

Burton-Performance Assessment

1 ASSESSMENT TOPIC

Students : French 2 : Grades 9-11

Curriculum Standard:

- **Local Objective 1.1:** Students will communicate in the target language utilizing multiple tenses.
- **Sub-Skill 1.1.2:** Differentiate between regular and irregular verb forms in the past and imperfect tenses.
- **Sub-Skill 1.1.3:** Distinguish and use the different forms of the past tense.

National Standard:

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

2 ESSENTIAL QUESTION

How does one tell about childhood memories using both the *passé composé* and the *imparfait* in French?

3 GRASPS

Goal

Your task is to choose three of your favorite childhood memories and tell about them.

Your goal is to correctly use French vocabulary and the two past tenses (the *passé composé* and the *imparfait*) in your narrative.

The challenge is to determine the correct tense to use, along with level appropriate vocabulary to tell your story. (Level appropriate vocabulary is vocabulary that we have learned in class; the student does not rely heavily on a dictionary and there is NO evidence of a translator.)

The obstacles to overcome are limited vocabulary and the necessity to circumlocate in order adequately tell about your childhood memories.

Role

You are an American student reminiscing on your childhood.

You have been asked to choose three of your favorite childhood memories, find photographs that depict these memories, and use an electronic resource to create a narrated slideshow of your memories to share with others about yourself.

Your job is to share your memories with others.

Audience

The target audience is your pen-friends in your partner class in France.

You need to share about your treasured memories in order to give a French student an idea of what you did as a child.

Situation

You are giving a narrative of your childhood in order to share your memories of typical American life with French students.

Product, Performance, and Purpose

You will create an electronic narrated slideshow in order to tell about your childhood memories.

You need to choose three photograph from your childhood, then develop a story for each of the photographs so that you can share details and information about your favorite events that occurred while you were growing up.

Standards and Criteria for Success

Your performance needs to correctly use a variety of level appropriate French vocabulary including the appropriate employment of both the passé compose and the imparfait tenses.

Your work will be judged by a series of criteria to measure your use of vocabulary, and to measure your understanding of the usage and formation of the two past tenses.

Your work must meet the National Foreign Language Standard: Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Your work must also meet the Local Objectives:

- Students will communicate in the target language utilizing multiple tenses.
- Differentiate between regular and irregular verb forms in the past and imperfect tenses.
- Distinguish and use the different forms of the past tense.

4 PERFORMANCE TASK VIGNETTE

Les Souvenirs D’Enfance (French Level 2, grades 9-12) What are your favorite childhood memories? Choose three photographs that depict some of things that you did as a child, then create a narrative to tell about your memories. How old were you? Where were you? Who was with you? What happened? Then, using your preferred electronic presentation method, create a narrated slideshow to tell about these memories. You will share your presentation with our Pen-Friends in France by posting your presentation on our shared Edmodo page.

5 PERFORMANCE ASSESSMENT PLAN

Activity 1: Learning the Objective (one class period, in the classroom)

Students will learn how to form the imperfect tense at home as homework via a [Flipped Video](#) prepared by the teacher. Students will take notes in the form of Cornell-Style notes while watching the video.

In class, the next day, students will demonstrate their understanding of the formation of the tense with a notes quiz. Students will be able to use their Cornell notes in order to respond to the quiz. We will go over the correct responses to the quiz in class, so that students will immediately know whether or not they got the questions correct.

After the quiz, the whole class will collaborate to write a summary of the notes at the bottom of their Cornell notes.

In the same class period, in groups, students will practice forming the imperfect tense by participating in a cooperative learning activity. Students will play the game “Tortue”. In this game, the teacher will show a present tense sentence on the board. On individual white boards, students will re-write the sentence using the imperfect tense. After each student has written on his/her white board, the students will collaborate for 30 seconds to determine the correct answer. Students have the opportunity to change their answer. Then, the teacher will roll a dice on the interactive white board. The student whose pre-determine number is rolled will hold up their board. If their answer is correct, they can add a part to their team’s turtle. After a team completes their turtle (all five components: head, body, two legs and a tail), they may start erasing parts of other teams’ turtles with correct answers.

Activity 2: Step 1 of Performance Assessment (one class period, in the computer lab)

Students will gather electronic copies of three photographs from their childhood. Using the provided [teacher template](#), students will complete the usage rules for the imparfait together with a partner, then write three sentences using the imparfait to describe what was going on in each picture. Students will use OneDrive or Google Docs for this assignment, then share the document with the teacher in order for the teacher to make comments in order to help guide the students when necessary. Students may complete assignment outside of class if more time is needed.

Activity 3: Usage Rules (one class period, in the classroom)

Students will determine the rules for using the passé composé and the imparfait. The teacher will show a series of sentences using the two different tenses. The students will write the sentences in the correct column under the correct tense. Then, with partners, students will analyze the sentences and develop a series of usage rules for both tenses including key words. Then, partners will pair up with another pair and compare their usage rules, adding or deleting rules as they see fit. As a class, we will determine a list of usage rules for both the past and the imperfect.

Activity 4: Practice (one class period)

Students will watch a short video and in groups complete a [chart](#) describe the events of the video. Column 1 is for sentences in the passé composé, and Column 2 is for sentences in the imparfait. Students will watch the video, then take turns writing one sentence in the appropriate column. Prior to the video, students will read a series of rules, then decide which rules are used for which tense.

Activity 5: Editing (one class period in the computer lab)

Students access their shared document, read the teacher comments and correct and/or embellish their imperfect sentences. During this class period, the teacher walks around to make sure students understand what needed to be improved and how corrections could be made.

Activity 6: Group Review (three class periods)

In groups students are assigned a topic that has to do with the usage or formation of one of the two past tenses. Students must create a lesson and an activity to teach and practice their topic in order to review the usage and formation rules for both past tenses. Students have one class period to create their lesson and practice activity, then students will participate in two class periods of presentations.

Activity 7: Step 2 of Performance Assessment (three class periods in the computer lab)

Students will use their imperfect sentences as a starting off point to creating a story about each of their three photographs. They will use key words and details to create a detailed narrative about three of their childhood memories. They will once again use OneDrive or GoogleDocs to submit their narratives in order for the teacher to provide feedback.

The student created narrative will serve as the script that students will read from in order to narrate photographs in their slide show. Students have the choice of using PowerPoint, PhotoStory, iMovie, or iMovie in order to create their electronic slideshow.

Students will create their narrated slideshow and post it to the shared page of Edmodo in order to start conversations with their French pen-pal class about childhood memories and activities.

6 SCORING GUIDES

Students will be assessed on their understanding throughout various activities that lead up to the performance assessment. They will be scored as a group based on their group lesson on their assigned topic: [Group Lesson Scoring Guide](#)

The actual performance assessment are scored with the following scoring guide:

Beaucoup de créativité aux phrases!	Your sentences show a lot of creativity. Sentence lengths are varied and transition words are used.	Your sentences are good, but lack some “spark”. More details, vary sentence lengths??	Your sentences need some embellishment.	Some of the elements of the project seem to be lacking.	Did you forget about the project, or the requirements?
Variety of Vocabulary <i>(Avoid relying on the dictionary for phrases that we have never learned.)</i>	The writer uses a variety of vocabulary correctly, without repeating phrases. Most of what was used can be understood by classmates.	There may be a few vocabulary expressions repeated, but a nice variety is used correctly.	Several expressions or words are repeated, and there exists some mistakes with usage.	Many expressions are repeated, as well as many mistakes with usage. The dictionary is used too heavily.	More of a variety is needed, and/or there are too many mistakes. The project couldn't have been completed without the help of a dictionary.
Usage of the passé composé.	This tense was formed correctly, and used in the correct way.	There were a few mistakes with how the pc was formed or used.	The pc was often not used correctly, or there were several mistakes with usage.	Too many mistakes exist with either the usage of the pc, or the formation of the pc or both.	It is not evident that you know how to properly form or use the passé composé. You need to go back and review those rules.
Usage of the imparfait.	This tense was formed correctly, and used in the correct way.	There were a few mistakes with how the imperfect was formed or used.	The imperfect was often not used correctly, or there were several mistakes with usage.	Too many mistakes exist with either the usage or the formation of the imperfect, or both.	It is not evident that you know how to properly form or use the imperfect. You need to go back and review those rules.
Spelling, word order and sentence cohesiveness	All sentences are easy to read, and follow French word order.	There are a few mistakes with word order, but sentences are easy to understand.	Proper word order is mostly followed, but there are some mistakes that impede understanding.	The reader's understanding is impeded due to several mistakes, or English is used.	Too many sentences are difficult to understand, or English is used often.
Pronunciation	The descriptions were easy to understand. Pronunciation was near perfect.	A few pronunciation mistakes were made, however those mistakes did not impede understanding.	At times mispronunciation made it difficult to understand the information.	Many pronunciation rules were ignored, and understanding was often impeded.	Remember French pronunciation rules!! Don't pronounce French words like we pronounce English!
	_____ x 5	_____ x 4	_____ x 3	_____ x 2	_____ x 1

TOTAL
____ / 35

7 NARRATIVE

Technology

Students will use:

OneDrive or GoogleDocs in order to share their drafts. This allows me to give specific immediate feedback during the drafting process.

An electronic narration program. This allows me to evaluate their presentational skills while assessing their understanding of the objective, as well as their pronunciation of the language, and their understanding of sentences structure and mechanics in the target language.

Thought Process

One of the most challenging grammar concepts that level 2 students learn this semester is the usage rules for the two different past tenses. It is a particularly difficult concept to assess because the only way for students to truly demonstrate their understanding is to use the two tenses in their own narrative. The typical “cloze” assessment of verb tenses that are used in World Language classes isn’t particularly useful for assessing students’ understanding of this concept because to truly use the different tenses correctly, the usage is sometimes only determined based on the experience of the narrator. For example only the narrator can truly know if the sentence should be: Christophe *was reading* when his brother *was skiing*, or Christophe *read* a chapter while his brother *skied* for the first time.

Facet 1: Can Explain One of the learning activities included in the set up for the Performance Assessment involves students creating a chart which includes the usage rules for both of the past tenses. In this exercise, students must be able to explain circumstances for which each tense is used. Students must also be able to explain and teach the usage or formation rules of which they are assigned in order to present their group lesson.

Facet 2: Can Interpret Within the activities leading up to the performance assessment, students are involved in a few activities that require interpretation. As a means of learning the usage rules, students are involved in reading sentences and determining the tense. As students are writing sentences about the video that they watch, they must be able to interpret the events in the video and depict them in the correct tense, which sets them up for taking their own memories and writing about them in the correct tense.

Facet 3: Can apply The narrated slideshow requires students to apply what they know about usage rules and formation rules for both of the French past tenses and use them in telling a story. Their finished

product will demonstrate their understanding for their audience, as well as their understanding of the objective.

Facet 4: Sees in perspective Since students are to share their experiences with their pen-pals who are from France, they must consider what makes our culture different from the French culture, and in doing so be thorough in their story telling in order to get their ideas across.

Facet 5: Demonstrates Empathy This project lacks in this area. While students must be thorough in their story-telling, which would include sharing about who was there at this event in their childhood memory and possibly including the thoughts and feelings of those involved, there isn't any assessment of this facet in their scoring guide.

Facet 6: Reveals Self-Knowledge Students participate in a reflection process as they use their drafting along with teacher feedback to improve upon their writing before creating their narrated slideshow. Before the actual step of recording their narration, students must participated in an activity to evaluate their written draft to make sure that they have included the required grammatical elements. Whether they choose to use my [template](#), or they do their final draft on their own, I have them identify certain elements in their narrative.

Self-Assessment

I realize that this particular project does not delve into "world problems" or require students to find solutions for a particular issue. As Wiggins suggests, students should to take on a role and a job bigger than themselves. However, I wanted students to show their understanding of skills learned in our class, and taking on the role of themselves and making the challenge as simple as using the target language to tell a story seemed adequate for this objective. Students are able to write about themselves better than anything else, and I felt as if writing about their own memories would allow them to have ample information to draw from. This is a great way to assess their understanding of the usage of the two past tenses in the language, especially at the 2nd level of the language.

Peer-Review

From the feedback that I received from Christi Barrow and Rebecca Wasden, I was able to clarify some of the steps in the GRASPS process. I had some phrasing that was unclear and both of my editors pointed out wording that needed to be changed. Originally in my scoring guide I was assessing how students used their work time in class. Christi suggested that I omit that criteria because it wasn't assessing the objective, therefore I took that element out of the scoring guide. Also, Rebecca suggested that in Activity 5 of my plan, I add more details about what this step includes. While there isn't much to say about this step, I did add some details. In hind's sight, it would be nice to add a student reflection element in this step. When I do this assessment next year, I will probably add a quick exit slip using Socrative so that I can get a feel for whether students are understanding this verb tense and how to use it. Christi also pointed out the one of the links was incorrectly linked, and I was able to fix that.

Another factor the Christi mentioned was in regards to my reflection on empathy in facet 5. She noted that students needed to have an understanding for French culture in order to choose relevant topics to share in their narratives. I choose not to change my wording because I did not discuss this with my students when I introduced the project to students. Next year, we might do a little Edmodo poll with our pen-pals before embarking on this assessment in order to give students more empathy and to help them to think about what would be more relevant to share. I think that empathy is an element that is always included in a World Language class, but not necessarily something that is assessed.

Both reviewers were complimentary of my use of technology for the project and brought up relevant points about how the language is being authentically assessed through this assessment. Overall, I got the feeling from my reviewers that I was assessing the students' skills and knowledge of these objectives.