

ORAL EXPRESSION	Exceeds Expectations	Meets Expectations—The average native speaker could understand	Below Expectations—The average native speaker could understand with difficulty.	Seriously Deficient—The average native speaker could not understand.
<i>Vocabulary</i>	Uses extremely varied vocabulary with fine nuance of meaning.	Uses varied and relatively accurate vocabulary.	Uses limited vocabulary and resorts to vague and general forms of expression. Uses “franglais.”	Uses incorrect terms, repetition, cannot make him/herself understood
<i>Grammar</i>	Coordinates tenses and moods, subordinates clauses, demonstrates grammatical sophistication.	Use tense and mood correctly, is able to subordinate clauses.	Makes tense and mood mistakes, avoids subordination. Makes agreement and conjugation errors.	Grammatical errors impede comprehension of listener.
<i>Register/Pragmatics</i>	Demonstrates sensitivity to register in vocabulary and forms of address; uses verbal signposting for discursive sequencing.	Demonstrates understanding of register in vocabulary and forms of address; uses some verbal signposting for discursive sequencing.	Does not distinguish between formal and informal language; does not explicitly link utterances together discursively.	Uses inappropriate forms of address and vocabulary; uses simple sentences without discursive sequencing.
<i>Pronunciation</i>	Excellent pronunciation with very few errors. Vowels and consonants are articulated with near-native approximation of one of the varieties of spoken French. Prosody demonstrates understanding of rules of accentuation and liaison in French.	Makes a small number of errors, appropriate for a non-native speaker. Vowels and consonants are articulated with some minor deviation from one of the major varieties of spoken French. Some errors in prosody in terms of accentuation or liaison.	Makes a significant number of errors. Vowels and consonants demonstrate significant deviation from varieties of spoken French. Significant errors in prosody in terms of accentuation and liaison.	Pronunciation inhibits comprehension. Vowels and consonants are at times unrecognizable. Prosody does not adhere to any standard variety of spoken French.

WRITTEN EXPRESSION	Exceeds Expectations	Meets Expectations	Below Expectations	Seriously Deficient
<i>Vocabulary</i>	Uses extremely varied vocabulary with fine nuance of meaning.	Uses varied and accurate vocabulary.	Uses limited vocabulary, Anglicisms and/or resorts to vague and general forms of expression.	Uses incorrect terms, repetition, cannot make him/herself understood
<i>Grammar</i>	Coordinates tenses and moods, subordinates clauses, demonstrates grammatical sophistication.	Use tense and mood correctly, is able to subordinate clauses.	Makes tense and mood mistakes, avoids subordination. Makes agreement and conjugation mistakes.	Grammatical mistakes impede comprehension of reader.
<i>Register</i>	Demonstrates sensitivity to register in vocabulary and forms of address.	Demonstrates understanding of register in vocabulary and forms of address.	Does not distinguish between formal and informal language.	Uses inappropriate forms of address and vocabulary.
<i>Structure</i>	Paper has clear structure (introduction-discussion-conclusion) and thesis, with supporting argument good use of textual evidence, writing demonstrates awareness of stylistic concerns.	Paper has clear structure (introduction-discussion-conclusion) and thesis, with supporting argument and writing is clear and comprehensible.	Paper lacks clear articulation of thesis, does not adequately support the argument with textual evidence.	Thesis is unclear, argument does not support thesis, use of evidence spotty.
<i>Disciplinary Standards</i>	Demonstrates excellent grasp of disciplinary standards.	Demonstrates very good grasp of disciplinary standards.	Demonstrates poor grasp of disciplinary standards.	Little evidence of awareness of disciplinary standards.

CULTURE	Exceeds Expectations	Meets Expectations	Below Expectations	Seriously Deficient
<i>Knowledge of cultural concepts</i>	Demonstrates nuanced understanding of cultural concepts. Can present a cogent and provocative definition of key terms.	Demonstrates a very good understanding of cultural concepts. Can present a cogent definition of key terms.	Demonstrates fair understanding of cultural concepts. Cannot adequately define terms.	Demonstrates misunderstandings, incomplete or incorrect knowledge of cultural concepts.
<i>Ability to analyze cultural artifacts in historical context</i>	Uses excellent knowledge of historical context to define and explain artifacts and texts.	Uses good knowledge of historical context to define and explain artifacts and texts.	Does not fully understand relationship of historical context to cultural artifacts and texts.	Cannot or incorrectly relates artifacts to historical context.
<i>Comparisons to other cultures/ Awareness of cultural issues</i>	Uses excellent knowledge of other cultures or other periods of same culture to aid understanding and sharpen focus. Demonstrates insight and nuance in discussion of cultural issues.	Uses good knowledge of other cultures or other periods of same culture to demonstrate understanding. Demonstrates excellent understanding of cultural issues.	Relies on stereotypes or over-generalizations in discussion of cultural comparisons. Over-generalizes and lacks precision in discussion of cultural issues	Cannot or incorrectly makes comparisons to other cultures. Demonstrates lack of understanding of cultural issues.

LITERATURE	Exceeds Expectations	Meets Expectations	Below Expectations	Seriously Deficient
<i>Analytic Skills</i>	Demonstrates subtlety, sensitivity and nuance in close reading; marshals appropriate textual evidence in support of original argument.	Demonstrates the ability to engage in close reading of literary text, situate, cite, and analyze specific examples.	Demonstrates limited ability to conduct close reading; has difficulty citing relevant textual evidence.	Analyses are overly vague and general with insufficient textual support.
<i>Critical Thinking/Creativity</i>	Demonstrates ability to formulate complex questions with some amount of theoretical sophistication.	Demonstrates the ability to formulate questions and use analysis to construct an argument and take issues with received ideas.	Demonstrates limited ability to formulate questions and use analysis to construct an argument. Falls back on received ideas.	Questions posed are obvious and clichéd; cannot construct an argument to support analysis.
<i>Knowledge of Research Protocols</i>	Demonstrates knowledge of academic styles and evidence of significant research effort.	Sources are cited in recognizable format.	Sources are cited in inconsistent manner.	Work lacks documentation or documentation is incomplete.
<i>Literary Object</i>	Demonstrates a sensitivity to literary conventions, such as poetic form, genre, rhetoric, voice, mode of dissemination. Analyses show complexity of thought in grappling with specificity of literary object.	Demonstrates awareness of literary conventions, such as poetic form, genre, rhetoric, voice, mode of dissemination. Understanding of contingencies of interpretation.	Demonstrates limited awareness of literary conventions. Interpretations lack flexibility or subtlety.	Work lacks attention to literary conventions. The literary object is treated without attention to its status as literature.
<i>Historical/Cultural Context</i>	Demonstrates nuanced and complex understanding of the relationship between literature and historical culture. Is able to problematize historical contingency in literature.	Demonstrates an understanding of the text in context of and in dialogue with the historical period.	Demonstrates limited understanding of the text in context of and in dialogue with the historical period.	Demonstrates little to no sense of the relationship between literary text and historical context.
<i>Literary History</i>	Demonstrates a sophisticated understanding of the development of literary forms, movements, and traditions.	Demonstrates an understanding of the development of literary forms, movements, and traditions.	Demonstrates a limited understanding of the development of literary forms, movements, and traditions.	Demonstrates little to no understanding of the development of literary forms, movements, and traditions.