

Presentational assessment

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Module 1: Le public vs. le privé



PRESENTATIONAL ASSESSMENT (50 minutes)

Purpose

Assessments are opportunities to practice communicating independently and for you to show what you can do on your own. They aim at getting you accustomed to the feeling of not knowing all the answers, which is a humbling and necessary part of your language learning journey. You will learn that despite obstacles and discomfort you are able to communicate successfully. This is a **presentational task**: it helps me give you feedback on your prepared written and oral expression of French.

Knowledge

- Show your understanding of this week's topic
- Make comparisons between products and practices discussed in this course (semester intercultural outcome)

Skills

- Compose a simple letter (week 2 outcome)
- Give straightforward presentations using series of connected sentences (semester presentational outcome)

Task

Expand your personal story from the previous class assignment (Jour 2.2) by answering the prompt below in French. Then record yourself reading what you wrote. Pay attention to the information required.

Imagine that you will be studying in a school in a French-speaking area next semester. You have been paired with a future classmate. Write to that person. Introduce yourself, explain what school is like here in Wisconsin, state what you like and don't like about school, and describe a meaningful event related to school in your culture. Then, ask two questions to learn more about school or cultural "rites of passage" in your classmate's culture. At the end, pick a sentence that you found difficult to build and on which you would like feedback from me. In one sentence, explain what the obstacle was and how you attempted to overcome it.

Criteria

Quantity: At least 10 full sentences.

Quality: Your work shows who you are and draws from personal experience. Your questions are creative and

each starts with a different question word (e.g., what, where, why, how). Mistakes are expected and demonstrate that you made efforts to communicate on your own.

Assignment grade: Consult the rubric at the bottom of this page.

Course grade: Assessments make up 50% of your course grade (8 points for each, 11 in all). The lowest grade is dropped.

Checklist to success + estimated completion time

1. I memorized this week's grammar to prepare for the quiz in class. (10 mn)
2. I consulted the feedback I've received so far. (5 mn)
3. I answered the prompt in French in at least 10 full sentences (15 mn)
4. I proofread for typos and clarity. (5 mn)
5. I practiced reading my entire script aloud at least 2 times before submitting the final version. (5 mn)
6. I cited outside sources such as translators and dictionaries & rewrote the phrases I learned. (5 mn)
7. I identified a sentence on which I would like feedback and explained why. (5mn)

Submission guidelines

1. Record yourself in Canvas. You may leave your webcam on or turn it off. Chrome works best.
2. Play your recording before submitting it to make sure it is audible.
3. Copy/paste your script in the comment box or attach it as a file. If you prefer to write it by hand, attach high quality photo.
4. Click submit and wait for a confirmation. This may take a couple of minutes: wait before closing the page.

Academic integrity

Upholding academic integrity means demonstrating honesty and responsibility in a scholarly environment. For example, citing sources is an ethical academic practice. Cite any outside resources you used. Before using a translator, try to express the same idea with words you already know. Only use a translator if you're interested in learning a phrase, not to find the "correct answer".

Tips

You may reuse or adapt what you wrote for Jour 2.2. School events that differ in the U.S and other countries include homecoming, school sports, prom, graduation, debate teams, spelling bees. Using a translator is not recommended: the events mentioned do not have equivalents in most French-speaking countries and cannot be directly translated. Describe them with your own words.

Points 8

Submitting a text entry box, a media recording, or a file upload

Due	For	Available from	Until
Mar 17 at 10am	Everyone	-	-

Criteria	Ratings				Pts
Comprehensibility	<p>4 pts Exceeds</p> <p>Misunderstandings in written or spoken discourse are unlikely to occur for people unaccustomed to non-native speech, and there is sufficient quantity to provide evidence.</p>	<p>3 pts Meets</p> <p>Misunderstandings in written or spoken discourse are unlikely to occur for people accustomed to non-native speech, and there is sufficient quantity to provide evidence.</p>	<p>2 pts Approaches</p> <p>Misunderstandings in written or spoken discourse are likely to occur for people accustomed to non-native speech, or there is insufficient quantity to provide evidence to the contrary.</p>	<p>1 pts Does not meet</p> <p>Misunderstandings in written or spoken discourse are likely to occur for people accustomed to non-native speech, and there is insufficient quantity to provide evidence to the contrary.</p>	4 pts
Resiliency	<p>4 pts Exceeds</p> <p>Sources (e.g., translator, dictionary) are cited and the phrases learned from those sources rewritten; if no outside sources were used, it is indicated. A sentence that was problematic is also included with a brief explanation explaining the issue.</p>	<p>3 pts Meets</p> <p>Sources (e.g., translator, dictionary) are cited but the phrases learned from those sources are not rewritten. A sentence that was problematic is also included but the brief explanation explaining the issue is missing.</p>	<p>2 pts Approaches</p> <p>Sources are cited with the phrases learned from those sources rewritten OR a sentence that was problematic is included with a brief explanation explaining the issue is missing, but not both.</p>	<p>0 pts Does not meet</p> <p>Sources and sentence are missing or are too incomplete to be meaningful.</p>	4 pts
Total Points: 8					