

**STAGE II:
MODEL ASSESSMENTS
FOR FRENCH
GRADES 6-8**

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 information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking, listening)

Description: Students will exchange information about a visit to another city, discussing monuments, places of interest, and giving their opinions about them. Use pictures to get them talking about places in a city, tourist attractions, things of interest, etc.

Prompt: You are traveling with your class in France. Half the group has visited Paris, and half has visited Strasbourg. Get together with one of the members of the other group and share information about monuments and places of interest that you saw, stating your opinion about them.

Grading: Use the holistic speaking rubric.

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: Understand the main themes and significant details on topics taken from other subjects and derived from products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.

Stage II (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Students will read a newspaper/magazine/e-mail article based on a cultural subject in French. They will then answer questions about main themes and significant details found in the article. Any topic can be chosen for this assessment. For this particular task, you need to find an article on teen fashion in the Internet or a French magazine.

Prompt: You will be traveling to France this summer and want to make sure you are up to date with hip European fashion. Read the following article on fashion trends for teenagers. Then summarize in English what you read in as much detail as possible.

Grading: Use the holistic reading rubric.

Communication

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

Benchmark: Prepare stories or brief written reports about personal experiences, brief personal events, or other school subjects to share with classmates and/or members of the target culture.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing, speaking)

Description: The student will prepare a story about a lesson learned in another subject area and present it to classmates using visuals/objects/demonstrations to enhance comprehension.

Prompt: In preparation for an exchange year in a French-speaking country, you need to practice your ability using French to communicate in other subject areas. To do so, write a summary about a lesson you learned in another subject area in school (e.g., the Gulf Stream's effect on weather in France, explain a painting) and present it to your classmates without reading directly from your notes. Use visuals/objects/demonstrations to ensure that they understand what you are presenting.

Grading: Use the holistic writing rubric for the written report. Use the oral presentation rubric and the visuals and artwork rubric for the presentation.

Cultures

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

Benchmark: Participate in age-appropriate cultural practices, such as games, sports, and entertainment in the language studied.

Stage II (6-8)

Mode(s) of Communication: Interpretive (listening); presentational (writing)

Description: For this assessment the student will participate in a game that simulates the cultural practices of students in the same age group in a French-speaking culture.

Prompt: An important part of any culture are the games and pastime activities in which people participate. Today, you will learn about and participate in the game *boules*. We will talk in French about the commonly accepted behaviors, beliefs, and points of view of the target culture relating to this game. You will then write a paragraph in French making three comparisons between *boules* and sports you are familiar with in your culture.

Grading: Use the holistic writing rubric for summary and comparison. Assess the students' ability to play the game: Explain or demonstrate steps; measure closest/farthest and produce a chart; explain the results.

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, discuss, and analyze themes, ideas, and perspectives related to the products being studied.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing, speaking)

Description: In this assessment, the student will identify, discuss, and analyze themes, ideas, and perspectives related to fashion in a French-speaking country.

Prompt: Fashion is an important part of young people's lives as a form of expression and creativity. Think about common themes related to fashion in the U.S. (styles, trends, etc.) and discuss them with your classmates. Then, together, identify, discuss, and analyze themes, ideas, and perspectives related to fashion among students of your age in a French-speaking country. Then talk with some visiting French students about the importance of fashion in the U.S. and how students your age view being "à la mode." Compare what the French visitors think is fashionable with what you and your friends think is fashionable. Then, write a summary of these comparisons in French and present it to your classmates.

Grading: Use the holistic writing rubric for the written report and the oral presentation rubric for the oral report.

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 (read, listen to, observe, perform) expressive cultural products (e.g., stories, poetry, music, paintings, dance, and drama).

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: The students will listen to a musical selection of a composer from a French-speaking country, and analyze and explain the significance of the musical contributions of this composer. Be sure to explicitly teach musical terminology.

Prompt: We can learn a great deal about the cultural tradition of a country by listening to music. Listen to “Claire de Lune” by Debussy. Then, using French sources, explain the significance of the musical contributions of this composer. After gathering information from various sources, write a report about Debussy. Include pictures and illustrations to make your report more interesting.

Grading: Use the holistic writing rubric. Use the visuals and artwork rubric to evaluate students’ additional materials.

Cultures

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

Benchmark: Explain the relationship between cultural perspectives and expressive products (e.g., music, visual arts, and appropriate forms of literature).

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: For this assessment, students will analyze and explain the significance of a style of art by examining a painting. They should connect the piece of art with the cultural perspectives of people living in the artist's country, with leading questions from the teacher.

Prompt: When you look at a painting, what does it tell you about the culture in which it was created? Look at this painting by René Magritte and listen to an explanation in French (from you, the teacher, a video or audio text, the web) about the significance of Surrealism, an important artistic movement in France and Europe. Then, look at how this artist's work exhibits elements of surrealism and write a paragraph giving three examples of Surrealism in the work.

Grading: Use the holistic writing rubric.

Cultures

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

Benchmark: Identify and discuss major historical events in the cultures studied and examine their impact on their own culture.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing, speaking)

Description: The student will choose one historical event in the history of the Ivory Coast, and discuss the impact it has had on the culture. The teacher first leads a discussion on such issues.

Prompt: You are being asked to create a report about the Ivory Coast for your school's Open House. Choose one historical event in the history of the Ivory Coast and write a report about the impact this event had on the people and culture there. Research various French sources (on the web or in the library) and include them in your report. Write your report and include visuals to make it more interesting.

Grading: Use the holistic reading rubric. Use the visuals and artwork rubric to grade the students' supplementary materials and report.

Cultures

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

Benchmark: Understand the category of grammatical gender in languages and use it in their spoken and written language.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: For this task, students will investigate grammatical gender in French by identifying articles and adjectives in an authentic text. They will then compare the French nouns to the same nouns in English and discuss whether the latter have distinctive gender markers.

Prompt: Look at an article taken from a teen magazine in a French-speaking culture. Circle all of the gender indicators (definite and indefinite articles, adjectives) in the paragraph. Do you see a pattern between the definite articles and the nouns they modify? Think of the same nouns in English. Do English speakers associate a particular gender with the modified noun (e.g., cars, boats, the ocean)? Try to explain in which cases a gender is associated with the English nouns and when it is associated with French nouns. Write a brief explanation.

Grading: Award 1 point for each circled or marked form and two points for each explanation.

Cultures

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

Benchmark: Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: For this assessment, the student will compare different ways of expressing respect and communicating status differences in the target language and their own. Have students work in small groups. Give each group a card with a different scenario on it. Students act out different roles requiring different registers (e.g., students talking with each other and a teacher at a school function, student talking to an attendant at a museum or a store, two business people making lunch arrangements, etc.).

Prompt: Using the proper forms of formal and informal address is a very important part of the culture of France. To practice this function, work with your classmates in groups of three or four to prepare the scenario listed on the card you receive. Each of the group members will play one of the roles listed on the card. After practicing a few times, perform the role play for your classmates. Pay special attention to register and showing respect by using the correct forms of address. Use culturally appropriate gestures when possible.

Grading: Use the holistic speaking rubric.

Cultures

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

Benchmark: Use appropriate verbal and nonverbal behavior for daily activities among peers and adults.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: Given a specific situation, the student will use appropriate verbal and nonverbal behavior in daily activities with peers and adults.

Prompt: Imagine you are meeting your new French teacher for the first time and you want to find out what his expectations are for the class. You will greet him properly and then ask him how often the class meets, what you should bring to class, and whether you will be making a class trip. Also, ask him questions about the work you will need to do (e.g., the number of homework assignments, how often, how many tests there will be). Remember to use the appropriate forms of address.

Grading: Use the holistic speaking rubric.

Cultures

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

Benchmark: Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking)

Description: The students will be given a situation in which they role play introductions and greeting of new French-speaking peers. Students will perform the role plays for the entire class. After all groups have performed, ask students to describe the similarities and differences in interactions between students in the U.S. and students in France. They should consider gestures, register, colloquialisms, degree of familiarity, etc.

Prompt: You have just arrived in France where you will be spending a year as an exchange student. You are going to a welcoming reception at school where all of the other exchange students as well as the French students will be. Greet and introduce yourself to the students and find out something about them. Consider appropriate gestures, registers, degree of familiarity, etc. After you have completed the role play discuss as a class how interactions between students/teenagers in France compare to those of students/teenagers in the U.S.

Grading: Use the holistic speaking rubric.

Connections and Communities

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

Benchmark: Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: Students will use the Internet and any sources available to them in French to research the French Government.

Prompt: In preparation for a visit by a French exchange class, you and your classmates will prepare reports on the present-day French government (e.g., the presidency, the *assemblée nationale*). Look up information on the Internet, in French newspapers, and in the library. Since you will be writing in French, remember to keep things simple but informative. Use a variety of sentence structures, adjectives, and verb choices. Include images and diagrams to make your report more interesting.

Grading: Use the holistic writing rubric to grade the report and the visuals and artwork rubric to grade the supplementary materials.

Connections and Communities

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

Benchmark: Use sources (catalogs, key pals, web sites, magazines) intended for same-age speakers of the target language to prepare reports on topics of personal interest.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: For this item, the student will consult three of the four following sources to prepare a report in French on a topic of personal interest: catalogs in French, French-speaking keypals, web sites in French (with proper supervision), magazines in French.

Prompt: Your exchange class in France wants to know what teenage life is like in the United States and how it compares to teenage life in France. Pick one topic in which you are personally interested, such as sports, entertainment, art, music, the educational system, fashion, etc. Then research the topic in French resources such as books, magazines, newspapers, and the Internet. Then, write your report about the topic you have researched, using your own words. Remember to include comparisons between the U.S. and France. Make your report more interesting by including illustrations, personal pictures, and diagrams. You may consult your textbook and dictionaries for vocabulary and usage. Prepare a Venn diagram to keep track of French/American perspectives on the issues. Use the Venn diagram to create three paragraphs about your topic.

Grading: Use the holistic writing rubric to grade the report and the visuals and artwork rubric to grade students' supplementary material.

Connections and Communities

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

Benchmark: Understand ideas and view points that can only be explained in terms of the original language and culture.

Stage II (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: For this assessment, students will investigate five idiomatic expressions, maxims, or proverbs and give an explanation in English about their literal and figurative meanings. The students will explain the cultural significance of each as well as any important linguistic points. Then, they will try to come up with similar idioms in English, comparing them with the French expressions.

Prompt: For your open house, you have been asked to explain typical French idioms to parents and guests and to compare them with similar idioms in English. Choose five expressions (idioms, maxims, proverbs) in French from any French-speaking country. Then write an explanation in English for each of the terms and both its literal and figurative meanings. Use pictures wherever possible to help illustrate your point. Then, link the French idiom to a similar or related idiom in English. How are they similar and/or different?

Grading: Use a point system (2 x 5) for this assessment.

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 geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.

Stage II (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Students will choose a topic from another academic area and discuss it in French with classmates, using visuals to enhance meaning.

Prompt: You will be having French-speaking visitors in class and want to share with them what you have been learning in your other classes. Choose a topic you have been learning about in one of your other classes, such as clouds, an event in history, the U.S. political system, and prepare an oral report in French. In your report you should describe a particular concept or event; make sure your topic is not too broad. Use visuals to make your report more interesting and prepare questions for your classmates to encourage their participation. You may use visuals and note cards, but you may not read from them word for word.

Grading: Use the oral presentation rubric to grade the report and the visuals and artwork rubric to grade students' supplementary materials.

Connections and Communities

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

Benchmark: Present reports in the target language, orally and/or in writing, on topics being studied in other classes.

Stage II (6-8)

Mode(s) of Communication: Presentational (writing)

Description: The student will research and prepare a written report in French on a topic being studied in another class.

Prompt: Your French exchange class is interested in learning more about what you learn in your other classes at school. Choose a topic you have been learning about in one of your other classes, such as clouds, Pascal's Triangle or the Fibonacci numbering system, an event in history, the U.S. political system, and prepare a written report in French. In your report you should describe a specific concept or event. Make sure your topic is not too broad. Use visuals to make your report more interesting and prepare questions for your peer readers to ensure that they have understood your report.

Grading: Use the holistic writing rubric for the report and the visuals and artwork rubric for students' supplementary materials.

Connections and Communities

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

Benchmark: Students discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.

Stage II (6-8)

Mode(s) of Communication: Interpersonal (speaking, writing)

Description: Students will discuss their preferences concerning leisure activities and current events with their classmates or with students from a nearby high school French class or actual native speakers.

Prompt: During a classroom exchange, you will discuss with your French exchange class or a French class at another school your preferences with regard to leisure activities (e.g., sports, movies, concerts) and current events. This discussion can take place via e-mail or an in-class discussion. Describe the activities and specify your likes and dislikes, explaining why you do or do not like a particular activity. Use French only to explain your opinion.

Grading: Use the holistic speaking/writing rubric.