Faisons la Cuisine

French 2 Cooking Show Project

Student Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Introduction** | In depth English explanation of the cultural significance and/or history of the dish. Sources are cited. | Adequate explanation of the cultural significance and/or history of the dish. Sources mentioned but not cited. | Weak explanation of the cultural significance and/or history of the dish. Sources not cited. | Inadequate explanation of the cultural significance and/or history of the dish. No sources mentioned. |
| **Liste d’Ingrédients et d’Ustensiles** | All ingredients and utensils listed in French. **Minimum ten items.**  There are no spelling or usage errors. | 7-9 ingredients and utensils listed in French.  Fewer than 5 spelling or usage errors. | 5-7 ingredients listed in French.  5-9 spelling or usage errors. | Missing multiple ingredients and/or English is used. Lists fewer than five items. Ten or more spelling or usage errors. |
| **“How To” Paragraph** | Original French paragraph describing step-by-step process to cooking. Uses “je” or “nous” form of present tense. *Zero to four* *errors* throughout. Errors do not impede comprehension. No evidence of online translator. | Original French paragraph describing step-by-step process to cooking. Uses “je” or “nous” form of present tense. *Five to nine errors* throughout. Errors do not usually impede comprehension. No evidence of online translator. | French paragraph describing step-by-step process to cooking. Uses “je” or “nous” form of present tense. *Ten to fourteen errors* throughout. Errors impede comprehension. Evidence of online translator. | French paragraph describing step-by-step process to cooking. Uses wrong forms. *Fifteen or more errors* throughout. Errors impede comprehension. Extensive evidence of online translator. |
| **Grammar criteria 1: Pronoun usage** | Uses at least four times “je” or “nous” correctly. | Uses at least three times “je” or “nous” correctly. | Uses at least two times “je” or “nous” correctly. | Uses one or no “je” or “nous” correctly. Errors are significant. |
| **Grammar criteria 2: Article usage** | Uses all articles correctly. | 1-2 article errors. | 3-5 article errors. | More than 5 article errors. |
| **Vocabulary: Verbs** | Uses a variety of verbs correctly, including regular and irregular in the present tense. | Uses a variety of verbs correctly most of the time, including regular and irregular in the present tense. | Uses verbs correctly, including regular and irregular in the present tense. More than five verb errors. | Uses some verbs correctly, including regular and irregular in the present tense. More than 10 errors. |
| **Vocabulary: General** | Uses appropriate and varied food/recipe vocabulary. No spelling or gender errors. | Uses appropriate and varied food/recipe vocabulary. A few spelling or gender errors. | Uses appropriate and varied food/recipe vocabulary. More than five spelling or gender errors. | Uses appropriate and varied food/recipe vocabulary. More than eight spelling or gender errors. |
| **Video: Quality** | Video exceeds four minutes. Editing is smooth. Audio is even. Has excellent visual appeal. | Video exceeds three minutes. Editing and audio could be improved. Has good visual appeal. | Video exceeds two minutes. Editing and audio need to be improved. Has acceptable visual appeal. | Video exceeds one minutes. Editing and audio need major improvement. Video is poor quality/hard to watch. |
| **Video: Pronunciation** | Clear pronunciation with minimal, if any, errors. Fluent delivery with minimal pauses. | Clear pronunciation with a few errors that do not distract. Somewhat fluent delivery with minimal pauses. | Acceptable pronunciation with several errors, some distracting. Many pauses. | Unacceptable pronunciation with several errors, many distracting. Several pauses. |
| **Final Product: Tackk page.** | Visually appealing. Includes all required components including photo and link to video. | Visually appealing. Includes all required components including photo and link to video. Could be better organized and/or one item missing. | Somewhat visually appealing. More than one required component is missing. | Several missing components or visual errors. |
| **Contribution to class food day** | Brings food sample for whole class and contributes other items (plates, forks or spoons) | Brings food sample or other item but does not have enough | Does not bring item on the correct day. | Does not contribute at all. |
| **Student effort and on-task behavior** | Student was thoughtful and conscientious in work. No off-task behavior. | Student was mostly thoughtful in work. Rare occasions of off-task behavior. | Student lacked thoughtfulness in work. Off-task during class time. | Student rushed through the assignment and did not complete with care. Off-task and distracting to others. |

Turned in on time? Yes - 4 pts. No - 0 pts.

Total: \_\_\_\_\_\_\_\_\_\_\_\_/ 100

Comments: