

Level III, French

Targeted Elements [Interpersonal Mode]

- MLIII.IP1D Give detailed descriptions
- MLIII.IP2F Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and written mechanics
- MLIII.IP2D Using paraphrasing, some circumlocution, and body language to convey and comprehend messages

Description of task

You have been selected to represent your school in the French History Competition at the Foreign Language Festival. You and your teammates are determined to beat your school's rival this year. To prepare for their humiliating defeat, you divide the list of historical figures among the team members. Create a summary of two historical figures and review them with your teammates by playing "Qui suis-je?" By reviewing in French, your team is sure to be more than prepared!

Teacher Notes

"Qui suis-je?" is "Who am I?" and the names are determined by the teacher. Feel free to "plug in" the name of your rival school in order to encourage student interest. You may wish to have students draw the names of the historical figures you have studied.

Scoring Guide

See below.

Intermediate-Low Interpersonal Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p><i>How well does the student communicate?</i> (Text Type)</p>	Creates with language (does not rely on memorized chunks); connects simple sentences to create longer sentences; uses strings of sentences.	Creates with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences.	Uses memorized phrases and/or simple sentences (which may appear more like memorized chunks).
<p><i>How well is the student?</i> (Comprehensibility)</p>	Is consistently and easily understood.	Is generally understood.	Is sometimes difficult to understand.
<p><i>How well does the student understand?</i> (Comprehension)</p>	Conversation is logical and on topic.	Conversation is generally logical and on topic.	Conversation is occasionally illogical but is on topic.
<p><i>What kind of vocabulary does the student use?</i> (Language Use and Vocabulary)</p>	Uses a wide range of vocabulary appropriate to the topic; may occasionally grope for vocabulary.	Uses a range of vocabulary that accomplishes the task. However, occasionally may be unable to find the appropriate vocabulary.	Uses basic vocabulary and may resort to English when unable to communicate the message.
<p><i>How well does the student keep the conversation going?</i> (Communication Strategies)</p>	Asks and answers simple questions to maintain the conversation and to clarify meaning. At times, may paraphrase to clarify meaning.	Maintains a simple conversation by responding to questions, asking some simple questions, and may be able to ask for clarification.	Responds to basic, direct questions but may have difficulty asking questions.
<p><i>How well do I demonstrate cultural understanding?</i> (Cultural Awareness)</p>	Generally demonstrates awareness of cultural appropriateness (use of register, greetings, leave-takings).	Occasionally demonstrates awareness of cultural appropriateness (use of register, greetings, leave-takings)	Does not demonstrate an awareness of cultural appropriateness (use of register, greetings, leave-takings).

Adapted from rubrics used by the Consortium for Assessing Performance Standards, a USDE Foreign Language Assistance Program grant to the East Brunswick (NJ) Public Schools, Edison Township (NJ) Public Schools, West Orange (NJ) Public Schools and the West Windsor-Plainsboro (NJ) Public Schools [more information available at <http://flenj.org/CAPS/?page=parent>].