

## Level III, French

### Targeted Elements [Presentational Mode]

- MLIII.P1E Demonstrate Novice-High to Intermediate-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics
- MLIII.P1D Begin to prepare presentations in the past and future

### Description of Task

Congratulations! You are caller number five at 101.7 FM. You've just won a two-week vacation package for two to any city in the continental US. The package includes hotel, airfare, and \$1000 spending money. Write a letter to your French keypal Simone telling her where you've chosen to go, who you're going with, and what you plan to do during this vacation.

### Scoring Guide

See below.

## Intermediate-Low Presentational Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does not meet Expectations</i>
<p><b><i>How well does the student communicate?</i></b>  (Text Type and Language Control )</p>	Creates with language (does not rely on memorized chunks); connects simple sentences to create longer sentences; uses strings of sentences; makes few errors	Creates with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences; may make occasional errors.	Uses memorized phrases and/or simple sentences (which may appear more like memorized chunks); accuracy is high with memorized materials but decreases with created sentences.
<p><b><i>What kind of vocabulary does the student use?</i></b>  (Vocabulary Use)</p>	Uses a wide range of vocabulary appropriate to the topic.	Uses a range of vocabulary that accomplishes the task; occasionally may use the wrong word or expression.	Uses basic vocabulary and may “foreign-ize” English vocabulary when unable to find appropriate target language vocabulary.
<p><b><i>How well is the student understood?</i></b>  (Comprehensibility)</p>	Generally understood by those unaccustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.	Understood with occasional difficulty by those accustomed to the speaking/writing of language learners.
<p><b><i>How well does the student capture and maintain the audience’s attention?</i></b>  (Impact)</p>	Consistently uses phrases/images/content to maintain the attention of the audience.	Sometimes uses phrases/ images/content to maintain the attention of the audience.	Uses mostly gestures or visuals to maintain audience’s attention; vocabulary conveys very basic information.
<p><b><i>How organized and flowing is the presentation?</i></b>  (Communication Strategies)</p>	Presentation is organized in a logical manner; speaking/writing exhibit an uninterrupted flow.	Presentation is organized in a logical manner; despite preparation, some pauses may disrupt flow of oral presentation.	Little attention is paid to organization of presentation; there is no easy flow of communication; student focus is primarily on completion of the task.
<p><b><i>How well does the student demonstrate cultural understanding?</i></b>  (Cultural Awareness)</p>	Generally demonstrates awareness of cultural appropriateness (use of register, gestures, expressions).	Occasionally demonstrates awareness of cultural appropriateness (use of register, gestures, expressions).	Does not demonstrate an awareness of cultural appropriateness (use of register, gestures, expressions).

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>].