

SAMPLE WRITTEN EXAM

OVERVIEW			
COURSE LEVEL	First-semester French, University		
COURSE ASSESSMENT PLAN	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Preparation, Participation & Attendance (11%) • Self-Evaluation (4%) • Online workbook activities (10%) • Workbook quizzes (20%) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Writing activities (15%) • Oral & written midterm (20%) • Oral & written final (20%)* <p>* All exams are text- and communication-based</p> </td> </tr> </table>	<ul style="list-style-type: none"> • Preparation, Participation & Attendance (11%) • Self-Evaluation (4%) • Online workbook activities (10%) • Workbook quizzes (20%) 	<ul style="list-style-type: none"> • Writing activities (15%) • Oral & written midterm (20%) • Oral & written final (20%)* <p>* All exams are text- and communication-based</p>
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EXAM CONTEXT	You have decided to spend a semester in France next year after you finish the basic French sequence. To help build your language abilities leaving, you look for a French-speaking ePal on the website www.penpal-tradition.net . As you complete the activities below, reflect on how the two profiles relate to your personality and interests.		
COMMUNICATIVE MODES	Interpretive → Presentational		
TEXTS	<ul style="list-style-type: none"> • Survey Results: Sondage Ifop – Ministère de la jeunesse et des sports, <i>Les pratiques culturelles et les loisirs des jeunes</i>, http://www.joc.asso.fr/ • Online ePal Profiles: www.penpal-tradition.net 		
TARGETED TEXTUAL FEATURES:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> <p style="text-align: center;"><i>Linguistic</i></p> <ul style="list-style-type: none"> • leisure-time activities • greetings and introductions • descriptive adjectives • present tense • question formation </td> <td style="width: 50%; text-align: center; vertical-align: top;"> <p style="text-align: center;"><i>Sociocultural</i></p> <ul style="list-style-type: none"> • differences between French and American youths • social and cultural compatibility </td> </tr> </table>	<p style="text-align: center;"><i>Linguistic</i></p> <ul style="list-style-type: none"> • leisure-time activities • greetings and introductions • descriptive adjectives • present tense • question formation 	<p style="text-align: center;"><i>Sociocultural</i></p> <ul style="list-style-type: none"> • differences between French and American youths • social and cultural compatibility
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TARGETED LEARNING OBJECTIVES (COURSE LEVEL):	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • create and use culturally appropriate language in oral and written contexts • understand and interpret culturally appropriate language in oral and written contexts • use a range of language forms appropriately and accurately • understand cultural products, practices, and perspectives of the French-speaking world and relate them to their own culture • analyze and interpret the cultural content of oral, written, and visual texts of various genres • recognize and explain connections between language used in oral, written, and visual texts and the cultural information and ideas expressed within those texts 		

EXAM ACTIVITIES			
	DESCRIPTION	COMMUNICATIVE MODE	PEDAGOGICAL ACT
1	Before reading the ePal profiles, reread the survey results from Chapter 2 and provide the following information in English: a. Name the <u>top two</u> leisure-time activities among French young people. b. Name the <u>least popular</u> leisure-time activity among French young people c. Name one activity <u>boys</u> prefer more than girls d. Name one activity <u>girls</u> prefer more than boys	Interpretive	Situating practice
2	What similarities and differences exist between young people in North America and young people in France regarding leisure-time activities? List at least one similarity and one difference between the two groups. Justify your response based on your answers to #1 above and what you learned about leisure-time activities in class. Please answer in English.	Interpretive	Situating practice / Critical framing
3	Read the ePal profiles, paying attention to each person's leisure activities and likes/dislikes. In the table below, check off the leisure activities and likes/dislikes mentioned for each person.	Interpretive	Situating practice
4	List two (2) <i>leisure-time activities</i> you like to practice and two (2) <i>leisure-time activities</i> you <u>don't</u> like to practice. In your responses, use the verb <i>préférer</i> and the expression <i>ne ... pas</i> . Please answer using complete sentences in French.	Interpretive → Presentational	Overt instruction
5	List three (3) words that describe <i>your personality</i> . Please answer in French and pay attention to spelling and agreement (masculine/feminine).	Interpretive → Presentational	Overt instruction
6	Based on your stated leisure-time activities and your personality, which ePal is the best match for you? Why? Use your understanding of the ePal profiles to justify your answer. Please answer in English.	Interpretive → Presentational	Situating practice
7	Write a message to the ePal who best fits your leisure activities, likes/dislikes, and personality. In your e-mail, please do the following: introduce yourself; state your age and where you are from; describe your personality; describe your leisure activities and likes/dislikes; and ask your ePal two (2) questions to find out more information about him/her.	Presentational	Transformed practice

RUBRIC FOR ACTIVITY 7 (Presentational Writing)					
	A	B	C	D	F
TASK COMPLETION (all steps/requirements)	4	3.5	3	2.5	2
TARGETED VOCABULARY (appropriateness, variety, quantity, accuracy of use, etc.)	4	3.5	3	2.5	2
TARGETED GRAMMAR (appropriateness, variety, quantity, accuracy of use, etc.)	4	3.5	3.	2.5	2
SPELLING	2		1.5		1
MESSAGE CONVEYED (meaning, organization, clarity, etc.)	6-5.5	5	4.5	4	3

AUTHENTIC TEXT 1: SURVEY RESULTS			
II. Le point de vue des jeunes Français (15–24 ans)			
Activités favorites	Garçons %	Filles %	Ensemble %
Écouter de la musique	82	84	83
Passer une soirée entre amis	79	78	78
Être en famille	55	72	63
Voyager	57	70	63
Regarder la télévision ou aller au cinéma	51	59	55
Faire du sport	62	45	54
Lire (livres, journaux, magazines)	26	54	40
Jouer à des jeux vidéo, surfer sur Internet	39	32	35

Sources: Sondage Ifop – Ministère de la Jeunesse et des Sports; enquête de la JOC, *Les Pratiques culturelles et les loisirs des jeunes*. <http://www.joc.asso.fr>

AUTHENTIC TEXT 2 : ePAL PROFILES

CORRESPONDANT #1: SANDRA

Age: 20 ans Ville: Bayonne, France Situation familiale: Célibataire Profession: Employée Personnalité: Généreuse Style: Classique	Ce qu'elle aime: Ma famille et mes amis Ce qu'elle n'aime pas: Les hypocrites
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Présentation rapide: Je suis passionnée par la moto, la lecture, la cuisine et les voyages. Je parle espagnol et j'apprends le japonais et le basque. Et je voudrais trouver un correspondant pour pouvoir échanger des idées et découvrir d'autres cultures.

CORRESPONDANT #2: PAUL

Age: 21 ans Ville: Calais, France Situation familiale: Célibataire Profession: Etudiant Personnalité: Curieux Style: Cool	Ce qu'il aime: Des amis sincères, passer du temps avec ma famille, visiter des pays étrangers Ce qu'il n'aime pas: Les personnes qui ne tiennent pas parole
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Présentation rapide: Bonjour, je suis étudiant en informatique. Je parle français (langue maternelle) et me débrouille assez en anglais. J'aimerais connaître un peu mieux la Russie en particulier, mais aussi d'autres cultures tout simplement. Me concernant, j'aime un peu de tout: lire, cuisiner, faire des promenades, regarder des films et séries...

SAMPLE ORAL EXAM

OVERVIEW		
COURSE LEVEL	Second-semester French, University	
COURSE ASSESSMENT PLAN	<ul style="list-style-type: none"> • Preparation, Participation & Attendance (11%) • Self-Evaluation (4%) • Online workbook activities (10%) • Workbook quizzes (20%) 	<ul style="list-style-type: none"> • Writing activities (15%) • Oral & written midterm (20%) • Oral & written final (20%)* <p>* All exams are text- and communication-based</p>
EXAM CONTEXT	<p>You are interested in becoming a travel writer/reporter for the <i>Let's Go...!</i> book series, which is targeted to young adults traveling to foreign countries. Your instructor and partner help you prepare for your job interview by asking you to describe and answer questions about: (1) your past travel experiences to get an idea of where you have already been and what you did there; and (2) your ideal travel destination, as presented in the travel brochure you prepared for <i>Par Écrit 3</i>. Keep in mind that your goal in the second part is to persuade your partner and instructor that this is a fun vacation destination they should plan to visit.</p>	
COMMUNICATIVE MODES	Presentational → Interpersonal	
TEXTS	<ul style="list-style-type: none"> • Travel brochure: Huahine La Sauvage, www.tahitiguide.com • Websites on selected vacation country/region/city (used to prepare travel brochure/presentational writing) • Student-created travel brochure 	
TARGETED TEXTUAL FEATURES:	<p><i>Linguistic</i></p> <ul style="list-style-type: none"> • pastimes • travel and transportation • climate and weather expressions • present and past tense • prepositions with geographical place names • descriptive adjectives • question formation 	<p><i>Sociocultural</i></p> <ul style="list-style-type: none"> • Francophone travel destinations and activities • Conventions and organization of travel brochures • Background information about traveling at home and abroad • Preparing for a job interview

<p>TARGETED LEARNING OBJECTIVES (COURSE LEVEL):</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • create and use culturally appropriate language in oral and written contexts • understand and interpret culturally appropriate language in oral and written contexts • use a range of language forms appropriately and accurately • understand cultural products, practices, and perspectives of the French-speaking world and relate them to their own culture • analyze and interpret the cultural content of oral, written, and visual texts of various genres • recognize and explain connections between language used in oral, written, and visual texts and the cultural information and ideas expressed within those texts
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EXAM ACTIVITIES			
	DESCRIPTION	COMMUNICATIVE MODE	PEDAGOGICAL ACT
1	Prior to taking the oral exam, students complete <i>Par écrit 3</i> , a multi-step graded writing assignment in which they create a travel brochure of a Francophone country, region, or city, targeted to college students traveling during Spring break. Activities in this writing assignment include: brainstorming information about travel brochures, researching a Francophone region online, drafting the brochure, completing in-class and out-of-class editing activities, revising the brochure.	Interpersonal Presentational	Situating practice Overt instruction Critical framing Transformed practice
2	Student A interviews Student B about his/her past travel experiences: the various places s/he has visited, what s/he did there, what the weather was like, etc.	Interpersonal	Situating practice
3	Student B presents/describes the destination in his/her travel brochure and sells it as an ideal travel destination	Presentational	Situating practice / Transformed practice
4	Instructor asks Student A if s/he would like to visit this travel destination and why.	Interpersonal	Situating practice / Critical framing
5	Students A and B reverse roles and steps 2-4 are repeated. and agreement (masculine/feminine).	Interpretive → Presentational	Overt instruction

ORAL EXAM GRADING RUBRIC (Interpersonal Communication)					
CRITERIA	GRADING SCALE / DESCRIPTORS				
	10-9.5-9 (A)	8.5-8 (B)	7.5-7 (C)	6.5-6 (D)	5-0 (F)
Task Completion	All instructions followed and all assignment criteria met; clear evidence of preparation prior to exam; thorough and effective treatment of exam content	Most instructions followed and most assignment criteria met; good evidence of preparation prior to exam; effective treatment of exam content	Several instructions not followed and several assignment criteria not met; limited evidence of preparation prior to exam; passable treatment of exam content	Few instructions followed and few assignment criteria met; little to no evidence of preparation prior to exam; inadequate treatment of exam content	No instructions followed and no assignment criteria met; no evidence of preparation prior to exam; almost no treatment of exam content
____ / 10 points					
Clarity of Expression	Ideas were completely comprehensible; almost no pauses; excellent pronunciation with almost no errors	Ideas were mostly comprehensible with one or two unclear parts; more speech than pauses; very good pronunciation, only occasional errors	Several unclear ideas that distracted from comprehensibility; equal speech and pauses; frequent pronunciation errors	Oral expression was difficult to comprehend throughout the exam; more pauses than speech; few instances of accurate pronunciation	Oral expression was incomprehensible; very little speech produced; no demonstrated ability to accurately pronounce French
____ / 10 points					
Comprehension	Excellent comprehension of questions asked and information conveyed	Very good comprehension of questions asked and information conveyed	Satisfactory comprehension of questions asked and information conveyed	Poor comprehension of questions asked and information conveyed	No evidence of comprehension of questions asked & info conveyed
____ / 10 points					
	15-14.5-14-13.5 (A)	13-12.5-12 (B)	11.5-11-10.5 (C)	10-9.5-9 (D)	8.5-0 (F)
Targeted Vocabulary	Varied and appropriate use of targeted vocabulary in context; no or few errors; all targeted vocab included	Varied and generally appropriate use of targeted vocabulary in context with occasional errors; most targeted vocab included	Sufficient vocabulary, frequent usage errors; some use of English; some targeted vocab included	Limited vocabulary; few examples of appropriate or accurate use of targeted vocab; heavy reliance on English; little targeted vocab included	Very few vocabulary resources; no examples of accurately used targeted vocab; English used throughout; no targeted vocab included
____ / 15 points					
Targeted Grammar	Appropriate use of targeted grammar in context; no or few grammatical errors; all targeted structures included	Generally appropriate use of targeted grammar in context; occasional grammatical errors; most targeted structures included	Frequent usage errors in context; frequent and/or serious errors in targeted grammar; some targeted structures included	Few instances of appropriate or accurate use of targeted grammar, or many missing forms; few targeted structures included	No demonstrated knowledge of how to use or correctly form targeted grammar; no targeted structures included
____ / 15 points					
TOTAL	INSTRUCTOR COMMENTS:				
____ / 60 points					

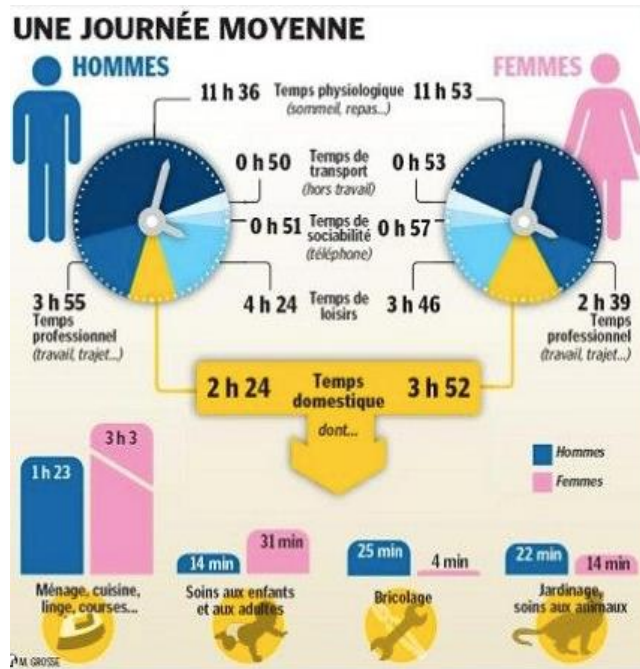
SAMPLE FORMATIVE ASSESSMENT

OVERVIEW		
COURSE LEVEL	First-semester French, University	
COURSE ASSESSMENT PLAN	<ul style="list-style-type: none"> • Participation & attendance (15%) • Online workbook activities (10%) • Culture activities (10%) • Workbook quizzes (10%) 	<ul style="list-style-type: none"> • Projects (2 oral, 2 written) (30%) • Written exams (2) (25%) <p>* Exams are text- and communication-based</p>
CONTEXT	Second unit of first-semester French entitled “Me, my family, and my friends” (<i>Français-Monde</i>); the text-based Culture Activity is an expansion on the textbook section “La famille dans le monde francophone”	
COMMUNICATIVE MODES	All	
TEXTS	<ul style="list-style-type: none"> • Infographic: Sondage INSEE (2012) –“Une journée moyenne .. hommes & femmes” • Photo still from web documentary “Qui va garder les enfants” (France Télévisions, 2012) • Web documentary clip “Qui va garder les enfants”: “50/50 on y est pas encore” 	
TARGETED TEXTUAL FEATURES:	<i>Linguistic</i>	<i>Sociocultural</i>
	<ul style="list-style-type: none"> • talking about family and family relations • counting and using numbers • possessive adjectives 	<ul style="list-style-type: none"> • how French men and women spend their time • similarities and differences between cultural practices in French families vs families in the students’ own cultures
TARGETED LEARNING OBJECTIVES (COURSE LEVEL):	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • participate in interactive interpersonal communications in French including sharing ideas and asking and answering question about topics related to personal identity, daily routine, interests, and ambitions; • understand the main idea and some details of authentic texts in French (e.g., short articles, advertisements, surveys, interviews, songs, and other video texts) related to course topics; • present ideas in French about course topics in oral and written formats, both informally and formally; • demonstrate understanding of how French functions as a language with a focus on knowledge critical for communicating in speech and writing in the present time about course topics and of differences between how their native language functions versus how French functions; • demonstrate awareness of cultural products, practices, and perspectives related to course topics and reflect on differences between cultural products, practices, and perspectives of the French-speaking world and their own culture; • reflect on their goals and perceptions related to progress in communicating in French and performance on course assessments. 	

CULTURE ACTIVITY 2			
	DESCRIPTION	COMMUNICATIVE MODE	PEDAGOGICAL ACT
1	<p><u>Pre reading:</u> A. Indicate how you spend an average day in relation to 6 categories of daily activities provided</p> <p>B. Complete the table by hypothesizing how many hours daily that French men and women spend in the 6 categories of daily activities. [AT HOME]</p>	Interpretive	Situating practice (A) Critical framing (B)
2	<p><u>While reading:</u> Based on the INSEE infographic about how French men and women spend an average day, respond to 6 questions to demonstrate your comprehension of the survey results (true/false; fill in the blank; multiple choice).</p>	Interpretive	Situating practice
3	<p><u>Post reading:</u> After examining the infographic, revisit your hypotheses (Activity 1B) and discuss with a partner. Did the infographic confirm or disprove your predictions? Did anything surprise you? Respond in 2-3 sentences in English.</p>	Interpersonal → Presentational	Critical framing
4	<p><u>Pre viewing:</u> A. The title of this clip from the web documentary is « 50/50, on n’y est pas encore » (50/50, we’re not there yet). What might the topic be? What indications in the title lead you to this conclusion? Respond in 2-3 sentences (French or English).</p> <p>B. Based on the photo from the web documentary and list of names of the people in the photo as well as the vocabulary provided, write 4 sentences in French explaining the relationships between the family members using possessive adjectives.</p>	Interpretive Interpretive → Presentational	Critical framing (A) Situating practice / Overt instruction (B)
5	<p><u>While viewing:</u> A. During the first viewing, circle the expressions that you hear in the video.</p> <p>B. During the second viewing, respond to the 7 questions to demonstrate your comprehension of the clip (true/false; fill in the blank; multiple choice).</p>	Interpretive	Situating practice / Overt instruction (A) Situating practice (B)
6	<p><u>Post viewing:</u> After viewing how one French family manages tasks of daily life and work undertaken by each member of the couple, reflect on what you saw and how it compares to men’s and women’s responsibilities in a family in your culture. What similarities exist, if any? What differences exist, if any? What observations or questions about French culture and gender roles does the clip bring to mind? Write responses in a paragraph in English of at least 7-8 sentences. [AT HOME]</p>	Presentational	Critical framing

GRADING RUBRIC			
	Does not meet Expectations	Approaches Expectations	Meets or exceeds expectations
Task completion	0 1 2 3 Several parts of Culture Activity not completed or no effort was made to complete it	4 Most parts of Culture Activity completed (may lack 1)	5 All parts of the Culture Activity are completed
Clarity and effort	0 1 Minimal or no effort evidenced in the content of the work	2 Effort to produce quality work with some errors or oversights	3 Strong and polished work, effort evidenced to use new language forms
Analysis and reflection	0 Minimal or non-existent	1 Some analysis and reflection but may be superficial	2 Well constructed analysis and reflection
TOTAL			_____ / 10

AUTHENTIC TEXT 1: INFOGRAPHIC



CREATING A TEXT-BASED SUMMATIVE ASSESSMENT

As a group, we will create a written summative assessment based on the authentic text at the end of this handout that moves students from interpretive to presentational communication.

Step 1: Read the information provided in the table, then read the authentic text. As you read, and keeping in mind the instructional context and course objectives, note down the linguistic and sociocultural features of the text you might target in a summative assessment. Write your ideas in the space provided in the table on the next page.

Step 2: Reread the text and, keeping in mind the textual features the group has agreed to target in a summative assessment, make a list of activities we might include in our assessment. Remember that activities should represent the four pedagogical acts of situated practice, overt instruction, critical framing, and transformed practice and should engage students in interpretive and presentational communication. Write your ideas in the space provided in the table on the next page.

INSTRUCTIONAL CONTEXT	<ul style="list-style-type: none"> • Intermediate-level English as a Second Language • Instructional unit on travel and transportation
COMMUNICATIVE MODES	Interpretive → Presentational
AUTHENTIC TEXT	Magazine Article: “Misadventures in Paradise,” http://www.nytimes.com/2009/03/15/magazine/15Lives-t.html?_r=0
TARGETED LEARNING OBJECTIVES (COURSE LEVEL):	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • create and use culturally appropriate language in oral and written contexts • understand and interpret culturally appropriate language in oral and written contexts • use a range of language forms appropriately and accurately • understand cultural products, practices, and perspectives of the French-speaking world and relate them to their own culture • analyze and interpret the cultural content of oral, written, and visual texts of various genres • recognize and explain connections between language used in oral, written, and visual texts and the cultural information and ideas expressed within those texts

	My ideas	Group's ideas
TEXTUAL FEATURES – LINGUISTIC		
TEXTUAL FEATURES - SOCIOCULTURAL		
LEARNING ACTIVITIES		

Misadventures in Paradise MARCH 11, 2009

Several months ago I booked a nonrefundable trip to Bora Bora for my honeymoon. The island looked amazing — South Pacific, tiki huts over clear water. Virtually from the moment I bought the tickets, however, the U.S. economy began to plummet. So in January, when we should have been hoarding the rest of our savings, my wife, Lorraine, and I found ourselves embarking on the most extravagant trip we'd ever taken. But that didn't matter, because after the stress of work and the stress of the wedding, we were looking forward to our reward — two weeks in paradise.

Everyone assured us these would be the happiest two weeks of our lives, which only added another layer of stress: how do you go about having the Greatest Time of Your Life?

The trip started with a form of hell called the international terminal of LAX. It could be my imagination, but I believe that one of the thousands of families in front of us in the security line had a set of octuplets — and that during the course of checking in each one of the octuplets had its *own* set of octuplets.

It was a voyage so long and arduous that I felt as if I should stick an American flag in the soil upon arrival. When we got to the otherwise lovely hotel, the first thing I noticed was that no one was there. I'm not talking romantic seclusion; I'm talking "Twilight Zone." I was like Will Smith wandering around a desolate, post-apocalyptic world. Assuming, of course, this was one of those rare apocalypses that left palm trees and turquoise lagoons in its wake. Apparently the rest of the world had opted not to go on a decadent South Pacific getaway during the worst fiscal crisis in 80 years.

My goal for the trip was simple — I wanted to replace my normal stressed-out personality with a new stress-free version. Wishing to get into the spirit of island life, I signed us right up for a boating excursion. It turned out that this excursion involved swimming with stingrays and sharks, which was great because nothing makes me quite as stress-free as swimming with sharks.

When I mention our outdoor activities, friends say, "But you were on your honeymoon," as if the only acceptable way to spend your honeymoon is to have nonstop sex for 14 straight days. But I mean, aside from Charlie Sheen, who really does that? So we tried to take in all that the island had to offer. And because nobody was there, every excursion was awkwardly private. For instance, when we wanted to go out to dinner, the owner of the restaurant would pick us up, drive us to the restaurant, where we were often the only customers, and then drive us back to the hotel. Leave a bad tip and we're talking one seriously uncomfortable car ride home.

One particular restaurant was featured on a "1,001 Places to See Before You Die" list because of its phenomenal view. Though only one other couple was dining there that night, the restaurant inexplicably scheduled our pickup for 7 p.m., 30 minutes after sunset. So we ate in darkness, imagining the view. (I foolishly left my night-vision goggles back at the hotel.) As a result, I still have 1,001 places to see before I die, which really messes up my dreams of dying young.

But as the days went by, I gradually acclimated. I grew more relaxed. I kicked my Coca-Cola addiction. I got a tan. I kicked my *Diet Coke* addiction. I wore a goofy shirt. By our final day, I came to believe I was an Island Guy. In fact, I was so visibly laid back that when we checked out, the concierge, seeing me as a kindred spirit, asked if I could do him a favor.

I said, “Sure,” and he handed me a brown package — he said it was “a previous guest’s BlackBerry” — and told me to bring it on my flight to Tahiti. Once in the Tahiti airport, I was supposed to hand it off to a cabby named “George.” Wanting so badly to believe I was now a laid-back person, I agreed to be his mule.

We had 45 minutes to kill before leaving for the airport, so we got a drink at the hotel bar. Lorraine, who unlike me *isn’t* a moron, was not pleased. She pointed out that delivering this package had absolutely no upside ... unless a Tahitian prison was one of the 1,001 Places to See Before You Die. So I decided to listen to my wife, as well as my inner sissy, and returned the package to the concierge.

As beautiful as Bora Bora is, I wasn’t sorry to leave. It seems part of the reason you go away is to gain a new appreciation for your life at home. Well, instead of dreading a return to the office, I was grateful to have an office, and a job, to return to. The first morning back in New York, I happily packed myself into an overcrowded subway car and gave up all hope of ever being mellow.