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| **CATEGORY** | **Strong -4 points** | **Proficient -3 points** | **Developing -2 points** | **Beginning-1 point** |
| **Quality of content****X2** | Blog entry contains substantial information for reader. The entry addresses the focus question(s) completely.  | Blog entry contains substantial information for reader. The entry addresses the focus question(s).  | Blog entry contains minimal information for reader. The entry addresses the focus question(s).  | Blog entry contains minimal information for reader. The entry does not address the focus question(s).  |
| **Personal reflection** | Blog entry conveys extensive evidence of a personal response to the focus question(s); demonstrates the author's growth through reflection on learning.  | Blog entry conveys evidence of a personal response to the focus question(s); demonstrates the author is capable of reflecting on learning.  | Blog entry conveys little evidence of a personal response to the focus question(s).  | Blog entry shows no personal response to the focus question(s).  |
| **Comments on others' entries** | Comments to two classmates' blog entries. Reply shows careful thought given to other students' comments and they reply in a manner that promotes conversation. New reply challenges peers to think critically.  | Comments to two classmates' blog entries. Reply shows some thought has been given to other students' comments and new reply promotes some conversation  | Comments to two classmates' blog entries. Reply shows little thought has been given to students' comments and new reply promotes little conversation.  | Comments to classmates' blog entries are not submitted.  |
| **Conventions** | Blog entry shows few in standard written French that do not interfered with understanding.  | Blog entry may have some errors in standard written French that rarely interfere with understanding.  | Blog entry has several kinds of errors in standard written French that interfere with understanding.  | Blog entry has frequent and severe errors in standard written French that interfere with understanding.  |

**Grille d'évaluation: Entrée 1 de blogue et commentaires**

Score: \_\_\_\_\_\_\_\_\_/ 20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%