STAGE III:
MODEL ASSESSMENTS
FOR FRENCH
GRADES 9-12

STAGE THREE/INTERMEDIATE-MID STAGE OF LANGUAGE LEARNING

(Grades 9-12)

Stage III refers to the intermediate-mid level of language learning and assumes that learners are expanding their language skills and demonstrating proficiency in the target language. The following is a list of text types and contexts typical of Stage III that are found in *Foreign Languages: Ohio's Model Competency-Based Program* and that were used in creating the model assessments.

Text Type

Students who are proficient at Stage III of language development can:

- initiate and sustain conversations by making statements, asking questions, and giving appropriate responses using appropriate time frames (interpersonal)
- write cohesive paragraphs related to familiar topics and personal experiences (interpersonal, presentational)
- understand the main ideas and significant details in extended discussions and presentations, both live and recorded (interpretive)
- acquire new knowledge and information from authentic texts, including short literary texts and media (interpretive)

Context

Students who are proficient at Stage III of language development should be able to use the target language to:

- exchange, support, and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues
- discuss, orally and in writing, current or past events that are of significance in the target culture or that are being studied in another subject
- share their analyses and personal reactions to expository and literary texts with peers and/or speakers of the target language
- demonstrate an understanding of the main ideas and significant details of live and recorded presentations on current or past events from the target culture or that are being studied in another class
- demonstrate an understanding of the principle elements of non-fiction articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the target culture
- summarize articles or documentaries intended for native speakers in order to discuss the topics orally or in writing with speakers of the target language

Communication

Expectation #1: Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

Benchmark: Exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking); Interpersonal (speaking)

Description: Students read an article on tattooing, present a segment of the article to the class, then discuss related questions in small groups.

Prompt: Some students at your school have been deciding to get tattoos. You are not sure how you feel about this, so you do some research about tattoos by reading an article entitled, "Une journée chez le tatoueur."

1) You will be assigned one segment of the article on which you are to become an "expert." You and the other students who have been assigned the same segment will meet briefly to plan how to present "your" information to the class (skit, diagram, etc.) You also need to teach key words.

2) You will present your segments sequentially while the other students make a few notes.

3) You will follow up with a discussion of your feelings and opinions related to the following questions:

- Avez-vous un tatouage ou en voulez-vous un ou même plusieurs?
- Quel(s) dessin(s) choisiriez-vous (ou avez-vous choisis) et pourquoi?
- Où sur votre corps vous feriez-vous tatouer (où vous êtes-vous fait tatouer)?
- Quelle serait (ou a été) la réaction de vos parents envers un tatouage?
- Quelles risques y a-t-il à se faire tatouer?
- Imaginez que vous vous êtes fait tatouer. Aimerez-vous votre tatouage dans vingt ans?

Grading: Using the oral report rubric to grade the student report, asking students to peer-review the presenter. Use the speaking rubric to grade the follow-up conversations.

Communication

Expectation #2: Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target language.

Benchmark: Demonstrate an understanding of the principle elements of nonfiction articles in newspapers, magazines, and e-mail on topics of importance to members of the culture.

Stage III (9-12)

Mode(s) of Communication: Interpretive (reading); presentational (speaking)

Description: Students are assigned a magazine or newspaper article that they interpret and present to the class. (example provided is "HOMMES/FEMMES: LE CHECK-UP COMPARATIF"

Prompt: Vous habitez à Quebec en famille pendant 6 mois. On est en train de faire de la recherche pour votre classe de santé. Vous allez lire et présenter votre article à vos camarades de classe. Vous en parlerez, enseignerez au moins 3 mots ou expressions neufs, et poserez 2 questions reliées pour encourager de la conversation. D'abord, préparez une liste de comparisons entre les hommes et les femmes.

Grading: Use the holistic reading rubric. Use the holistic speaking rubric and/or a T graph rated on how men and women compare on critical characteristics.

Communication

Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Summarize articles or documentaries intended for native speakers in order to discuss the topics orally or in writing with speakers of the language.

Stage III (9-12)

Mode(s) of Communication: Interpretive (listening, reading); presentational (speaking)

Description: Students are assigned an article or video clip which they interpret, summarize in French, then discuss with a French speaker, either verbally or via the Internet. (example provided is "MERCI DE ME L'AVOIR DIT."

Prompt: Vous allez lire votre article ou regarder votre vidéoclip et après, vous ferez un sommaire écrit. Vous enverrez ou présenterez le sommaire et poserez des questions reliées à une personne francophone.

Grading: Use the holistic listening/reading rubric. Use the holistic speaking rubric.

Cultures

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare them with their own.

Benchmark: Demonstrate an understanding of the principle elements of nonfiction articles in newspapers, magazines, and e-mail on topics of importance to members of the culture.

Stage III (9-12)

Mode(s) of Communication: Interpretive (listening); Interpersonal(speaking)

Description: Students watch a video segment that shows an exchange student eating lunch with a French family. After the video, discuss with the students the concept of eating in France (table setting, courses, length of time, expectation of eating together). Then have students use the target language to compare and contrast eating habits in French and American culture.

Prompt: Vous allez regarder un video qui montre une étudiante d'échange qui mange avec sa famille française. Prenez des notes sur :

1) le couvert
2) les plats et leur ordre
3) la cuisine
4) l'heure de manger
5) combien de temps le repas dure
6) L'attitude des Français au sujet de manger ensemble – follow-up discussion with teacher.

Maintenant, discutez en groupes la question suivante*, autant en français que possible.
* Les Français pensent que manger ensemble en famille est très important. On ne mange pas seul. Pensez-vous que ce soit très important? Discutez. Le prof peut enrigistrer les discussions à chaque table ou peut ciruler pour donner des notes.

Grading: Give three points each for questions 1-5. Question 6 may be rated using the holistic speaking rubric. The teacher may also develop a rubric specifically to assess turn taking, expressing opinions, vocabulary use, etc.

Cultures

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Identify, analyze, and evaluate themes, ideas, and perspectives related to the products of the cultures studied and compare them with their own.

Stage III (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students read a page of ads from France and make assumptions about how these products reflect French culture. Students then discuss how American products reflect American culture.

Prompt: Lisez les publicités sur les produits de beauté français. Notez, en francais, comment ces publicités reflètent la culture française à votre avis. Après avoir discuté vos idées en classe, on discutera les publicités américaines que vous aurez apportées à la classe et nos idées sur comment celles-ci reflètent la culture américaine.

Grading: Use the holistic reading rubric. Integrate elements of cultural insight. Use the holistic speaking rubric for the second part of the assessment. Integrate elements of cultural insight.

Cultures

Expectation #7: Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

Benchmark: Experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the fine arts.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students research and present in groups an interdisciplinary report on literature, art, and music from French-speaking countries. The teacher provides resources in French for this project.

Prompt: Vous ferez un projet en groupes de 3 ou 4 personnes où vous explorerez un thème ou une époque, faisant une liaison entre la littérature, l'art, et la musique. Vous devrez aussi engager vos camarades de classe dans votre présentation, soit par un jeu, soit par une pièce ou une chanson, etc. Ce projet aura 4 parties:

1) l'écrit - Vous me rendrez une copie des points que vous enseignerez à la classe au sujet de la littérature, l'art et la musique et leur liaison. (50 pts)

2) l'oral - Vous donnerez votre présentation à la classe (chacun doit parler). On peut utiliser des notes. (25 pts)

3) la présentation - Vous présenterez votre projet à la classe, faisant attention au "rubrique" qui y correspond. (25 pts)

3) les exemples - Vous devrez apporter plusieurs exemples de chaque genre pour renforcer votre présentation. Assurez que ces exemples soient assez grands et clairs pour que tout le monde puisse les voir et entendre bien. (25 pts)

Grading: Use the oral presentation rubric to grade the report and the visuals and artwork rubric to grade the accompanying materials.

Cultures

Expectation #8: Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.

Benchmark: Identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore their impact on their own culture.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students study products exported by French-speaking countries, finding out to whom the products are exported and their importance economically. They present their findings to the class in French, using visuals. The class then tries to hypothesize about the relationship between the products exported and their importance to the importers. (example: Martinique's sugar cane production/Americans' consumption of sugar.)

Prompt: You may work individually or in a small group. You will be assigned a French speaking country. Your task is to find out which products the country exports, who imports them, and what sort of economic impact this transaction provides. You will make (a) visual(s) to help you teach this information to the class in French. After your presentation we will hypothesize, as a class, the relationship between the importers and consumers, and the country that exports the product(s).

Grading: Use oral presentation rubric to grade the report and the visuals and artwork rubric to grade the accompanying materials.

Cultures

Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Analyze time and tense elements of the target language and comparable linguistic elements in the native language, and conjecture about how languages use forms to express time and tense relationships.

Stage III (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students will study the endings in French and their English translations and try to connect spelling and punctuation with meaning. Use this first as an activity, then later as an assessment (possibly changing the items).

Prompt: The French exchange student staying with you is learning English and wants to know the link between verb forms in French and their English correlates. She has made a list of French verbs; look at them and circle the endings that indicate a specific tense. Then translate the verbs into English. Explain to the exchange student what the connection is between the French verbs and their English translations.
* How does an entire verb form or its ending convey its tense?

j'ai parlé _____

elle s'est promenée _____

ils sont arrivés _____

*
---

je parlais _____

elle se promenait _____

ils arrivaient _____

*
---

je parlerai _____

elle se promènera _____

ils arriveront _____

*

---

je parlerais _____

elle se promènerait _____

ils arriveraient _____

*

How is tense conveyed in French? In English?

Grading: Grade this assessment according to the explanations given. Each of the translations is worth 2 points.

Cultures

Expectation #10: For students of modern languages, interact in culturally appropriate ways with speakers of the target language.

Benchmark: Interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using appropriate verbal and nonverbal cues.

Stage III (9-12)

Mode(s) of Communication: Interpersonal (speaking)

Description: In groups of two, students will act out a situation depicted on a notecard. The performance will be impromptu and will reinforce the concept of tutoyer/vousvoyer.

Prompt: You and your classmates are preparing for a trip to French during which you will be expected to interact with native speakers on a daily basis. To practice your conversation skills and to make sure you respond in culturally appropriate ways, you and a partner will practice reacting to a given situation listed on a card. You will have one minute to plan out your conversation, then perform it in front of the class.

Sample situations:

1. You meet a stranger on the street and ask for directions to three famous sites.

2. You need to buy several items to make quiche for dinner. Interact with the supermarket clerk to find the necessary ingredients.

3. You play the role of a middle-aged person talking to his/her friend on the phone, discussing the weekend.

4. You, as a grandparent, talk to your teenage grandchild about how school is going.

5. You call a friend to discuss your upcoming separate vacations.

6. You introduce your French teacher to a classmate, supplying some details about each person to help them connect.

Grading: Use holistic speaking rubric. Integrate elements of culturally appropriate gestures. Focus on the correct use of register.

Connections and Communities

Expectation #11: Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

Benchmark: Use a variety of authentic texts intended for speakers of the target language to prepare reports on topics of personal interest, or on topics with which they have limited previous experience.

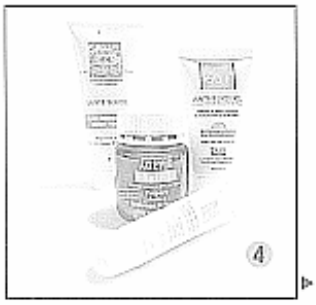
Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students will read the following article on skin health, summarize it, and do a report for the class.

Prompt: Vous allez travailler dans une colonie de vacances. Vous devez prévenir les enfants aux conditions de la peau. Vous allez lire et présenter votre article à vos camarades de classe. Vous en parlerez, enseignerez au moins cinq mots ou expressions neufs, et poserez trois questions reliées pour encourager la conversation. Vous devrez aussi apporter quelques images, objets, etc. pour que les spectateurs comprennent mieux ce dont vous parlerez.

Grading: Use the oral presentation rubric.



3 Cap sur les tropiques

(Photo page précédente) Attention, plus on se rapproche de l'équateur, plus les rayons frappent verticalement, avec une dose d'UVB qui atteint son maximum. Protection plafond obligatoire. Et exposition jusqu'à deux heures avant et deux après le « midi solaire », plage horaire carrément interdite. Regarder votre ombre. Plus elle est courte et plus vous brûlez…

- **Un écran visage et corps IP 50/60.** (Lait Ecran Protection Extrême Photoscreen 60 de Ducray). Arrêtez de râler. Même sous protection maxi, on bronze. Plus progressivement mais plus joliment. Et après les dix premiers jours, vous avez le droit de passer à un indice 30 ou même 20.
- **Une crème réparatrice après-soleil visage,** comme Longue Vie Après-Soleil de Guinot.
- **Un baume après-soleil corps,** anti-moustiques si possible, style le Baume Après-Soleil Hydratant Anti-Moustiques de Clarins.

4 Peau archi-sensible. Ou sujette aux allergies

- **Des gélules solaires,** type Agevit Soleil. Dans la moitié des cas, elles bloquent l'apparition de la lucite estivale bénigne.
- **Une crème préparatrice avant-soleil spécial visage,** style la Crème Préparatrice Avant-Soleil Santé Soleil de Roc, dont les actifs à visée anti-inflammatoire et antiradicalaire limitent les risques de réactions et de dommages cellulaires au soleil.
- **Un écran visage et corps IP 60** minimum, et avec une protection maxi côté UVA car ce sont eux les responsables de ces fichus boutons qui gratouillent (Crème Ecran Teinté Intolérances Solaires Anthélios XL 60 de La Roche-Posay).
- **Un écran labial IP 50,** pour celles qui ont de l'herpès (Crème Labiale Ecran Extrême SPF 50 d'Avène).

5 Deux semaines en mer

En bateau, le vent et les embruns diminuent la sensation de cuisson et c'est la brûlure assurée si vous prenez le large sans de très hautes protections waterproof.

- **Un écran visage et corps IP 30 à 50,** à remettre toutes les deux heures (Crème Protectrice Nutritive SPF 30 Soleils Extrêmes de Club Med).
- **Un stick zones sensibles IP 15/25** équipé d'un cordon, pour l'avoir toujours autour du cou (Ecran Total IP 25 Sport et Soleil de Bergasol).

6 Peau grasse à boutons

Optez pour des textures « light », sous forme de gels ou de laits fluides, qui ne poissent pas. Et remettez-en toutes les deux heures et après chaque bain car ils sont moins résistants à la sueur et à l'eau.

- **Un écran visage IP 15/20,** style Photakné SPF 20 de Bioderma. C'est la protection minimum pour éviter l'épaississement de la couche cornée qui est à l'origine des flambées d'acné post-vacances.
- **Un écran corps IP 15,** pour mettre sous cloche votre décolleté et votre dos, facilement sujets aux éruptions (Gelée Fraîche Hydratante SPF 15 de Biotherm).
- **Un après-soleil en spray,** toujours pour le côté non gras (Spray Après-Soleil de Nivea Sun).

7 En famille, à l'Ile de Ré

Au lieu d'emporter quinze tubes différents, foncez sur les très hautes protections qui contentent tout le monde. Et pensez à un « pansement » après-soleil pour anesthésier les bobos cuisants.

- **Un lait visage et corps modèle familial IP 15/25,** pour vous et votre homme, style le Lait Solaire Ecran Total IP 25 de Lutsine. Ou s'il le boude obstinément (« parce-que-ça-colle-aux-doigts »), un anti-solaire en pschitt, à la texture light.
- **Un écran visage et corps spécial enfants.** Plus l'IP est élevé, mieux c'est. Car, avant 15 ans, le système de pigmentation est encore immature et ultra-sensible aux UV (Lait Ecran Extrême Spécial Enfants Capital Soleil IP 60 de Vichy).
- **Un spray calmant** contre les coups de soleil, pour tout le monde (Spray Calmant Douceur Soleil de Dermophil). Mais si vous êtes suffisamment protégés, vous ne devriez pas en avoir besoin. ■

Un grand merci au Dr Agnès Gaugerot, dermatologue et Directeur de la communication scientifique des Laboratoires Uriage

Connections and Communities

Expectation #12: Use the target language to acquire information in other disciplines.

Benchmark: Use a variety of sources (music, the internet, films and literature) intended for speakers of the target language to obtain information and perspectives that are unavailable in English-Language texts and compare those perspectives with those in English-Language texts.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students research the French colonization of Indochina, examples of its effect on the Indochinese, the Indochinese rebellion against European rule, and the subsequent communist uprising. Students are to summarize their research in French, share it with the class, and then watch the movie *Indochine*. Finally students compare their research findings with the historical perspective projected through the film.

Prompt: Vous allez rechercher le pays d'Indochine, sa colonization par les Français, les effects sur les Indochinois, leur révolte contre les Européens et le coup communiste qui a suivi. Vous allez faire un résumé de cette recherche en français et le partagerez en classe. Ensuite vous verrez le film Indochine. Après ça vous compararez votre recherche contre le perspectif montré à travers le film.

Grading: Use the oral presentation rubric for the report and the visuals and artwork rubric for the supporting materials.

Connections and Communities

Expectation #13: Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

Benchmark: Understand the relationship between untranslatable concepts and words (or phrases) and the culture from which they originate.

Stage III (9-12)

Mode(s) of Communication: Interpretive (listening); interpersonal (speaking)

Description: Students study various idiomatic expressions using animal words and discuss their meanings in English. They will also view a video about a family and their pets. Then, they will discuss the French attitude toward dogs and other animals, and provide some evidence (personal experience, etc.) to support their conjectures. Finally they will compare these assumptions about the French culture with how Americans and other cultures view animals.

Prompt: Vous adorez les animaux domestiques mais vous craignez qu'un étudiant français qui passe l'été avec votre famille ne les aime pas. Essayons de comprendre le rôle des animaux domestiques dans la vie des Français.

We will study the idiomatic expressions below that use animal words and their English meanings. We will also view a video about a family and their pets. Then we will discuss the French attitude toward dogs and other animals, provide some evidence (personal experience, etc.) to support our conjectures. Finally we will compare these assumptions about the French culture with how Americans and other cultures view animals.

Expressions

appeler un chat un chat
chat échaudé craint l'eau froide
avoir un chat dans la gorge
donner sa langue au chat
il n'y avait pas un chat
être à cheval sur les principes
un remède de cheval
avoir du chien
entre chien et loup
un temps de chien
se regarder en chiens de faïence
ne pas réveiller le chat qui dort
avoir d'autres chats à fouetter
une fièvre de cheval

Grading: Write a literal and a figurative translation of each expression. Use a point system to grade. Use the holistic speaking rubric for the discussion.

Connections and Communities

Expectation #14: Use the target language to demonstrate an understanding of concepts learned in other disciplines.

Benchmark: Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students learn and present vocabulary relating to pollution and its effect on the environment. They teach these words to the class through simplified language and visuals. After the presentations, discuss with the class the problem of pollution and possible solutions.

Prompt: Vous allez étudier les mots à propos de la pollution. Vous serez donné un groupe de mots spécifiques à enseigner à la classe. Pour les enseigner vous devez simplifier les définitions, donner des exemples et créer des visuels. Quand tout le monde aura fini, chaque groupe de quatre étudiants écrira trois questions qu'on posera pour discuter la pollution et l'environnement avec la classe entière.

DANGERS GENERAUX
la pollution
le pollueur-se
les pluies acides
l'effet de serre
le trou dans la couche d'ozone
les aérosols

PAYSAGES DEFIGURES
les déchets / les ordures
les engrais
les pesticides
la déforestation

AIR POLLUE
les déchets nocifs
les déchets nucléaires
les gaz d'échappement
le pot catalytique

EAUX POLLUEES
les déchets toxiques
la marée noire
les mousses chimiques

Grading: Use the visuals and artwork rubric to grade vocabulary presentations. Include simplification of definitions in the rubric.

Connections and Communities

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students establish and maintain interpersonal relations with speakers of the target language.

Stage III (9-12)

Mode(s) of Communication: Interpersonal (writing)

Description: Students establish a connection with native speakers of French and maintain that communication through letters or e-mail.

Prompt: Vous allez établir contact avec une personne francophone, soit un autre élève, soit quelqu'un de notre communauté, soit un nouvel ami à l'internet ou quiconque. Après votre expérience, vous écrirez en français 1) votre réaction, 2) si la conversation est allée bien (ou pas!), 3) comment vous vous sentiez en communiquant, 4) si c'était facile ou dur, etc.

Grading: Use the holistic writing rubric to grade the letters/e-mails that students exchange with a native speaker. Students should have evidence of both communications they have initiated and communications to which they have responded.