

## Level I, French

### Targeted Elements [Presentational Mode]

- MLI.P1B Give basic information about self and others using suggested topics
- MLI.P1C Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics

### Description of Task

An exchange student, Marie DuBois, from Québec, Canada is staying with you for the year. Today your family had a picnic to welcome her and introduce her to neighbors and other family members. Getting ready for bed that night, Marie finds herself excited but a little overwhelmed by all of the people she met. In an attempt to help her organize her thoughts, you go to your computer and download the pictures you took at the picnic. As you look at the pictures together, tell her about each person.

In your descriptions of these people, you will want to include:

- Names;
- Ages;
- Who these people are to you;
- Where they live;
- Their likes and dislikes;
- Their activities and hobbies;
- Personality traits that make them unique

### Teacher Notes

Teachers can select a “bank” of possible photos for this task from Google Images or from other sources available to them. Students could then choose the number they need/want from this bank to use as the sources of their descriptions to complete the task.

This can easily be changed to an interpersonal task if the teacher wants to play the part of the exchange student or if students would like to work in pairs in which each student shares his/her photos.

### Scoring Guide

See below.

## Photo Presentation

### *Speaking*

	<b>Exceeds Expectations (5 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Does Not Meet Expectations (1 point)</b>
<b>Task Completion</b>	<ul style="list-style-type: none"> <li>The student gives five or more facts about more than five people.</li> </ul>	<ul style="list-style-type: none"> <li>The student gives four facts about at least five people.</li> </ul>	<ul style="list-style-type: none"> <li>The student gives fewer than four facts about fewer than five people.</li> </ul>
<b>Comprehensibility</b>	<ul style="list-style-type: none"> <li>The audience understands the student without difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>The audience generally understands the student.</li> </ul>	<ul style="list-style-type: none"> <li>The student is not clearly understood.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Speech is fairly continuous with few pauses or stumbling.</li> </ul>	<ul style="list-style-type: none"> <li>There is some hesitation in the speech, but it does not interfere with communication.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is very choppy and uneven. Pauses are so long that student is often unable to complete his thought.</li> </ul>
<b>Language Control</b>	<ul style="list-style-type: none"> <li>The student uses memorized language correctly, but as the student moves beyond memorized material to “created” language, more errors appear.</li> </ul>	<ul style="list-style-type: none"> <li>The student is mostly correct when using memorized language.</li> </ul>	<ul style="list-style-type: none"> <li>The student is correct only at word level.</li> </ul>
<b>Vocabulary Use</b>	<ul style="list-style-type: none"> <li>The presentation is rich in appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The student accurately uses vocabulary that has been taught.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is limited and/or repetitive.</li> </ul>

Adapted from a Gwinnett County, Georgia SWELL Assessment rubric.

### Point Conversion

25 = 100	22 = 94	19 = 88	16 = 82	13 = 75	10 = 68	7 = 60
24 = 98	21 = 92	18 = 86	15 = 80	12 = 73	9 = 65	6 = 55
23 = 96	20 = 90	17 = 84	14 = 78	11 = 70	8 = 62	5 = 50