31)	Some difficulty with correct use of grammar. Several major and minor errors.
D (24–27)	Considerable difficulty with grammar. Frequent major errors that impede comprehension.
F (0–23)	Little understanding of grammatical concepts. Numerous errors render meaning incomprehensible.
Content _____/20	Development of story, following conventions of a <i>conte</i>. Appropriate contextualization of the <i>conte</i> in one of the target cultures.
A (18–20)	Very good development of story; story is coherent, interesting and follows the conventions of its genre while offering new and creative elements. Clearly connected to the target culture.
B (16–17)	Very good development of story; story is coherent and interesting and follows the conventions of its genre and connected to the target culture.
C (14–15)	Adequate development of story; story is mostly coherent, but may be repetitious, too simplistic for level, or lack development. Connection to the target culture may be tenuous.
D (12–13)	Story is inadequately developed or incoherent and/or does not follow the conventions of its genre. No connection to the target culture.
F (0–11)	Incoherent or inappropriate content.
Vocabulary _____/20	Varied and correct use of vocabulary studied; appropriate word choice and register
A (18–20)	Excellent control of new and recycled vocabulary, with good variety; appropriate register; very few errors.
B (16–17)	Very good control of vocabulary, with some variety; appropriate register; a few errors in word choice.
C (14–15)	Adequate control of vocabulary, but lack of variety, repetition of errors, poor choice of words, or wrong register.
D (12–13)	Errors in vocabulary that impede comprehension, and/or wrong register.
F (0–11)	Frequent errors in vocabulary that render meaning incomprehensible.
Spelling _____/10	Correct spelling of French words, including contractions, accents and necessary adjective/noun or past participle agreement
A (9–10)	Excellent spelling. No more than 4 errors in the entire <i>conte</i> .
B (8)	Very good spelling, No more than 6 errors in the entire <i>conte</i> .
C (7)	Fairly good spelling. No more than 8 errors in entire <i>conte</i> .
D (6)	Careless spelling. No more than 10 errors in entire <i>conte</i> .
F (0–5)	Unacceptable spelling. More than 10 errors in <i>conte</i> .
Explanation _____/10	The English explanation of your <i>conte</i>'s cultural perspective.
A (9-10)	Clear, convincing explanation of the how your <i>conte</i> demonstrates the target culture's perspective, citing specific elements of your <i>conte</i> & how they signify the target culture. No errors in English grammar.
B (8)	Clear explanation of how your <i>conte</i> demonstrates the target culture's perspective, referring back to your <i>conte</i> . Could perhaps be more convincing or better demonstrate your understanding of the target culture. Expression is good, but could be improved.
C (7)	Explanation is present, but offers only surface level commentary or summary of why the <i>conte</i> represents the target culture's perspective. May contain several errors in English expression.
D-F (6>)	Explanation is unclear, fundamentally flawed, or relies only on stereotypes. May contain several errors in English expression. *The Rubric for the 2nd draft will include 10 points for the incorporation of suggested revisions.