

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.