# 102 Video Reaction and Commentary

Name: Group:

# Listening: Summarizing

| **0-3** | **6** | **9** | **12** | **15** |
| --- | --- | --- | --- | --- |
| Can express the overall idea of the video briefly, in very general terms. | Can express the overall idea of the video and mention and explain at least one of its main ideas. | Can express the overall idea of the video, and mention and briefly explain at least two of its main ideas. | Can express the overall idea of the video and mention and explain most of its main ideas. | Summary is also particularly complete, organized, or detailed. |

# Listening: Commenting on the video

| **0-3** | **6** | **9** | **12** | **15** |
| --- | --- | --- | --- | --- |
| Can comment on the video and subject while staying on-topic briefly, in very general terms. | Can comment on the video and subject in a superficial or tangential way (though maybe not for the required time). | Can comment on the video and subject coherently for around the required time (incl. the summary). | Commentary is coherent, sufficiently developed and includes a relevant personal story or reflection. | Commentary or story is also particularly developed or thoughtful in relation to the video. |

# Speaking: Grammar: Using verb tenses, especially the past

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or mistakes in basic forms make comprehension difficult. | Basic forms (present, past, negatives) are often used incorrectly or are unused (e.g. no past) | Few mistakes with basic forms. The past is sometimes used correctly, especially with irregular verbs. | Few mistakes with basic forms. Demonstrates generally correct use of the past, including –ED verbs. | Also demonstrates correct use of an advanced form (passive, conditional, progressive, perfect, etc.) |

# Speaking: Fluency and pronunciation

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or there are several major problems. | Major problem, like: reading from notes, –s not used, major hesitation, swearing, using French. | Pronounces –s some of the time, especially for plurals. Speech flow may be low, with frequent hesitation. | Pronounces –s most of the time, including for some verbs. Rhythm has some flow, with some hesitation. | Pronounces –s most of the time. Natural rhythm with little hesitation. |

# Speaking: Asking questions (2 x 5 pts)

|  |  |  |  |
| --- | --- | --- | --- |
| **0-2** | **3** | **4** | **5** |
| **Incorrect question:** bad structure, or excessive hesitation, not relevant, etc. | **Problematic question**: verb mistake, some-what irrelevant or redundant, hesitant, etc. | **Basic question**: correct, mostly relevant, not very open, may be hesitant. (*do you think…*) | **Engaging question**: correct, relevant, open, no hesitation. |
| (Q1) Incorrect | Problematic | Basic | Engaging |
| (Q2) Incorrect | Problematic | Basic | Engaging |

Listening  
\_\_\_ / 30  
Speaking  
\_\_\_ / 30

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| --- |
| Other comments: |

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