

Level III, French

Targeted Elements [Interpersonal Mode]

- MLIII.IP1A Give detailed descriptions
- MLIII.IP1B Share feelings and emotions
- MLIII.IP2B Begin to participate in oral and written activities reflecting the future and past

Description of the Task

You are visiting your friend Tammy in Toronto. Her boyfriend, who is Québécois, has come over to hang out. While watching TV, a commercial reminds you of something funny that happened in your childhood, and you burst out laughing. Tammy's boyfriend gives you a funny look—now you will have to explain . . . Tell Tammy and her boyfriend about the incident that made you laugh.

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>].