

**STAGE I:
MODEL ASSESSMENTS
FOR FRENCH
GRADES K - 5**

STAGE ONE/NOVICE STAGE OF LANGUAGE LEARNING (Grades K-5, 6-8, & 9-12)

Stage I refers to novice learners (according to the ACTFL Proficiency Guidelines) and assumes basic language proficiency at a beginning stage of language development. Stage I learners are generally found in three different age levels in Ohio programs: Grades K-5, 6-8, and 9-12. The following is a list of text types and contexts typical of Stage One learners 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 I of language development can:

- speak and write using short sentences which contain learned words and phrases (interpersonal and presentational)
- understand short, simple phrases and sentences when listening (interpretive)
- understand brief texts when supported by visual cues (interpretive)

Context

Students who are proficient at Stage I of Language Development should be able to use the target language to:

- give and follow simple instructions
- ask and answer questions about age-appropriate topics such as family, school events, and celebrations
- share likes, dislikes, and simple preferences
- write lists and short personal letters
- understand main ideas of age-appropriate oral narratives such as familiar children's stories
- understand short personal messages on familiar topics
- prepare illustrated stories about activities or events in their environment and share these stories with an audience such as the class

Communication

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

Benchmark: Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.

Stage I (K-5)

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

Description: Using visuals and/or actual items, the student will give and carry out simple commands with teacher and/or other students. This should be done in small groups.

Tips for Expectation #1:

1. Similar test items can be created taking any item that was taught. In the interpersonal mode, as long as a constructive use of the language takes place. Students need to learn to use as much language as possible, hence the directive for complete sentences instead of one or two word answers.
2. To make an item like this more difficult, demand more language usage. This language usage should be based on the vocabulary bank already in place for the student at this particular level. For example, for questions such as “Which fruit is to the left of the watermelon?” “Which fruit is below the lemon?” “Describe the apple in terms of color, shape, taste.” To make an item like this easier, one could resort to the TPR method and ask the student to point to the fruit but also to say, “Voici” or “Voilà”.

Prompt: Not only is it important to understand a language, but you also need to know how to tell people what to do! First you will practice carrying out commands that your teacher gives you. Then you will practice telling your classmates what to do. Answer in complete sentences.

Sample Commands:

- Montre la porte de la salle de classe.
- Ferme la fenêtre.
- Mets le livre sur le pupitre de Charles.
- Ouvre le livre de Mathématiques à la page 35.
- Lis les phrases à la page 22 dans le livre de français.
- Colorie en vert les images sur le papier.
- Plie le papier en deux.
- Déchire le papier en quatre morceaux.
- Ecris ton nom sur le papier dans ton cahier.
- Nettoie le pupitre.

- Mets le livre de mathématiques à gauche du livre de sciences.
- Assieds-toi sur la chaise de Frank.
- Lève-toi.
- Chante une petite chanson en français.
- Efface les mots sur le tableau noir (vert).
- Dis “Bonjour” à Marie.
- Mets le papier dans la poubelle.
- Nomme quatre objets dans la salle de classe.
- Donne du papier à Robert.
- Mets le livre sur le pupitre de Charles.

Grading: Use the holistic listening rubric and the holistic speaking rubric. There are 20 points in this segment. Ten points are awarded for carrying out the commands. Ten points are awarded for giving the commands.

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 languages.

Benchmark: Comprehend main ideas of age-appropriate oral narratives such as personal anecdotes, familiar children's stories, and other narratives based on familiar themes.

Stage I (K-5)

Mode(s) of Communication: Interpretive (listening)

Description: The following is a listening item. Any familiar children's story could be used for this assessment. Stories with repeated structures and vocabulary lend themselves especially well to this type of assessment. This particular listening text (read by the teacher, unless taped version is available) is adapted from Byron Burton's version of *La Petite Poule Rousse*, L'école des loisirs, Paris, 1993. Visuals or puppets may be used. Repeat the story twice.

Prompt: Listen to the children's story *La Petite Poule Rousse* and choose the correct answer to each of the following questions based on the story.

Answer the following questions based on the story. Choose the correct response.

1. How many children did the little red hen have?
a. Thirteen b. three c. ten
2. How many friends did the little red hen have?
a. two b. five c. three
3. What did the little red hen ask her friends to do all through the story?
a. to help her b. to babysit her children c. to come to her party
4. What did the little red hen ask her friends to do at the end of the story?
a. to visit her and her children b. to help her eat the bread c. to bring her money
5. What really happened at the end of the story?
a. The little red hen, her children, and the friends all ate the bread.
b. The little red hen ate the bread by herself.
c. The little red hen and her children ate the bread.

Grading: Award 2 points for each correct answer.

La Petite Poule Rousse

La Petite Poule Rousse, by Byron Barton,
L'ecole des loisirs, Paris, 1993

Il était une fois quatre amis. Un cochon, un canard, un chat, et une petite poule rousse. La petite poule rousse avait trois petits poussins. Un jour en picorant, la petite poule rousse trouve des graines. Elle va voir ses trois amis et leur demande: "Qui veut m'aider à planter ces graines?" "Pas moi", dit le cochon. "Pas moi", dit le canard. "Pas moi", dit le chat. "Alors je plante ces graines moi-même", dit la petite poule rousse. Et c'est ce qu'elle fait.

Et les graines germent et deviennent de grands épis de blé.

Alors la petite poule rousse demande à ses trois amis: "Qui veut m'aider à faucher ce blé?" "Pas moi", dit le chat. "Pas moi", dit le cochon. "Pas moi", dit le canard. "Alors je fauche ce blé moi-même", dit la petite poule rousse. Et c'est ce qu'elle fait.

Ensuite la petite poule rousse demande à ses amis: "Qui veut m'aider à battre ce blé?" "Pas moi", dit le cochon. "Pas moi", dit le canard. "Pas moi", dit le chat. "Alors je bats ce blé moi-même", dit la petite poule rousse. Et c'est ce qu'elle fait.

Ensuite la petite poule rousse demande à ses amis: "Qui veut m'aider à moudre ces graines pour en faire de la farine?" "Pas moi", dit le cochon. "Pas moi", dit le canard. "Pas moi", dit le chat.

"Alors je mouds ces graines moi-même", dit la petite poule rousse. Et c'est ce qu'elle fait.

Ensuite la petite poule rousse demande à ses trois amis: "Qui veut m'aider à faire du pain avec cette farine?" "Pas moi", dit le chat. "Pas moi", dit le cochon. "Pas moi", dit le canard. Alors, je fais ce pain moi-même", dit-elle. Et c'est ce qu'elle fait.

Puis la petite poule rousse appelle ses amis: "Qui veut m'aider à manger ce pain?" "Moi", dit le canard. "Moi", dit le chat. "Moi", dit le cochon.

"Oh, non", dit la petite poule rousse. "C'est nous qui allons manger ce pain, mes trois petits poussins et moi." Et c'est ce qu'ils font.

Communication

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

Benchmark: Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.

Stage I (K-5)

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

Description: The following is a writing item that would culminate in a presentation of the written report. This focuses on a field trip to the zoo that can be done actively or virtually using a video, the internet.

Prompt: You have made a trip to the zoo, and now it is time to share your experiences with your classmates. Prepare an illustrated story depicting highlights from your experience including when you went and with whom, what your favorite exhibits were, what the weather was like, etc. Draw pictures and write short descriptions of the animals you saw at the zoo. Then, present your stories and illustrations to the rest of the group.

Grading: Use the holistic writing rubric and the holistic speaking rubric. A maximum of 10 points can be awarded for a clearly written and understandable story. The sample should include detailed descriptions of the animals and a variety of verbs. Use the holistic speaking rubric or award 10 points for the presentation.

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: Perform age-appropriate cultural activities such as games, songs, celebrations, storytelling, and dramatization in the language studied and compare them with their own.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Students will sing such songs as “Alouette”, “Joyeux Anniversaire” (Bon Anniversaire à toi”) or any other holiday song and compare them with American songs such as “She’ll be Comin’ Round the Mountain”, “Happy Birthday”, etc. Students should also discuss celebrations, holidays, customs, and songs in the two cultures.

Prompt: You are going to practice with your teacher and classmates singing songs in French. After you have sung the songs, think about what they mean. Can you think of similar songs in American cultures? How are these American songs like the French songs? How are they different? Discuss these similarities and differences with your class.

Grading: Use the holistic speaking rubric.

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 and describe tangible cultural products such as toys, clothing, types of dwellings, and foods and compare them with those of their own.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Given samples of typical foods in French-speaking cultures, the students will make a comparison between their own foods and that of the culture being studied.

Prompt: Think of a food that is commonly eaten in a French-speaking culture, for example, bread or cheese. Describe the food, what it is like, how and where it is prepared, and how it is served. Then compare it with the same type of food in American culture. Be creative and use props or drawings. Make a Venn diagram to show the similarities and differences. Present this to your class.

Grading: Use the oral presentation rubric. Award points for the visuals

Cultures

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

Benchmark: Identify and discuss artwork, crafts, or media products enjoyed or made by the cultures studied.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Using a print by a famous artist from a French-speaking culture, students will discuss in French the colors, objects, themes, and style of art, give the names of the artists, and tell whether or not they like the work of art.

Prompt: Look at this painting created by a famous French-speaking artist. Describe the painting including the colors used, the objects in the painting, the setting, and how you think the artist might have felt when creating the painting. Then, say whether you like it or not and why.

Grading: Use the holistic speaking rubric.

Cultures

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

Benchmark: Participate in various cultural practices, such as holidays, family celebrations and traditions and compare them to similar celebrations in their own culture.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: In this assessment small groups of students will compare the American July 4th holiday to the French July 14th holiday. They will discuss the significance of these days for the respective countries. Students will also discuss how the American and French peoples celebrate these holidays. They will present this information to the rest of the class using visuals and artwork and as many French words as possible. This can also be done with any francophone country.

Prompt: Prepare a presentation using note cards to discuss the history and importance of the July 4th American celebration and the July 14th French celebration. Mention similarities and differences in the celebrations, including why these two are very important in the United States and in France. Use any French words you learned for this French holiday. Prepare visuals and note cards for your presentation. The group presentation should last at least 5 minutes.

Grading: Use the oral presentation rubric and also the visuals and artwork rubric or award 10 points maximum per student.

Cultures

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

Benchmark: Cite and use examples of words that are borrowed in the language they are learning and in their own and offer explanations about why languages in general might need to borrow words.

Stage I (K-5)

Mode(s) of Communication: Presentational (writing)

Description: For this assessment, students will work with a list of French words borrowed by the English language and a list of English words borrowed by the French language. Students will identify at least three words in each language, giving a definition, and a reason why they think the word was borrowed. See the attached list of sample words.

Prompt: You have been asked by a French-speaking friend to identify which of the following words have been borrowed from the French language and which have been borrowed by the English language. Write a definition of each of the words below; then write a reason why you think the word was borrowed.

Grading: There are 12 total points for this test, two points for each answer.

Worksheet for Expectation #9

Words borrowed in English. Write the definition in line A and the possible reason it was borrowed in line B.

1. *chef*:

A _____

B _____

2. *café*:

A _____

B _____

3. *gourmet*:

A _____

B _____

Words borrowed in French

1. *L'internet*

A _____

B _____

2. *cliquer*

A _____

B _____

3. *Le rock*

A _____

B _____

Cultures

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

Benchmark: Use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions.

Stage I (K-5)

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

Description: Students will be asked to choose the appropriate oral expressions for various situations and to incorporate culturally accurate gestures where applicable. See the attached list for sample situations. You may read the suggested responses out loud to your students.

Prompt: You will be going on a trip to Paris and want to practice responding to various you could encounter there. You will be given a series of situations and must choose the appropriate expression for each. Choose the correct gesture where appropriate.

1. You are in France and you see one of your friends. What do you say to him/her?
 - a. Comment t'appelles-tu?
 - b. Comment allez-vous?
 - c. Salut. Comment vas-tu?

2. You are in your French classroom in your school. Your teacher says good morning to everyone in French and asks how everyone is. How would you answer her and how would you ask how s/he's doing?
 - a. Très bien, merci. Et vous?
 - b. Très bien, merci. Et toi?
 - c. Très bien, merci. Et lui?

3. You are leaving your French class. How do you say, "Good-bye" in French to your teacher who is a man?
 - a. Bonne nuit, Madame.
 - b. Au revoir, Monsieur.
 - c. Bonsoir, Monsieur.

4. Your principal walks into your classroom. How do you say "Hello" in French to her and ask her how she is?
 - a. Bonjour, Mon amie. Comment vas-tu?
 - b. Bonjour, Madame. Comment allez-vous?
 - c. Bonjour, Monsieur. Comment allez-vous?

Grading: Use the holistic speaking rubric with added elements of cultural appropriateness if the situations are acted out. If used as a reading exercise, award points for each correct answer.

Connections and Communities

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

Benchmark: Read and understand authentic materials such as menus, schedules, forms, and advertisements.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: The student will read an advertisement from the Montreal Yellow Pages and will answer five questions based on the ad. See attached for sample item for Expectation #11.

Prompt: While visiting a friend in Montreal, you run across this ad in the Yellow Pages. Read the ad and answer the five questions that follow.

Grading: Award points for each correct answer.



1. Comment s'appelle cette attraction?

2. Quand ce centre est-il ouvert?

3. Quelles deux activités offre-t-on?

4. Quelle est la surface du piste?

5. Quelle sorte de piste est-ce?

Connections and Communities

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

Benchmark: Compare illustrations in target language children’s books that show views of people and places in the world with those that can be found in similar publications from their own culture.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading); Presentational (writing)

Description: In this assessment, students will read about American students as portrayed in a book published in France. Students will decide whether this is an accurate portrayal of American children after they answer questions based on the reading. See attached material.

Prompt: When learning the language of a different culture, we often consider it a “foreign” language. However, we are also viewed as foreigners when we go to a different country and speak our language there. Look at the following sets of pictures about American children in a book published in France and answer the questions below.

Grading: Use the holistic reading rubric.

Pourquoi Matthieu est-il triste? (p. 7)

Pourquoi la maman de Matthieu se trouvait-elle différente quand elle avait son âge? (p. 15)

Quand Matthieu se rend de nouveau à l’école, qu’est-ce qu’il remarque? (p. 24)

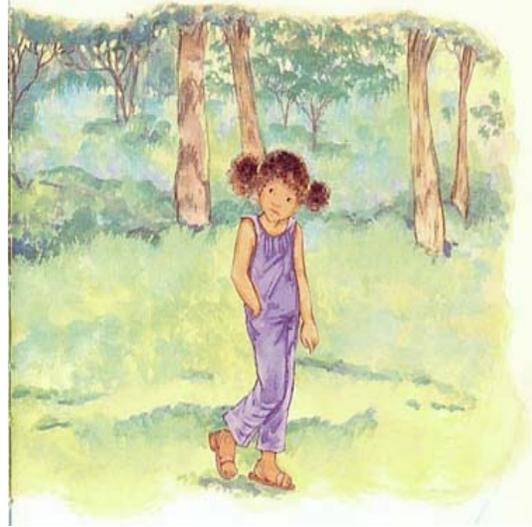
Pierre a un petit problème. Quel problème est-ce (p. 26)

Quelle est la leçon que Mathieu a apprise? (p. 29)

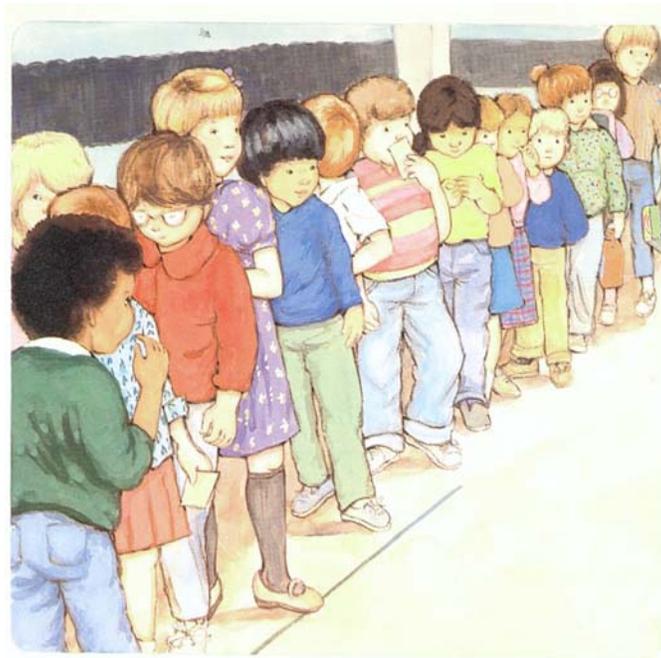
Penses-tu que l’auteur a bien décrit les enfants américains? Justifie ta réponse.



(p. 7)
Matthieu a l'air furiux ce soir-là, quand il Rentre de sa nouvelle école. Il jette par terre L'étui de sa guitare et il déclare:
"Personne ne m'aime parce que je ne suis pas pareil!"



(p. 15)
"Ce n'est pas parce qu'on est de la même couleur qu'on est pareil," dit Maman. "Quand j'avais ton âge, je me trouvais différente parce que j'étais grande."



(p. 24)
Le matin suivant, Matthieu se rend de nouveau à l'école. Il pense à ce que lui a expliqué sa maman. Il se met à regarder vraiment ses camarades. Et en fait, il constate qu'aucun n'est pareil à un autre. Tous sont différents.



(p. 26)

“He, c’est à toi la guitare?” demande Pierre.

--Oui, dit Matthieu. Pourquoi?

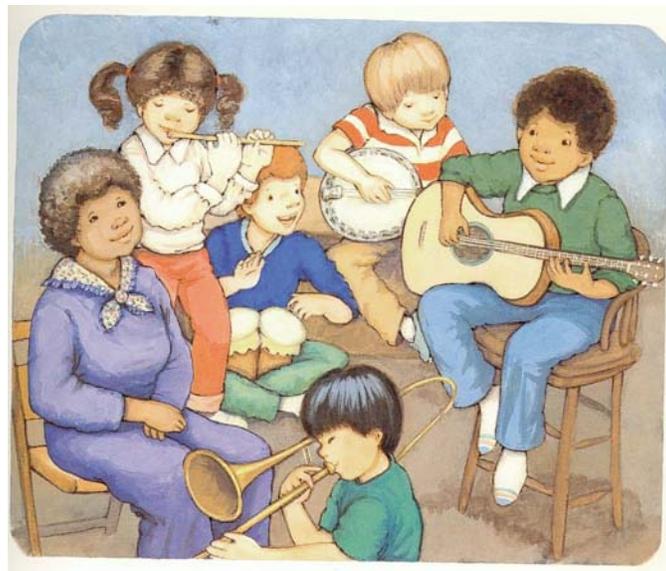
--P-p-pour rien, fait Pierre. Mais tu pourrais peut-être t-t-t te joindre à-à-à nous?
Pierre s’assied à coté de Matthieu. Quelques fois, je bégaye! Explique-t-il.

--Ce n’est pas grave, dit Matthieu. Tu joues de la guitare?

--Non, dit Pierre. Je joue du banjo!

--Nous pourrions jouer ensemble, dit Matthieu.

--C’est ce que j-j-je voulais te proposer! S’écrie Pierre.



(p. 29)

“On se débrouille bien, dit Pierre. On pourrait former un orchestre!
--Bonne idée, s'écrie Matthieu. Puis il sourit à sa maman, comme pour dire: “Tu avais raison. Ce n'est pas grave de ne pas être pareil. Il faut simplement apprendre à se connaître.”

(d'après Pourquoi les gens sont-ils différents? Par Barbar Shook Hazen, Editions des Deux Coqs d'Or)

Connections and Communities

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

Benchmark: Understand words and ideas that can only be grasped through the original language and cultures.

Stage I (K-5)

Mode(s) of Communication: Interpretive (listening, reading)

Description: In this assessment, the students will listen to or read the lyrics from a traditional French song. The song can come from any of the francophone countries.

Prompt: Music is an important part of any culture. Songs can tell us a great deal about people of a certain culture, their beliefs, and their lives. Listen to the following song, taking note of words that are repeated in the song as well as for key words. After hearing the song a second time, try to explain its meaning.

Grading: Use the holistic listening or reading rubric.

Connections and Communities

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

Benchmark: Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Stage I (K-5)

Mode(s) of Communication: Presentational(writing)

Description: For this assessment item, students will write and illustrate a story problem using one or more of the basic operations of addition, subtraction, multiplication, and division.

Prompt: After doing hours of homework and tests, it's now your turn to be the teacher. Write and illustrate a story problem for your math class that will be solved using one or more of the basic operations of addition, subtraction, multiplication, and division.

Grading: Use the holistic writing rubric. Integrate the demonstration of appropriate math skill(s).

Connections and Communities

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

Benchmark: Students communicate on a personal level with speakers of the target language via letters, e-mail, audio, and videotapes.

Stage I (K-5)

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

Description: Students will take part in spoken or written correspondence with a speaker from a French-speaking country. Help students to initiate the contact by finding an exchange class or students interested in exchanging letters or e-mail.

Prompt: Here is your chance to put your hard-earned French skills to use. You will engage in ongoing correspondence with a native speaker from a French-speaking country. You can write e-mails, make video or audiotapes, or write entries in a journal. Make sure you keep the evidence of your communication.

Grading: Use the holistic writing rubric. The students will need to show at least 5 questions that they wrote and were answered by their French counterparts. In addition, they will need to show at least five examples of their responses to their counterparts' questions.