

The Ontario Curriculum
Exemplars

Grade 9

French As a
Second Language

Core French

Samples of Student Work:
A Resource for Teachers

2002



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Introduction

In 1999–2000, the Ministry of Education published a new curriculum for Ontario secondary school students. The new curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. In the curriculum policy document for each discipline, teachers are provided with the curriculum expectations for each course within the discipline and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The document entitled *The Ontario Curriculum, Grades 9–12: Program Planning and Assessment, 2000* states that “assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline” (p. 13). The document also states that the ministry is providing a variety of materials to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. The present document is one of the resources intended to provide assistance to teachers in their assessment of student achievement. It contains samples (“exemplars”) of student work at each level of achievement.

Ontario school boards were invited by the ministry to participate in the development of exemplars. Many responded to this invitation. Teams of subject specialists from across the province were involved in developing the assessment materials. They designed the performance tasks and scoring scales (“rubrics”) on the basis of selected Ontario curriculum expectations, field-tested them in classrooms, suggested changes, administered the final tasks, marked the student work, and selected the exemplars used in this document. During each stage of the process, external validation teams reviewed the subject material to ensure that it reflected the expectations in the curriculum and that it was accessible to and appropriate for all students. Ministry staff who had been involved in the development of the curriculum policy documents also reviewed the tasks, rubrics, and exemplars.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the project. No students, teachers, or schools have been identified.

The procedures followed during the development and implementation of this project will serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students’ learning.

The samples in this document will provide parents¹ with examples of student work to help them monitor their children's progress. They also provide a basis for communication with teachers.

Use of the exemplar materials is supported initially through provincial in-service training, discipline- or subject-specific workshops, and summer institutes.

Purpose of This Document

This document was developed to:

- show the characteristics of student work at each of the four levels of achievement for Grade 9;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to clearly defined assessment tasks;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

Teachers, parents, and students should examine the student samples in this document and consider them along with the information in the Teacher's Notes and Comments/Next Steps sections. They are encouraged to examine the samples in order to develop an understanding of the characteristics of work at each level of achievement in Grade 9 and the ways in which the levels of achievement reflect a progression in the quality of knowledge and skills demonstrated by students.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment methods and strategies in evaluating student achievement in a course over a term or school year.

Features of This Document

This document contains the following:

- a description of each performance task, as well as the curriculum expectations related to the task
- the task-specific assessment chart, or rubric
- two samples of student work for each of the four levels of achievement
- Teacher's Notes, which provide some details on the level of achievement for each sample
- Comments/Next Steps, which offer suggestions for improving achievement
- the Teacher Package that was used by teachers in administering the task

It should be noted that *each sample* for a specific level of achievement represents the characteristics of work at that level of achievement.

1. In this document, *parent(s)* refers to parent(s) and guardian(s).

The Tasks

The performance tasks for Core French were based directly on curriculum expectations selected from the Grade 9 Core French courses outlined in *The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 1999*. The tasks encompassed the four categories of knowledge and skills (i.e., Knowledge/Understanding, Thinking/Inquiry, Communication, and Application), requiring students to integrate their knowledge and skills in meaningful learning experiences. The tasks gave students an opportunity to demonstrate not only how well they had learned to use the required knowledge and skills in one context, but how well they could use their knowledge and skills in another context.

Teachers were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubrics) to the students before they began the assignment (for the rubrics, see pages 14–15 and 40–41).

The Rubrics

In this document, the term *rubric* refers to a scoring scale that consists of a set of achievement criteria and descriptions of the levels of achievement for a particular task. The scale is used to assess students' work; this assessment is intended to help students improve their performance level. The rubric identifies key criteria by which students' work is to be assessed, and it provides descriptions that indicate the degree to which the key criteria have been met. The teacher uses the descriptions of the different levels of achievement given in the rubric to assess student achievement on a particular task.

The rubric for a specific performance task is intended to provide teachers and students with an overview of the expected final product with regard to the knowledge and skills being assessed as a whole.

The achievement chart in the curriculum policy document for FSL provides a standard province-wide tool for teachers to use in assessing and evaluating their students' achievement over a period of time. While the chart is broad in scope and general in nature, it provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The descriptions associated with each level of achievement serve as a guide for gathering and tracking assessment information, enabling teachers to make consistent judgements about the quality of student work while providing clear and specific feedback to students and parents.

For the purposes of the exemplar project, a single rubric was developed for a performance task in each course. This task-specific rubric was developed in relation to the achievement chart in the curriculum policy document.

The differences between the achievement chart and the task-specific rubric may be summarized as follows:

- The achievement chart contains broad descriptions of achievement. Teachers use it to assess student achievement over time, making a summative evaluation that is based on the total body of evidence gathered through using a variety of assessment methods and strategies.

- The rubric contains criteria and descriptions of achievement that relate to a specific task. The rubric uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task. Teachers use the rubric to assess student achievement on a single task.

The rubric contains the following components:

- an identification (by number) of the expectations on which student achievement in the task was assessed
- the four categories of knowledge and skills
- the relevant criteria for evaluating performance of the task
- descriptions of student performance at the four levels of achievement (level 3 on the achievement chart is considered to be the provincial standard)

As stated earlier, the focus of performance assessment using a rubric is to improve students' learning. In order to improve their work, students need to be provided with useful feedback. Students find that feedback on the strengths of their achievement and on areas in need of improvement is more helpful when the specific category of knowledge or skills is identified and specific suggestions are provided than when they receive only an overall mark or general comments. Student achievement should be considered in relation to the criteria for assessment stated in the rubric for each category, and feedback should be provided for each category. Through the use of a rubric, students' strengths and weaknesses are identified and this information can then be used as a basis for planning the next steps for learning. In this document, the Teacher's Notes section indicates the reasons for assessing a student's performance at a specific level of achievement, and the Comments/Next Steps section indicates suggestions for improvement.

In the exemplar project, a single rubric encompassing the four categories of knowledge and skills was used to provide an effective means of assessing the particular level of student performance in the performance task, to allow for consistent scoring of student performance, and to provide information to students on how to improve their work. However, in the classroom, teachers may find it helpful to make use of additional rubrics if they need to assess student achievement on a specific task in greater detail for one or more of the four categories. For example, it may be desirable in evaluating an oral report to use one rubric for assessing the content (Knowledge/Understanding), one for the research (Thinking/Inquiry), one for the writing (Communication), and one for the delivery of the oral presentation itself (Application).

The rubrics for the tasks in the exemplar project are similar to the scales used by the Education Quality and Accountability Office (EQAO) for the Grade 3, Grade 6, and Grade 9 provincial assessments in that both the rubrics and the EQAO scales are based on the Ontario curriculum expectations and the achievement charts. The rubrics differ from the EQAO scales in that they were developed to be used only in the context of classroom instruction to assess achievement in a particular assignment in a course.

Although rubrics were used effectively in this exemplar project to assess responses related to the performance tasks, they are only one way of assessing student achievement. Other means of assessing achievement include observational checklists, tests, marking schemes, or portfolios. Teachers may make use of rubrics to assess students'

achievement on, for example, essays, reports, exhibitions, debates, conferences, interviews, oral presentations, recitals, two- and three-dimensional representations, journals or logs, and research projects.

Development of the Tasks

The performance tasks for the exemplar project were developed by teams of subject specialists in the following way:

- The teams selected a cluster of curriculum expectations that focused on the knowledge and skills in the course that are considered to be of central importance in the subject. Teams were encouraged to select a manageable number of expectations to enable teachers to focus their feedback to students. The particular selection of expectations ensured that all students in the course would have the opportunity to demonstrate their knowledge and skills in each category of the achievement chart in the curriculum policy document for the subject.
- For each course, the teams drafted a task that would encompass all of the selected expectations and that could be used to assess the work of all students in the course.
- The teams established clear, appropriate, and concrete criteria for assessment, and wrote the descriptions for each level of achievement in the task-specific rubric, using the achievement chart for the subject as a guide.
- The teams prepared detailed instructions for both teachers and students participating in the assessment project.
- The tasks were field-tested in classrooms across the province, in March–April 2001, by teachers who had volunteered to participate in the field test. Student work was scored by teams of teachers of the subject. In addition, classroom teachers, students, and board contacts provided feedback on the task itself and on the instructions that accompanied the task. Suggestions for improvement were taken into consideration in the revision of the tasks.

In developing the tasks, the teams ensured that the resources needed for completing the task – that is, all worksheets and support materials – were provided. It was also suggested that students could consult the teacher-librarian at the school about additional print and electronic materials.

Assessment and Selection of the Samples

After the final administration of the tasks, student work was scored by trained board personnel. The student samples were then forwarded to the ministry, where a team of teachers from across the province, who had been trained by the ministry to assess achievement on the tasks, scored and selected the student samples that would serve as the exemplars for each level of achievement.

The rubrics were the primary tool used to evaluate student work at both the district school board level and the provincial level. The samples that appear in this document were selected in the following way:

- At the district school board level, after some training was provided, teachers of the subject evaluated and discussed the student work until they were able to reach a consensus regarding the level to be assigned for achievement in each category. This evaluation was done to ensure that the student work being selected clearly illustrated that level of performance.
- Student work was then sorted into two groups: (1) work that demonstrated the same level of achievement in all four categories; and (2) work that demonstrated achievement at more than one level over the four categories.
- All the samples were submitted to a provincial selection team of teachers, who re-scored and validated the samples of work that demonstrated the same level of achievement in all four categories, and chose, through consensus, two samples that best represented the characteristics of work at each level of achievement.

The following points should be noted:

- Two samples of student work are included for each of the four achievement levels in each subject. The use of two samples is intended to show that the characteristics of an achievement level can be exemplified in different ways.
- Although the samples of student work in this document were selected to show a level of achievement that was largely consistent in the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application, teachers using rubrics to assess student work will notice that students' achievement frequently varies across the categories (e.g., a student may be achieving at level 3 in Knowledge/Understanding but at level 4 in Communication).
- Although the student samples show responses to most questions, students achieving at level 1 and level 2 will often omit answers or will provide incomplete responses or incomplete demonstrations.
- Students' effort was not evaluated. Effort is evaluated separately by teachers as part of the "learning skills" component of the Provincial Report Card.
- This document does not include any student samples that were assessed using the rubrics and judged to be below level 1. (Work judged to be below level 1 is work on which a student achieves a mark of less than 50 per cent. A student whose overall achievement at the end of a course is below 50 per cent will not obtain a credit for the course.) Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will help teachers and administrators by:

- providing student samples and criteria for assessment that will enable them to help students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating communication with parents regarding the curriculum expectations and levels of achievement for the course;
- promoting fair and consistent assessment within subjects and courses.

Teachers may choose to:

- use the teaching/learning activities outlined in the performance tasks;
- use the performance tasks and rubrics in this document in designing comparable performance tasks;
- use the samples of student work at each level as reference points when assessing student work;
- use the rubrics to clarify what is expected of the students and to discuss the criteria and standards for high-quality performance;
- review the samples of work with students and discuss how the performances reflect the levels of achievement;
- adapt the language of the rubrics to make it more “student friendly”;
- develop other assessment rubrics with colleagues and students;
- help students describe their own strengths and weaknesses and plan their next steps for learning;
- share student work with colleagues for consensus marking;
- partner with other schools to design tasks and rubrics, and to select samples for other performance tasks and other subject areas.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement;
- facilitate sessions for parents and school councils using this document as a basis for discussion of curriculum expectations, levels of achievement, and standards;
- participate in future exemplar projects within their district school boards or with the Ministry of Education.

Parents

The performance tasks in this document exemplify a range of meaningful and relevant learning activities related to the curriculum expectations for Grade 9 Core French courses. In addition, this document invites the involvement and support of parents as they work with their children to improve their achievement. Parents may use the samples of student work and the rubrics as:

- resources to help them understand the levels of achievement;
- models to help monitor their children’s progress from level to level;
- a basis for communication with teachers about their children’s achievement;
- a source of information to help their children monitor achievement and improve their performance;
- models to illustrate the application of the levels of achievement.

Students

Students are asked to participate in performance assessments in all curriculum areas. When students are given clear expectations for learning, clear criteria for assessment, and immediate and helpful feedback, their performance improves. Students’ performance improves as they are encouraged to take responsibility for their own achievement and to reflect on their own progress and “next steps”.

It is anticipated that the contents of this document will help students in the following ways:

- Students will be introduced to a model of one type of task that will be used to assess their learning, and will discover how rubrics can be used to improve their product or performance on an assessment task.
- The performance tasks and the exemplars will help clarify the curriculum expectations for learning.
- The rubrics and the information given in the Teacher’s Notes section will help clarify the assessment criteria.
- The information given under Comments/Next Steps will support the improvement of achievement by focusing attention on several suggestions for improvement.
- With an increased awareness of the performance tasks and rubrics, students will be more likely to communicate effectively about their achievement with their teachers and parents, and to ask relevant questions about their own progress.
- Students can use the criteria and the range of student samples to help them see the differences in the levels of achievement. By analysing and discussing these differences, students will gain an understanding of ways in which they can assess their own responses and performances in related assignments and identify the qualities needed to improve their achievement.

Core French

Academic

Ma ville francophone

The Task

Students were asked to imagine that they had won a competition for a two-week vacation for two in a francophone city. They were asked to write about their plans for visiting the city of their choice. Their writing had to include three descriptive paragraphs on specific points of interest. All resources for students, including audio- and videotapes, were in French. Emphasis was placed on the inclusion of *le futur simple* of regular and irregular verbs in the written work. Students were also instructed to demonstrate use of the writing process (i.e., develop a plan for writing, write a first draft, and revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style).

Final Product

The final product consisted of:

- a two-sentence introduction to the topic;
- three descriptive paragraphs, providing information on three points of interest and including two other interesting details;
- a brief, thoughtful conclusion.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Reading and Writing strands.

Students will:

1. read a range of simple texts to gather information and to expand their knowledge of the French language;
2. demonstrate an understanding of materials containing a brief text (e.g., brochures) through oral and written presentations;
3. express ideas and opinions in short written texts;
4. write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
5. recognize and use appropriate language structures;
6. incorporate newly acquired vocabulary into their written work;
7. revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style.

Note: Although all these expectations were addressed in the exemplar task, only expectations 1 to 6 were evaluated.

Prior Knowledge and Skills

In completing this task, students were expected to demonstrate an ability to:

- organize information into paragraphs;
- gather information from a variety of sources, including print and non-print resources, software, the Internet;
- use *le futur simple* of *-er*, *-ir*, and *-re* verbs and irregular verbs (e.g., *pouvoir*, *vouloir*, *savoir*, *avoir*, *être*, *devoir*, *aller*, *faire*);
- use adjectives correctly as to their position and agreement with nouns;
- use French–English dictionaries to verify spelling and grammar and to determine the meaning of unfamiliar vocabulary;
- use the writing process to produce a final copy – i.e., develop a plan for writing, write a first draft, and work with the teacher to revise their draft and produce a final copy.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 32–35 of this document.

Task Rubric – Ma ville francophone

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
5	– demonstrates knowledge of the specified language structure (<i>le futur simple</i>)	– demonstrates limited knowledge of <i>le futur simple</i>	– demonstrates some knowledge of <i>le futur simple</i>	– demonstrates considerable knowledge of <i>le futur simple</i>	– demonstrates thorough knowledge of <i>le futur simple</i>
2	– demonstrates understanding of materials read by providing required information	– demonstrates limited understanding of materials read	– demonstrates some understanding of materials read	– demonstrates considerable understanding of materials read	– demonstrates thorough understanding of materials read
Thinking/Inquiry					
The student:					
1	– selects supporting facts and details from materials read	– selects supporting facts and details with limited ability	– selects supporting facts and details with some ability	– selects supporting facts and details with considerable ability	– selects supporting facts and details with thorough ability and makes connections among a number of facts
3, 4	– demonstrates planning and organization in the development of ideas (introduction, descriptive paragraphs, and conclusion)	– demonstrates limited planning and organization	– demonstrates some planning and organization	– demonstrates considerable planning and organization	– demonstrates a high degree of planning and organization
Communication					
The student:					
3, 5, 6	– communicates with accuracy, fluency, and effectiveness	– uses language with limited accuracy, fluency, and effectiveness	– uses language with some accuracy, fluency, and effectiveness	– uses language with considerable accuracy, fluency, and effectiveness	– uses language with a high degree of accuracy, fluency, and effectiveness

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
	The student:				
5	<ul style="list-style-type: none"> – uses <i>le futur simple</i> correctly – uses other language structures and conventions accurately 	<ul style="list-style-type: none"> – uses <i>le futur simple</i> with numerous errors – uses other language structures and conventions with limited accuracy 	<ul style="list-style-type: none"> – uses <i>le futur simple</i> with some errors – uses other language structures and conventions with some accuracy 	<ul style="list-style-type: none"> – uses <i>le futur simple</i> with occasional errors – uses other language structures and conventions with considerable accuracy 	<ul style="list-style-type: none"> – uses <i>le futur simple</i> with few or no errors – uses other language structures and conventions with a high degree of accuracy

*The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

Ma ville francophone Level 1, Sample 1**Monte-Carlo**

L'été prochain nous voudrions aller à Monte-Carlo en Monaco. Ce sera un excellent voyage.

Nous voudrions arriver à le Nice-Côte d'Azur aéroport. Nous voudrions prendre un taxi pour aller à la ville, et nous enregisterons à le hôtel de Monte-Carlo. Le hôtel est de premier classe avec trois restaurants et un grand casino.

La premiere chose que nous voudrions faire est aller à la Grande Prix de Monaco. La course est très difficile et excitante. Notre favoris conducteurs sont Michael Schumacher et Jacques Villeneuve. Nous aussi voudrions aller à les "World Music Awards" parce que nous sommes grands fans de musique. Après, nous voudrions aller sur un yacht pour faire un tour sur la Mer Mediterannée.

En conclusion, nous esperons que ces projets nous ferront plaisir. Nous sommes très excités par notre visite à Monte-Carlo parce que la ville a beaucoup de choses que nous voudrions voir.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited knowledge of *le futur simple*, repeating "nous voudrions" several times and using other verbs only occasionally.
- Some of the required information is not provided – no reason is given for including one of the points of interest mentioned (i.e., "aller sur un yacht pour faire un tour").

Thinking/Inquiry

- Few supporting facts and details are included, and these are not well developed.
- The writing shows limited planning and organization – only one paragraph deals with the three points of interest selected.

Communication

- The student uses language with limited accuracy, fluency, and effectiveness (e.g., "Nous aussi voudrions aller à les "World Music Awards" parce que nous sommes grands fans de musique.").

Application

- The student makes errors where *le futur simple* is used with a verb other than *vouloir* (i.e., "enregisterons", "ferront").
- The student uses other language structures with limited accuracy (e.g., "à le hôtel", "Notre favoris conducteurs").

Comments/Next Steps

- This sample demonstrates a limited understanding of the task requirements and a limited knowledge of French language structures.
- More care should be taken in planning and organizing the material to ensure that there are three descriptive paragraphs on the chosen points of interest.
- A thorough review of grammar and language structures would be beneficial.
- The student should follow the steps of the writing process more carefully by working with the teacher to edit the draft before producing the final copy.
- The student should use a dictionary to verify and correct spelling and grammar.

Ma ville francophone Level 1, Sample 2**Genève**

L'été prochain je visiterai Genève, Suisse. Je pense que ce sera intéressant.

Il y a beaucoup endroits que je devrai aller et voir. Je voudrai marcher sur la promenade de la Treille et dans la Vieille-Ville avec ses petites rues pavés. Un autre belle endroit est un parc qui a des anciens arbres et monuments.

Genève est la ville où la Croix-Rouge a son siège social. Je voudrai faire recherche sur l'histoire de la Croix-Rouge. Elle a commencé dans 1864. J'irai au musée de la Croix-Rouge pour trouver de l'information.

Aussi, je voudrai voir l'Horloge Fleurie. Elle est très grande et est composé des fleurs différentes. Après, j'mangerai un suisse repas dans un restaurant et j'irai à l'hôtel à coucher. J'ai hate d'y arriver.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited knowledge of *le futur simple* in spite of using it in each paragraph.
- The student demonstrates limited understanding of materials read (e.g., little is said about why the points of interest are worth seeing).

Thinking/Inquiry

- Few supporting facts are included, and the description lacks details.
- The writing shows limited planning and organization – the first descriptive paragraph mentions three points of interest, and the conclusion, which is well stated (“J’ai hate d’y arriver.”), forms part of the third descriptive paragraph.

Communication

- The student uses language with limited accuracy, fluency, and effectiveness (e.g., “Il y a beaucoup endroits que je devrai aller et voir.”)

Application

- The student uses *le futur simple* correctly but includes only a few examples.
- The student makes frequent errors in using other language structures (e.g., “Un autre belle endroit”, “faire recherche sur”, “j’mangerai”).

Comments/Next Steps

- This sample displays a limited ability to select information and develop ideas.
- A thorough review of grammar and language structures would be beneficial.
- More attention needs to be given to the requirements of the task (e.g., each descriptive paragraph should focus on a single point of interest).
- The student should use a dictionary to verify and correct spelling and grammar.

Ma ville francophone Level 2, Sample 1**La Nouvelle-Orléans**

La Nouvelle-Orléans est une grande ville des États-Unis. C'est très touristique.

L'année prochaine je voyagerai à la Nouvelle-Orléans. J'y irai avec mon meilleure amie. Il sera son anniversaire bientôt et je pense qu'elle sera amusée.

Quand nous irons à la Nouvelle-Orléans nous voudrons voir le parc de ville de la Nouvelle-Orléans. Il a été construit il y a au-dessus d'un siècle par John McDonogh. Il est un des plus grands parcs urbain dans la nation. Il est rempli d'arbres, statues et fontaines, centres des sports, et bâtiments historiques.

Nous voudrons visiter la Nouvelle-Orléans pendant le Mardi Gras. C'est un grand et fameux festival qui a commencé dans 1699. Nous verrons beaucoup de gens dans costumes fantastiques.

L'hôtel où nous resterons est dans le quartier français. Ce quartier est très touristique avec beaucoup de restaurants et boutiques.

Je ne puis pas attendre jusqu'à nous arrivons à la Nouvelle-Orléans. Je pense que le voyage sera très fantastique.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates some knowledge of *le futur simple* (e.g., “J'y irai”, “nous voudrons voir”, “nous resterons”).
- The student demonstrates some understanding of materials read, but gives little information about a point of interest in the third descriptive paragraph.

Thinking/Inquiry

- The student includes some supporting facts and details, especially in the description of “le parc de ville de la Nouvelle-Orléans”.
- The information is organized to some degree; however, the introduction is composed of two paragraphs and contains some irrelevant information.

Communication

- The student communicates with some accuracy, fluency, and effectiveness (e.g., “Nous verrons beaucoup de gens dans costumes fantastiques.”).

Application

- The student makes an error in the use of *le futur simple* (i.e., “jusqu'à nous arrivons”).
- The student uses other language structures with some accuracy (e.g., “Il a été construit”, “Il est rempli d'arbres”) but makes several errors (e.g., “mon meilleure amie”, “il y a au-dessus d'un siècle”, “dans 1699”).

Comments/Next Steps

- This sample demonstrates some knowledge and understanding of French language structures but does not maintain a consistent level of accuracy and effectiveness in language use.
- More attention needs to be given to the coherence of the passage to ensure that the ideas are developed in a logical manner.
- The student should use a dictionary to verify accuracy of spelling and grammar.
- More careful proofreading would help to eliminate basic errors.

Ma ville francophone Level 2, Sample 2**Cannes**

Cannes, en France est une ville touristique très intéressante. Elle est remplie de galeries d'art et beaucoup d'évènements spéciales, surtout le Festival de Films, en mai.

Mon amie et moi avons gagné un voyage spectaculaire à cette ville pour deux semaines. Quand nous arriverons, nous resterons à la Noga Hilton à Cannes, sur la rue Croisette. L'hôtel a une bonne vue de l'océan, et elle est située sur la rue plus célèbre dans la ville. Nous mangerons à La Mère Besson, un restaurant spéciale, qui a été construit en les 1930's.

Après, nous irons sur la promenade de la Croisette. La rue Croisette affront l'océan, et c'est le meilleur endroit pour les achats. Il est un place très populaire pour les acteurs et les actrices, surtout dans le mois de mai pour le Festival de Films.

Cependant, nous voudrions aussi aller au Musée de la Castre et nous verrons l'historique Notre Dame de l'Espérance. Puis nous visiterons la Plage de la Croisette. Aller à la plage est très populaire et la vue, c'est magnifique. Le Musée de la Castre a des artefacts de près de tout les anciens civilisations.

Mon voyage à Cannes sera rempli d'amusement et beaucoup de culture.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates some knowledge of *le futur simple* (e.g., “Quand nous arriverons, nous resterons ...”).
- The student demonstrates some understanding of materials read by including several relevant proper nouns (e.g., “la rue Croisette”, “La Mère Besson”, “Le Musée de la Castre”), but sometimes does not clearly distinguish between one point of interest and another (e.g., “la promenade de la Croisette” and “la rue Croisette”).

Thinking/Inquiry

- The student includes some relevant details to add interest to the description (e.g., “une bonne vue de l'océan”, “la rue plus célèbre”, “surtout dans le mois de mai”).
- The writing shows some planning and organization – the three descriptive paragraphs are linked in a logical manner (i.e., “Quand nous arriverons ...”, “Après, nous irons ...”, “Cependant, nous voudrions aussi aller ...”) – but the first and third descriptive paragraphs lack a clear focus on a single point of interest.

Communication

- The student communicates with some accuracy, fluency, and effectiveness (e.g., “Aller à la plage est très populaire et la vue, c'est magnifique.”).

Application

- The student uses *le futur simple* correctly, but makes some errors in using other language structures (e.g., “sur la rue plus célèbre”, “affront l'océan”, “dans le mois de mai”).
- There are a number of errors in the gender of nouns (e.g., “évènements spéciales”, “un place”, “anciens civilisations”).

Comments/Next Steps

- Overall, there is a variety of detail and evidence of reading to gather information.
- There is a good introduction, but the student should focus each of the three descriptive paragraphs on a single point of interest.
- More effort should be made to avoid the repetition of content in the second and third paragraphs.
- The student should use a dictionary to verify spelling and the gender of nouns.

Ma ville francophone **Level 3, Sample 1**

Ajaccio

Ajaccio est une petite, belle ville avec beaucoup d'histoire. Cette ville en France est magnifique, et mon amie et moi aurons beaucoup à faire quand nous serons là.

Nous arriverons à Ajaccio en bateau à voiles, après un long et merveilleux voyage. Le premier lieu que nous visiterons est la Maison de Napoléon. Napoléon est né ici en 1769. C'est maintenant un fantastique musée où nous pourrions voir des portraits de la famille Bonaparte. Nous resterons ici pour quelque temps avant que nous partions voir beaucoup plus de la ville.

Après cela, mon amie et moi irons à la Cathédrale Notre Dame de la Miséricorde. Dans cette grande, belle église, qui date du 16^{ème} siècle, Napoléon a reçu le baptême. Après une bonne visite là, nous mangerons un repas délicieux à un petit café dans le centre de la ville.

Après déjeuner, nous irons au Musée Fesch, un des plus beaux musées de la France. Ici, nous verrons six siècles des peintures, surtout de l'art d'Italie. Nous achèterons des cartes postales au magasin du musée. Après, nous irons à dîner au restaurant dans l'hôtel. Cela finira notre

premier jour à Ajaccio, le capital de la Corse, une région de France.

Ajaccio sera une ville intéressante à visiter; je suis certain que nous trouverons beaucoup d'occasions de nous amuser.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable knowledge of *le futur simple*, using the tense correctly with a wide variety of verbs.
- The student demonstrates considerable understanding of materials read, providing most of the required information.

Thinking/Inquiry

- The student includes interesting facts and, by focusing on the historical aspect of the city, makes connections among them.
- The writing shows considerable planning and organization – for example, the references to Napoleon are presented in chronological order.

Communication

- The student communicates with considerable accuracy, fluency, and effectiveness (e.g., “Nous arriverons à Ajaccio en bateau à voiles, après un long et merveilleux voyage.”).
- Adjectives are used to make the description more vivid (e.g., “un long et merveilleux voyage”, “cette grande, belle église”).

Application

- The student uses *le futur simple* correctly.
- The student uses other language structures with considerable accuracy (e.g., “Napoléon est né ici”, “a reçu le baptême”).

Comments/Next Steps

- This is on the whole a successful piece that clearly conveys the writer's meaning, although there are places where the writing is awkward.
- The student should use a dictionary to verify accuracy of spelling and grammar.

Ma ville francophone Level 3, Sample 2**Monte-Carlo**

Le mois passé, je suis devenu très fortuné, et j'ai gagné une vacance pour deux à Monte-Carlo, Monaco!

Quoiqu'elle est une ville politique, économique, et historique, je vais aller pour les attrait touristiques.

Les jeux d'argent sont la plus fameuse attraction dans Monte-Carlo, mais nous irons à une attraction moins populaire – Les Ballets de Monte-Carlo. La ville de Monte-Carlo présente beaucoup de ballets, et nous verrons "Les Nuits de la Danse" ce juillet, quand il ouvrira. Les danseurs ont répété pour beaucoup de mois dans une grande construction – "L'Atelier". Les danseurs, les choréographes, et la troupe habitent dans "L'Atelier" et travaillent sept jours pour semaine. Alors, je suis certain que "Les Nuits de la Danse" sera très bon!

Aussi, un goût des aliments sera un plaisir! Quoique Monte-Carlo a beaucoup de restaurants, nous voudrions surtout visiter le "Restaurant du Port". Il est à côté du port de Monaco, et après notre repas, nous pourrions regarder les voiliers qui partent et retournent au port. Cette vision sera très belle, calme, et aidera moi relâcher.

Après tout de nos aventures, nous serons très contents de retourner à notre hôtel. Heureusement, l'Agence de tourisme vont être très généreuse et vont faire les réservations pour "L'Hôtel de Paris". "L'Hôtel de Paris" est un hôtel très grand, fameux, et beau. Une statue du Dieu de Soleil qui marque l'entrée, prouve que "L'Hôtel de Paris" est vraiment majestueux. Avec ses quatre restaurants, sa piscine, son club de santé, et deux-cent-soixante-dix-sept chambres, j'attends avidement notre séjour à "L'Hôtel de Paris".

En conclusion, avec ses restaurants, ballets, et hôtels, Monte-Carlo sera une aventure superbe!

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable knowledge of *le futur simple* (e.g., “nous verrons ... quand il ouvrira”, “nous pourrions regarder”).
- The student demonstrates considerable understanding of materials, presenting a considerable amount of information on the points of interest selected.

Thinking/Inquiry

- The student includes many supporting facts and details, but some of these are not strictly relevant to the task (e.g., “habitent dans ‘L’Atelier’”, “vont être très généreuse”).
- The writing shows considerable planning and organization, each descriptive paragraph developing ideas on one of the attractions selected.

Communication

- The student uses language with considerable accuracy, fluency, and effectiveness (e.g., “Il est à côté du port de Monaco, et après notre repas, nous pourrions regarder les voiliers qui partent et retournent au port.”).

Application

- The student makes an error in the use of verbs in the future tense (i.e., “l’Agence de tourisme vont être ... vont faire”).
- The student uses other language structures with considerable accuracy (e.g., “je suis devenu très fortuné”, “une attraction moins populaire”, “j’attends avidement”).

Comments/Next Steps

- This is a long description, containing many interesting supporting facts and details. The selection of relevant material is on the whole good, and the student has incorporated a personalized approach in describing the points of interest selected.
- The student should use a dictionary to verify accuracy of spelling and grammar.

Ma ville francophone Level 4, Sample 1

Bruxelles

La ville de Bruxelles est la capitale de la Belgique et elle a une histoire longue et intéressante. Mon amie et moi avons gagné un voyage à Bruxelles et nous y irons le semaine prochaine par avion.

Quand mon amie et moi arriverons à Bruxelles, nous visiterons d'abord la Grand'Place. C'est un carré historique, dominé par le magnifique Hôtel de Ville qui date du 15ème siècle. Les habitants de Bruxelles se réunissent ici pour leurs festivals plus important. Dimanche matin il y a un marché d'oiseaux, et pendant quelques semaines en été le centre de la place est couverte par un tapis de fleurs.

Un autre lieu historique que nous voudrions voir est le Parc de Bruxelles qui est situé entre le Palais Royal et le Palais de la Nation. C'est un parc formel avec des fontaines et statues où les arbres et chemins sont disposés sur un plan géométrique. Ce parc est le site où les Belges ont combattu les Hollandais pour leur indépendance en 1830.

Pendant notre séjour à Bruxelles, mon amie et moi irons aussi aux Musées Royaux des Beaux-Arts où nous verrons quelques oeuvres d'art célèbres. Il y a une collection de

peintures flamandes des 15èmes et 16èmes siècles, y compris une salle dédiée à Bruegel, que nous ne voudrions pas manquer.

Nous sommes très excités par notre visite à Bruxelles parce qu'il y aura beaucoup de choses intéressantes à découvrir. Enfin, une fois arrivés, nous ne pourrions pas attendre pour voir les sites!

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a thorough knowledge of *le futur simple* by including its use in a variety of sentence structures (e.g., “Il y a une collection ... que nous ne voudrions pas manquer!”).
- The student demonstrates thorough understanding of materials read by placing the specific points of interest within a historical and/or cultural context (e.g., “Ce parc est le site ... où les Belges ont combattu les Hollandais pour leur indépendance.”).

Thinking/Inquiry

- The student provides a clear focus by concentrating on important aspects of the points of interest and why they are worth visiting.
- The writing demonstrates a high degree of planning and organization – each of the descriptive paragraphs introduces a specific point of interest and contains relevant supporting facts and details.

Communication

- The student communicates with a high degree of accuracy, fluency, and effectiveness (e.g., “Les habitants de Bruxelles se réunissent ici pour leurs festivals ...”).
- The student uses a variety of sentence structures (e.g., “C’est un carré historique, dominé par ...”, “Pendant notre séjour à Bruxelles, mon amie et moi irons aussi ...”, “Il y a une collection ... que ...”).

Application

- The student uses a variety of regular and irregular verbs consistently throughout the task.
- The student uses other language structures with a high degree of accuracy (e.g., “qui date du 15^{ème} siècle ...”, “y compris”, “une fois arrivés”).

Comments/Next Steps

- This is an excellent piece of writing that meets all the requirements of the task.
- The student should use a dictionary to verify spelling (e.g., “indépendance”, “formal”, “géométrique”).
- Better proofreading would help to avoid simple errors (e.g., “le semaine prochaine”, “festivals plus important”).

Ma ville francophone Level 4, Sample 2

Hull

Ma copine et moi avons gagné un voyage à Hull, au Québec. Nous y voyagerons en voiture et visiterons trois sites historiques.

Le premier site que nous choisirons à visiter est le musée canadien des civilisations. Depuis que le musée a ouvert ses portes le 29 juin 1989, l'histoire est devenue un spectacle vivant. Le musée présente une perspective instructive et amusante de l'histoire du Canada au moyen de reconstitutions historiques et de mises en scène qui incitent les visiteurs à faire une plus étroite connaissance avec notre riche patrimoine. L'architecte du musée se nomme Douglas Cardinal. Juste à côté est le musée canadien de la guerre. Ce dernier nous permettra découvrir le patrimoine militaire de notre pays.

Après la visite au musée canadien des civilisations, nous voudrions voir le Domaine Mackenzie King. Nous explorerons les chalets restaurés, les magnifiques jardins, les sentiers boisés et les pittoresques ruines que King avait lui-même fait aménager sur ses terrains. Ensuite, nous irons au rez-de-chaussée du chalet de Moorside qui a été transformé en salon du thé. Des films, des panneaux

d'interprétation et des guides-interprètes nous feront revivre plus de cinquante ans d'histoire canadienne.

Pour terminer, nous ferons le tour de la maison Scott. La maison Scott doit son nom à Richard William Scott, une importante figure politique d'Ottawa du 19^{ième} siècle. Scott fit construire sa maison de banlieu en 1863 pour sa famille. La maison Scott se présente comme un bâtiment carré de deux étages. Elle comprend une cuisine d'été sur un étage. La corporation du bicentenaire de Hull a établi son quartier général entre les murs chargés d'histoire de la maison Scott. Nous la trouverons vraiment intéressante.

Hull est une ville touristique. Nous sommes sûrs que nous nous amuserons beaucoup quand nous serons là.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a thorough knowledge of *le futur simple*, including it in a natural and appropriate way in the descriptive paragraphs.
- The student demonstrates thorough understanding of materials read by providing varied and detailed information on the points of interest described.

Thinking/Inquiry

- The student has successfully selected essential facts about the places to be visited and has enlivened the descriptions by including interesting details.
- Both the piece as a whole and the individual descriptive paragraphs are well planned and organized – the paragraphs are linked (“Le premier site ...”, “Après la visite au musée ...”, “Pour terminer ...”), and within each paragraph the information provided follows a logical order.

Communication

- The student uses language with a high degree of accuracy, fluency, and effectiveness (e.g., “Des films, des panneaux d’interprétation et des guides-interprètes nous feront revivre plus de cinquante ans d’histoire canadienne.”).

Application

- The student makes no errors in using *le futur simple*.
- The student uses other language structures with a high degree of accuracy (e.g., “L’architecte du musée se nomme”, “que King avait lui-même fait aménager”, “Scott fit construire sa maison”).

Comments/Next Steps

- This is an outstanding example of an authentic, well-written description that successfully conveys why the places of interest selected are worth a visit.
- More careful proofreading and use of a dictionary would help to eliminate errors (e.g., “permettra découvrir”, “guides-interprètes”).

Teacher Package

French As a Second Language Exemplar Task Grade 9 Core French, Academic

Teacher Package

Title: Ma ville francophone

Time Requirement: 3–4 periods of 75 minutes each
(*Note:* This does not include time used to present/review the prior knowledge and skills outlined below.)

Description of the Task

Students are asked to imagine that they have won a competition for a two-week vacation for two in a francophone city. They will write about their plans for visiting the city of their choice. Their writing will include three descriptive paragraphs on specific points of interest.

In their writing task, students will use the following language structure listed in *The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 1999*, p. 15:

- *le futur simple* of *-er*, *-ir*, and *-re* verbs and irregular verbs

Before submitting the final product to their teacher, students will also demonstrate use of the writing process (i.e., develop a plan for writing, write a first draft, and revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style).

Final Product

The final product will consist of:

- a two-sentence introduction about the city selected;
- three descriptive paragraphs on three points of interest, explaining why they are worth visiting and providing two other interesting details about the city;
- a brief, thoughtful conclusion.

Students should incorporate into their writing information from *Renseignements pour la description de ma ville francophone* (Annexe A).*

*This and other sheets distributed to students are provided at the end of the Teacher Package.

Assessment and Evaluation Components

- The rubric is used as a scoring tool to assess the task.
- Students use *Mon autoévaluation* (Annexe B) to assess their completion of the task requirements.
- Formative assessment of students' use of the required language structure may be administered.

Expectations Addressed in the Exemplar Task

The task gives students the opportunity to demonstrate achievement of the following selected expectations from the Reading and Writing strands.

Students will:

1. read a range of simple texts to gather information and to expand their knowledge of the French language;
2. demonstrate an understanding of materials containing a brief text (e.g., brochures) through oral and written presentations;
3. express ideas and opinions in short written texts;
4. write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
5. recognize and use appropriate language structures;
6. incorporate newly acquired vocabulary into their written work;
7. revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style.

Note: Although all these expectations are addressed in the exemplar task, only expectations 1 to 6 will be evaluated.

Teacher Instructions

Prior Knowledge and Skills

Before beginning this task, students should know how to:

- organize information into paragraphs;
- gather information from a variety of sources, including print and non-print resources, software, the Internet;
- use *le futur simple* of *-er*, *-ir*, and *-re* verbs and irregular verbs (e.g., *pouvoir*, *vouloir*, *savoir*, *avoir*, *être*, *devoir*, *aller*, *faire*);
- use adjectives correctly as to their position and agreement with nouns;
- use French–English dictionaries to verify spelling and grammar and to determine the meaning of unfamiliar vocabulary;
- use the writing process to produce a final copy – i.e., develop a plan for writing, write a first draft, and work with the teacher to revise their draft and produce a final copy.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to consult the relevant course profiles for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

Students read or view simple texts and other materials (e.g., videotapes, filmstrips) from various sources to gather information. Suggested resources may include:

- travel brochures
- list of resources in the Grade 9 Core French Academic Course Profiles
- Grade 9 commercial programs currently in use
- French–English dictionaries
- websites:
 - Yahoo! France: www.yahoo.fr/
 - Branchez-vous!: www.branchez-vous.com
 - My Canada Page: <http://www.eagle.ca/~matink/canada.html>

Rubric*

Introduce the task-specific rubric at the same time you begin to discuss the task with the students. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the rubric and to provide feedback to help them improve.

Task Instructions

PERIOD 1: Presentation of the task to the students

- Brainstorm to generate a list of cities around the world where French is spoken and a list of nouns and adjectives to describe tourist attractions. You may wish to post these lists in the classroom as a reference for students.
- Hand out the Student Package. Introduce the task to the students and explain its requirements, including the information required and the language structure students will use in their written description. This description will consist of:
 - a two-sentence introduction about the city selected;
 - three descriptive paragraphs, each of which will describe a location of interest and explain why it is worth visiting;
 - a brief, thoughtful conclusion.
- Present *Renseignements pour la description de ma ville francophone* (Annexe A) and explain to students that the questions it contains are a guide to help them organize their information and include supporting facts to explain why the three places of interest they have selected are worth visiting.
- Discuss and explain the criteria of the task-specific rubric with the students.
- Discuss the student self-assessment *Mon autoévaluation* (Annexe B) with students and go over the statements that will guide students in completing the task and help them keep track of their progress throughout the task.
- Indicate the location of resource materials so that students may select a francophone city of interest to them.
- Each student selects a francophone city.
- Approve each student's choice once it has been made.

PERIOD 2: Preparation of the first draft

- Review newly acquired vocabulary for this task, the formation and use of *le futur simple*, and other language structures as needed.
- Review the statements in *Renseignements pour la description de ma ville francophone*.
- Using resources available, each student gathers information about the francophone city selected. This step should be completed during this period.
- Using the information collected, students begin writing the first draft of their description. Provide assistance where necessary.
- Students continue to work on the first draft of their description.

*The rubric is reproduced on pages 14–15 of this document.

PERIOD 3: Continuation of the writing process, teacher conferencing and revisions

- Students continue and complete the first draft of their description.
- If feasible, plan conferencing time with each student to provide feedback on the first draft of the description. Students begin revisions and complete their final product and the self-assessment *Mon autoévaluation*. Students should refer back to the rubric criteria when completing their final product. Students will then submit their final product.
- If it is not feasible to provide conferencing time, ask students to hand in their completed first draft for feedback by the end of this period. Students who complete their draft before the end of the period can complete their self-assessment or work on other related activities.

PERIOD 4: Completion of the assessment task

- If conferencing did not take place, return the collected first drafts with your comments to the students. All students must complete their final product and self-assessment in this period.
- Students will submit their final product.

Annexe A. Renseignements pour la description de ma ville francophone

Vous avez choisi une ville francophone et vous devez écrire une description en trois paragraphes.

Mais pour cela, vous avez besoin d'information. Cherchez des renseignements à la bibliothèque ou par ordinateur. Répondez aux questions suivantes qui vous aideront à rédiger la description de votre ville francophone.

1. Quel est le nom de la ville?
2. Dans quel pays est la ville ?
3. Comment voyagerez-vous pour arriver à cette ville?
4. Nommez **trois** choses que vous voulez voir ou faire en visitant cette ville et expliquez pourquoi :
 - a)
 - b)
 - c)
5. Notez **deux** autres détails intéressants sur cette ville :
 - a)
 - b)

Annexe B. Mon autoévaluation

Pour bien réussir votre tâche, procédez avec méthode. Cochez chaque étape franchie.

1. J'ai utilisé le vocabulaire essentiel.
2. J'ai compris les instructions de la tâche d'écriture.
 J'ai compris les instructions pour *Renseignements pour la description de ma ville francophone* (Annexe A).
3. J'ai choisi une ville francophone intéressante à visiter et j'ai reçu l'approbation de mon professeur.
4. J'ai employé l'Annexe A et suivi le plan proposé.
 J'ai nommé trois choses que je veux voir ou faire en visitant ma ville francophone et j'ai expliqué pourquoi.
 J'ai noté deux autres détails intéressants sur cette ville.
5. J'ai discuté de la grille d'évaluation avec mon professeur et j'ai compris les critères d'évaluation de mon écriture.
6. J'ai écrit une bonne introduction longue de deux phrases.
 J'ai composé trois bons paragraphes descriptifs en utilisant le futur simple.
 J'ai ajouté une bonne conclusion.
7. J'ai montré le brouillon de ma description à mon professeur.
8. J'ai compris les commentaires écrits par mon professeur sur mon brouillon.
9. J'ai fait les révisions nécessaires et j'ai produit la copie finale de ma description.
10. J'ai remis ma copie finale au professeur.

Core French

Applied

Contribuer à la société: Une personne que j'admire

The Task

Students were asked to imagine that they were submitting material to a website that celebrates the accomplishments of certain Canadians. Their task was to write a descriptive paragraph about a celebrated Canadian or a well-known member of their local community. The paragraph had to include an introduction, a description of the qualities of this person and his or her contributions to Canadian society or the local community, and a conclusion.

In their writing task, students were instructed to use the following language structures:

- *le passé composé* of irregular verbs
- singular and plural, feminine and masculine, of irregular adjectives

Students were further instructed to demonstrate use of the writing process (i.e., develop a plan for writing, write a first draft, and revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style).

Final Product

The final product consisted of:

- an introduction about the person selected (one sentence);
- a description of the qualities of this person (2 sentences) and his or her contributions to Canadian society or the local community (4 sentences);
- a conclusion expressing the student's own opinion of the person selected (one sentence).

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Reading and Writing strands.

Students will:

1. read materials containing a brief text and develop the main ideas and some supporting details in a different context;
2. write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
3. recognize and use appropriate language structures;
4. incorporate newly acquired vocabulary into their written work;
5. revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style.

Note: Although all these expectations were addressed in the exemplar task, only expectations 1, 2, 3, and 4 were evaluated.

Prior Knowledge and Skills

In completing this task, students were expected to demonstrate an ability to:

- gather information from a variety of sources, including print and non-print resources, software, the Internet;
- use le *passé composé* of irregular verbs;
- Use French–English dictionaries to verify spelling and grammar and to determine the meaning of unfamiliar vocabulary;
- use the writing process to produce a final copy – i.e., develop a plan for writing, write a first draft, and work with the teacher to revise their draft and produce a final copy.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 56–59 of this document.

Task Rubric – Contribuer à la société: Une personne que j’admire

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
3, 4	– demonstrates knowledge of specified language structures and newly acquired vocabulary	– demonstrates limited knowledge of specified language structures and newly acquired vocabulary	– demonstrates some knowledge of specified language structures and newly acquired vocabulary	– demonstrates considerable knowledge of specified language structures and newly acquired vocabulary	– demonstrates thorough knowledge of specified language structures and newly acquired vocabulary
2	– provides required information about the qualities and contributions of the person selected	– provides a limited amount of the required information	– provides some of the required information	– provides a considerable amount of the required information	– provides all/almost all of the required information
Thinking/Inquiry					
The student:					
1	– selects main ideas from materials read – provides support for main ideas	– selects main ideas with limited ability – provides limited support for main ideas	– selects main ideas with some ability – provides some support for main ideas	– selects main ideas with considerable ability – provides considerable support for main ideas	– selects main ideas with thorough ability – provides a high degree of support for main ideas
Communication					
The student:					
3, 4	– conveys the message clearly and effectively through the appropriate selection of words, phrases, and structures	– conveys the message with limited clarity and effectiveness	– conveys the message with some clarity and effectiveness	– conveys the message with considerable clarity and effectiveness	– conveys the message with a high degree of clarity and effectiveness

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
The student:					
1, 2	– applies knowledge/ understanding of the task effectively (i.e., introduction, development of ideas, and conclusion)	– applies knowledge/ understanding with limited effectiveness	– applies knowledge/ understanding with some effectiveness	– applies knowledge/ understanding with considerable effectiveness	– applies knowledge/ understanding with a high degree of effectiveness
3	– uses the specified language structures correctly – uses other language structures accurately	– uses the specified language structures with numerous errors – uses other language structures with limited accuracy	– uses the specified language structures with some errors – uses other language structures with some accuracy	– uses the specified language structures with occasional errors – uses other language structures with considerable accuracy	– uses the specified language structures with few or no errors – uses other language structures with a high degree of accuracy

*The expectations that correspond to the numbers given in this chart are listed on page 38.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

Contribuer à la société: Une personne que j'admire Level 1, Sample 1**Shania Twain**

J'aime Shania Twain parce que elle est une bonne chanteuse. Elle est né le 28 d'août en 1963 à Windsor et est élevée à Timmins. Shania est une bonne modele comme chanteuse. Pendant tous les ans qu'elle chante, elle a reçu plus de 30 prix. Elle a contribué a beaucoup de chantes. Elle a changé la musique country. Elle est maintenant enceinte pour le premier fois et la chose plus importante pour elle est la famille et le bonheur. Selon moi, Shania est une personne très aimante qui a de la chance d'être une chanteuse célèbre.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited knowledge of the specified language structures and newly acquired vocabulary, as illustrated by the following:
 - *Le passé composé* of irregular verbs is used only twice (“est né”, “a reçu”).
 - Only two irregular adjectives (“bonne” and “premier”) are used.
- The student provides little of the required information – contributions to society are confused with personal accomplishments.

Thinking/Inquiry

- The student demonstrates limited ability in selecting main ideas and supporting details – there are too many biographical facts, and not enough is said about the ways in which the person selected has contributed to society.

Communication

- The student conveys the message with limited clarity and effectiveness – for example, the meaning of “a contribué a beaucoup de chantes” is not entirely clear.

Application

- Some facts are provided, but ideas are not well developed (e.g., “a changé la musique country”).
- The student makes an error in both cases where *le passé composé* of an irregular verb is used (“est né” and “a reçu”), and one of the irregular adjectives used is given in the masculine form with a feminine noun (“premier fois”).
- The student uses other language structures with limited accuracy (e.g., “parce que elle”, “le 28 d'août”, “la chose plus importante”).

Comments/Next Steps

- In terms of both content and language structures used, this sample meets the requirements of the task in a limited way.
- The student should pay more attention to the requirements of the task (i.e., focus on qualities and contributions, and include a wider selection of irregular verbs in *le passé composé* and irregular adjectives). Careful revision of the first draft could avoid these problems.

Contribuer à la société: Une personne que j'admire Level 1, Sample 2**Wayne Gretzky**

Wayne Gretzky est un des meilleurs joueur de hockey sans precedent. Wayne Gretzky est intelligent et sportif. Il est un beau joueur de hockey. Wayne Gretzky a mis sur pied le jeu. Il a apporté le jeu a un nouveau niveau. Il est un modele a emuler pour les enfants. Il a prové que passe la rondelle est miex que le lancer. A mon avis, Wayne Gretzky est le meilleur joueur de hockey!

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates limited knowledge of the specified language structures (e.g., *le passé composé* of an irregular verb – “a mis” – is used only once).
- The information provided focuses too much on Wayne Gretzky's skill as a hockey player; not enough is said about his contributions to society.

Thinking/Inquiry

- The student demonstrates limited ability in selecting main ideas and supporting details – opinion rather than factual information has been provided.

Communication

- The student conveys the message with limited effectiveness – the use of very short sentences (only one contains more than one clause), and the lack of linkage between them, hinder the flow of the paragraph.

Application

- The paragraph is too repetitive – the introductory and concluding sentences say essentially the same thing – and there is little development of ideas.
- The student makes insufficient use of *le passé composé* of irregular verbs.
- The student makes frequent errors in using other language structures (e.g., “sans precedent”, “que passe la rondelle est miex”) and has misunderstood the meaning of an idiomatic phrase (“a mis sur pied”).

Comments/Next Steps

- This sample is limited in the type of information it provides and demonstrates greater success in using newly acquired vocabulary than in the correct use of the specified language structures.
- The sample should contain more information about the selected person's contributions to society (e.g., Wayne Gretzky's involvement in various charitable organizations should be mentioned).
- The student should incorporate more use of *le passé composé* in the paragraph.
- The student should consult a dictionary to correct spelling and grammatical errors.

Contribuer à la société: Une personne que j’admire Level 2, Sample 1**Rick Hanson**

Rick Hanson est mon héros parce qu’il a influencé la façon que les personnes voient les personnes dans un fauteuil roulant. Rick Hanson est un déterminé et actif homme. Il n’a pas voulu son invalidité pour arrêter lui de vivre une vie normale. Il a décidé aller sur “The Man in Motion World Tour”. Il a influencé mon père qui a été blessé dans un moteur accident sérieux. Comme Rick Hanson, mon père est devenu un paraplégique. À mon avis, Rick Hanson est un grand homme et un grand canadien héros. Il a fait beaucoup pour encourager des personnes dans un fauteuil roulant.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates some knowledge of the specified language structures (e.g., “n’a pas voulu”, “a été blessé”, “est devenu”, “actif”, sérieux”) and newly acquired vocabulary (e.g., “fauteuil roulant”, “invalidité”, “paraplégique”).
- The student provides some information about the qualities of the person selected and his contribution to society and introduces a thoughtful personal connection to illustrate this contribution (“Il a influencé mon père qui a été blessé dans un moteur accident sérieux.”).

Thinking/Inquiry

- The student demonstrates some ability in selecting main ideas and supporting details, but does not describe the purpose and impact of “The Man in Motion World Tour”.

Communication

- The student conveys the message with some clarity and effectiveness but in some cases creates awkward wording by directly translating English structures into French (e.g., “la façon que les personnes voient”, “pour arrêter lui de vivre”).

Application

- The paragraph contains some interesting ideas; however, by using two sentences for the conclusion, the student limits the amount of information that can be included.
- The student uses the specified language structures with some accuracy, but the position of some irregular adjectives is incorrect (“un déterminé et actif homme”, “un grand canadien héros”).

Comments/Next Steps

- The student adds to the interest of the paragraph by introducing a personal perspective into the description.
- The student should seek more assistance from the teacher at the draft stage to avoid the direct translation of English structures into French.
- The student should use a dictionary to verify spelling and grammar.
- The student should proofread more carefully to avoid errors.

Contribuer à la société: Une personne que j’admire Level 2, Sample 2**Marilyn Bell**

Marilyn Bell a été une nageuse marathon; je l’admire parce que j’aime la natation aussi. Elle a été tres vigoureuse et athlétique parce que elle a aimé nager. Elle est la première personne de nager Lac Ontario. Elle a eu beaucoup de determination et elle a eu seulement 16 ans. Elle a nagé dans l’eau tres froide pour 50 kilometres dans un temps orageux. Elle est devenue tres fatiguée mais elle a réussi parce que elle a eu une talent superieure. Marilyn Bell est devenue une mère de 4 enfants, et aussi une professeur. J’ai choisi Marilyn Bell parce que je pense que elle est une grande Canadienne.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates some knowledge of the specified language structures and newly acquired vocabulary, as illustrated by the following:
 - *Le passé composé* of irregular verbs is used with some frequency, but the choice of verbs is somewhat limited (e.g., “a été”, “a eu”, and “est devenue” are all repeated).
 - The paragraph contains three irregular adjectives (“vigoureuse”, “première”, “orageux”).
 - Adjectives “vigoureuse”, “athlétique”, and “superieure” are used to describe personal qualities.
- The student provides some of the information required, but does not clearly establish the way in which the person selected has contributed to society.

Thinking/Inquiry

- The student demonstrates some ability in selecting main ideas and supporting details, but says nothing about the public interest in this achievement and includes information that is not relevant (e.g., “est devenue une mère de 4 enfants, et aussi une professeur”).

Communication

- The student conveys the message with some clarity and effectiveness (e.g., “Elle est devenue tres fatiguée mais elle a réussi parce que elle a eu une talent superieure.”).

Application

- The paragraph begins well, but fails to follow through on the main ideas and has a weak conclusion.
- There are no errors in the use of *le passé composé* of irregular verbs, but the student makes some errors in using other language structures (e.g., “que elle”, “une talent superieure”).

Comments/Next Steps

- The student provides a clear description of the achievement of the person selected but should include more details about the contributions made to society.
- The student should pay more attention to the task requirements in terms of both the content of the paragraph and the language structures to be used.
- Use of a dictionary and careful proofreading would help to eliminate basic errors.

Contribuer à la société: Une personne que j’admire Level 3, Sample 1**Roberta Bondar**

J’ai choisi Roberta Bondar parce qu’elle a été la première femme astronaute. Roberta Bondar est intelligente et courageuse. Elle est un modèle pour les jeunes femmes partout. Elle est allée dans l’espace le 22 au 30 janvier 1992 dans la navette spatiale Discovery. Pendant le voyage, elle a exécuté des nouvelles expériences dans le spacelab. Elle a étudié comment le corps humain réagit à l’apesanteur. Actuellement elle essaye de trouver un remède pour le diabète et le haut sang pression. À mon avis, Roberta Bondar est une femme courageuse qui a fait une grande contribution au Canada.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates considerable knowledge of the specified language structures (e.g., “a été”, “est allée”, “a fait”; “première”, “nouvelles”, “courageuse”) and newly acquired vocabulary (e.g., “navette spatiale”, “expériences”, “l’apesanteur”).
- The student provides most of the required information, clearly indicating how the work of the person selected has contributed to society and will continue to do so in the future.

Thinking/Inquiry

- The student demonstrates considerable ability in selecting main ideas and supporting details (e.g., “a exécuté des nouvelles expériences dans le spacelab”, “comment le corps humain réagit à l’apesanteur”).

Communication

- The student conveys the message with considerable clarity and effectiveness (e.g., “Actuellement elle essaye de trouver un remède pour le diabète”).

Application

- The student effectively develops the ideas presented and makes connections between them.
- The student uses *le passé composé* of irregular verbs and forms of irregular adjectives correctly throughout the paragraph.
- The student makes occasional errors in using other language structures (e.g., “des nouvelles expériences”, “une remède”) and converts an English structure directly into French (“le haut sang pression”).

Comments/Next Steps

- This is a well-written and well-organized paragraph that successfully conveys the nature of Roberta Bondar’s achievements and her contributions to society.
- The student could use a wider range of irregular verbs and irregular adjectives.
- The student should consult a dictionary and proofread more carefully to eliminate minor errors and the use of English structures.

Contribuer à la société: Une personne que j’admire **Level 3, Sample 2****Sir Frederick Banting**

Sir Frederick Banting est mon héros parce que beaucoup de mes amis et ma famille sont vivants aujourd’hui à cause de lui. Sir Frederick Banting était un homme gentil mais déterminé. Il a passé de longues années à trouver une guérison pour le diabète et il a réussi. Il a découvert l’insulin. Maintenant les diabétiques n’ont plus une peine de mort. Sir Frederick Banting a contribué non seulement l’insulin au monde; il a dévoué sa vie entière à la science. Il a créé une fondation où les personnes contribuent de l’argent pour la recherche de insulin. À mon avis, Sir Frederick Banting a fait beaucoup pour Canada et au monde, parce qu’il a été dévoué à ses idées.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates considerable knowledge of the specified language structures (e.g., “a découvert”, “a fait”, “a été dévoué”; “gentil”, “longues”, “entière”).
- The student uses appropriate vocabulary in describing the chosen topic (e.g., “diabète”, “dévoué”).
- The student provides most of the required information, not only describing the qualities and contributions of the person selected but also conveying a sense of this person’s attitude towards his work.

Thinking/Inquiry

- The student demonstrates considerable ability in selecting main ideas and supporting details – for example, the significance of insulin for diabetics is indicated.

Communication

- The student conveys the message with considerable clarity and effectiveness (e.g., “Il a passé de longues années à trouver une guérison pour le diabète et il a réussi.”).

Application

- The paragraph has an attention-grabbing introduction, successfully develops ideas, and provides a thoughtful conclusion.
- The student uses the specified language structures correctly throughout the paragraph.
- The student makes occasional errors in using other language structures (e.g., “le recherche de insulin”, “pour Canada et au monde”).

Comments/Next Steps

- This sample is an effective piece of writing that provides an interesting and well-balanced description of the person selected.
- The student could use a wider variety of irregular verbs and irregular adjectives.
- The student should consult a dictionary and proofread more carefully to eliminate minor errors.

Contribuer à la société: Une personne que j’admire Level 4, Sample 1**Laura Secord**

La personne que j’ai choisi est Laura Secord, une héroïne du Canada. Elle est célèbre parce qu’elle a sauvé le Canada pendant la guerre contre les Américains en 1813. Les Américains ont utilisé sa maison pour un poste de commande. Laura a appris leur plan d’attaque et a décidé d’avertir l’armée britannique. Elle a eu beaucoup de courage parce que la punition traditionnelle pour l’espionnage était la mort. Elle a marché 32 kilomètres à Beaver Dams, un voyage difficile et dangereux, mais enfin elle est venue au camp britannique et elle a donné ses nouvelles au commandant. À cause de son héroïsme elle a sauvé beaucoup de vies canadiennes parce que les Américains ont été vaincu. À mon avis, Laura Secord est une femme vraiment courageuse.

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates a thorough knowledge of the specified language structures (e.g., “a appris”, “est venue”, “ont été vaincu”; “traditionnelle”, “dangereux”, “courageuse”) and of newly acquired vocabulary (e.g., “poste de commande”, “plan d’attaque”, “punition traditionnelle”).
- The information provided shows a thorough understanding of the qualities and actions of the person selected and her importance in Canadian history.

Thinking/Inquiry

- The student makes an excellent selection of main ideas and supporting details – the circumstances and date of the incident, the nature of Laura Secord’s decision and the dangers she faced, the length of the journey, and the final outcome are all given.

Communication

- The student conveys the message with a high degree of clarity and effectiveness, using a variety of sentence structures and authentic French.

Application

- The paragraph is well developed, with a smooth flow from one sentence to the next.
- The student uses the specified language structures with a high degree of accuracy – *le passé composé* of irregular verbs and forms of irregular adjectives are used correctly throughout the paragraph.

Comments/Next Steps

- This is an exemplary sample of student writing.
- The student could use a wider range of irregular adjectives in the description.

Pierre Elliott Trudeau

Pierre Elliott Trudeau est devenu le chef libéral et le premier ministre en 1968. Je l'admire parce qu'il était un leader vigoureux avec grande allure. M. Trudeau a poursuivi l'indépendance de l'influence américaine. Il a voulu que le Canada contrôle sa propre économie et culture. Aussi il a fait campagne pour la paix du monde et le désarmement nucléaire. En 1984, son gouvernement a déclaré le Canada une nation bilingue officielle. Avec sa mort en 2000, le Canada a perdu un citoyen très distingué. Selon moi, M. Trudeau était un leader éminent qui a mené le Canada à beaucoup de réussites nouvelles.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates a thorough knowledge of the specified language structures (e.g., "est devenu", "a poursuivi", "a perdu"; "vigoureux", "officielle", "nouvelles") and of newly acquired vocabulary (e.g., "chef libéral", "grande allure", "désarmement nucléaire").
- The student conveys a clear idea of Trudeau's qualities and contributions to Canada.

Thinking/Inquiry

- The student makes an excellent selection of main ideas that effectively summarizes Trudeau's qualities and contributions.

Communication

- The student conveys the message with a high degree of clarity and effectiveness (e.g., "il a fait campagne pour la paix").

Application

- The student includes interesting ideas and organizes them in a clear and coherent manner, with a strong conclusion.
- The student uses the specified language structures with a high degree of accuracy – *le passé composé* of irregular verbs and forms of irregular adjectives are used correctly throughout the paragraph.

Comments/Next Steps

- This is an excellent sample of student work.
- The student could provide more details to support the statements made concerning Trudeau's contributions as prime minister.
- The student should try to incorporate more natural, flowing French, as in the final sentence.

Teacher Package

French As a Second Language Exemplar Task Grade 9 Core French, Applied Teacher Package

Title: Contribuer à la société: Une personne que j’admire

Time Requirement: 3–4 periods of 75 minutes each
(*Note:* This does not include time required to present/review the prior knowledge and skills outlined below.)

Description of the Task

Students are asked to imagine that they are submitting material to a website that celebrates the accomplishments of certain Canadians. Their task is to write a descriptive paragraph about a celebrated Canadian or a well-known member of their local community. The paragraph will include an introduction, a description of the qualities of this person and his or her contributions to Canadian society or the local community, and a conclusion.

In their writing task, students will use the following language structures listed in *The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 1999*, p. 15:

- *le passé composé* of irregular verbs
- singular and plural, feminine and masculine, of irregular adjectives

Before submitting the final product to their teacher, students will also demonstrate use of the writing process (i.e., develop a plan for writing, write a first draft, and revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style).

Final Product

The final product will consist of:

- an introduction about the person selected (one sentence);
- a description of the qualities of this person (2 sentences) and his or her contributions to Canadian society or the local community (4 sentences);
- a conclusion expressing the student’s own opinion of the person selected (one sentence).

Assessment and Evaluation Components

- The rubric is used as a scoring tool to assess the task (a descriptive paragraph).
- Students use *Mon autoévaluation* (Annexe B)* to assess their completion of the task requirements.
- Formative assessment of students’ use of the required language structures may be administered.

Expectations Addressed in the Exemplar Task

The task gives students the opportunity to demonstrate achievement of the following selected expectations from the Reading and Writing strands.

Students will:

1. read materials containing a brief text and develop the main ideas and some supporting details in a different context;
2. write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
3. recognize and use appropriate language structures;
4. incorporate newly acquired vocabulary into their written work;
5. revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style.

Note: Although all these expectations are addressed in the exemplar task, only expectations 1, 2, 3, and 4 will be evaluated.

Teacher Instructions

Prior Knowledge and Skills

Before beginning this task, students should know how to:

- gather information from a variety of sources, including print and non-print resources, software, the Internet;
- use *le passé composé* of irregular verbs;
- use French–English dictionaries to verify spelling and grammar and to determine the meaning of unfamiliar vocabulary;
- use the writing process to produce a final copy – i.e., develop a plan for writing, write a first draft, and work with the teacher to revise their draft and produce a final copy.

*This and other sheets distributed to students are provided at the end of the Teacher Package.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to consult the relevant course profiles for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

Students read or view simple texts and other materials (e.g., videotapes, filmstrips) from various sources to gather information. Suggested resource materials may include:

- list of resources in the Grade 9 Core French Applied Course Profiles
- Grade 9 commercial programs currently in use
- French–English dictionaries
- websites:
 - Yahoo! France: www.yahoo.fr/
 - Branchez-vous!: www.branchez-vous.com

Rubric*

Introduce the task-specific rubric at the same time you begin to discuss the task with the students. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the rubric and to provide feedback to help them improve.

Task Instructions

PERIOD 1: Presentation of the task to the students and modelling of sample paragraph

- Present pictures of well-known Canadians who have contributed to the betterment of their community or country (e.g., Terry Fox, Roberta Bondar, David Suzuki, or a well-known community member) and ask students to identify them and provide some facts if they can.
- With the students, generate a list of essential vocabulary related to community service and adjectives describing the qualities of the individuals identified. You may wish to post the list in the classroom as a reference for students as they write their descriptive paragraph.
- Hand out the Student Package. Introduce the task to the students and explain its requirements, including the language structures and vocabulary they must use in their writing – i.e., *le passé composé* of irregular verbs, and irregular adjectives.
- Present and explain the writing guide *Plan pour développer mon paragraphe* (Annexe A).
- Select a well-known Canadian or a person who has contributed to the local community and, with the class, model the process of writing a descriptive paragraph using the *Plan pour développer mon paragraphe*. This paragraph will include:
 - a brief introduction about the person chosen (one sentence);
 - a description of the qualities of the person selected (2 sentences);
 - information describing this person's contributions to Canadian society or his or her community (4 sentences);
 - a conclusion expressing an opinion of the person selected (one sentence).
- Discuss with students the self-assessment *Mon autoévaluation* (Annexe B).
- Discuss and explain the criteria of the task-specific rubric with the students to ensure that they understand the criteria that will be used to assess their writing task.

PERIOD 2: Gathering information and preparation of first draft

- Review newly acquired vocabulary and required language structures for the writing task, as needed.
- Indicate the location of resource materials so that students may select a person of interest to them. Use French materials if possible.
- Each student selects a well-known Canadian or community member to describe in a paragraph. Approve each student's choice.
- Students use available resources to gather information about the person they have selected.
- Using the information gathered, students begin writing the first draft on the *Plan pour développer mon paragraphe*. Provide assistance where necessary.

*The rubric is reproduced on pages 40–41 of this document.

PERIOD 3: Continuation of the writing process, teacher conferencing and revisions

- Students continue and complete the first draft of their paragraph.
- If feasible, plan conferencing time with each student to provide feedback on the first draft of the paragraph. Students begin revisions and work on their final product and the self-assessment *Mon autoévaluation*. Students should refer back to the rubric criteria when completing their final product. Students will then submit their final product.
- If it is not feasible to provide conferencing time, ask students to hand in their completed first draft for feedback by the end of this period. Students who complete their draft before the end of the period can complete their self-assessment or work on other related activities.

PERIOD 4: Completion of the assessment task

- If conferencing did not take place, return the collected first drafts with your comments to the students. All students must complete their final product and self-assessment in this period.
- Students will submit their final product.

Annexe A. Plan pour développer mon paragraphe

Suivez ce plan pour organiser vos idées et composer votre paragraphe. Les questions peuvent guider vos réponses.

Personnage choisi : _____

Approbation de mon professeur : Oui _____

1. Introduction

Écrivez une introduction. (1 phrase)

Quel personnage est-ce que vous avez choisi?

Pourquoi est-ce que vous avez choisi cette personne?

2. Développement des idées

Écrivez une description des qualités de cette personne. (2 phrases)

Écrivez une description des contributions de cette personne. (4 phrases)

Quels adjectifs décrivent cette personne?

Qu'est-ce que cette personne a fait/accompli/contribué? Où? Quand? Comment?

3. Conclusion

Écrivez une phrase qui commence par « À mon avis », « Selon moi », etc. pour conclure votre paragraphe. (1 phrase)

Que pensez-vous de cette personne?

Annexe B. Mon autoévaluation

Pour bien réussir votre tâche, procédez avec méthode. Cochez chaque étape franchie.

1. J'ai utilisé le vocabulaire essentiel.
2. J'ai compris les instructions pour la tâche d'écriture.
 J'ai compris les instructions de mon *Plan pour développer mon paragraphe*.
3. J'ai copié le modèle du paragraphe que nous avons fait en classe avec le professeur.
4. J'ai choisi un personnage de la société canadienne ou de ma communauté que j'admire et j'ai reçu l'approbation de mon professeur.
5. J'ai discuté de la grille d'évaluation avec mon professeur et j'ai compris les critères d'évaluation de mon paragraphe.
6. J'ai composé une phrase pour mon introduction.
 J'ai écrit 2 phrases qui décrivent les qualités de la personne et 4 phrases qui décrivent ses contributions.
 J'ai ajouté une conclusion qui exprime mon opinion personnelle.
7. J'ai montré le brouillon de mon paragraphe à mon professeur.
8. J'ai compris les commentaires écrits par mon professeur sur mon *Plan pour développer mon paragraphe*.
9. J'ai fait les révisions nécessaires et j'ai produit ma copie finale.
10. J'ai remis ma copie finale au professeur.

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