

## **Summative Assessment Task Description #3: Cultural Comparison Presentation on the Value of Volunteerism**

In this task, students are asked a question about the importance of volunteerism in their community. They must make a 2 minute presentation in which they address their own community (home, neighborhood, school, city, country, etc.) and they compare their community to another community in the francophone world.

### **This task addresses the following national standards:**

#### ***World-Readiness Standards for Language Learning***

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

### **This task addresses the following additional content standards:**

- Students will use grammatical structures for making comparisons in French to compare and contrast francophone and American cultures when presented with a topic.
- Students will provide one or more concrete cultural examples from francophone and American cultures comparing cultures.

### **Rubric:**

This task will be assessed using a rubric created and distributed by the College Board for the email response. For the purposes of this task, the criteria from the College Board's holistic rubric have been reorganized into an analytic rubric so that students may see their own growth and progress in each of the criteria.

### **Scoring:**

Students who earn a score of 3 on the email response can be considered “on track” for receiving a score of 3 on the overall Advanced Placement exam, which is our goal for all students in the Advanced Placement program. As a result, a total score of 30 will be the target score on this rubric. Scores higher than 33 will be considered to have exceeded expectations, while scores of less than 27 will be considered to have not met expectations.

**Scoring Guidelines for the Presentational Speaking: Cultural Comparison:**

|                                                           | 5                                                                                                                                      | 4                                                                                                                                          | 3                                                                                                                                             | 2                                                                                                                                                                                        | 1                                                                                                                                         |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Treatment of topic</b>                                 | <b>Effective treatment</b> of topic within the context of the task                                                                     | <b>Generally effective treatment</b> of topic within the context of the task                                                               | <b>Suitable treatment</b> of topic within the context of the task                                                                             | <b>Unsuitable treatment</b> of topic within the context of the task                                                                                                                      | <b>Almost no treatment</b> of topic within the context of the task                                                                        |
| <b>Comparison with the Target Culture</b>                 | <b>Clearly compares</b> the student's own community with the target culture, including <b>supporting details and relevant examples</b> | <b>Compares</b> the student's own community with the target culture, including <b>some supporting details and mostly relevant examples</b> | <b>Compares</b> the student's own community with the target culture, including a <b>few supporting details and examples</b>                   | <b>Presents information</b> about the student's own community <b>and</b> the target culture, but <b>may not compare</b> them; consists <b>mostly of statements with no development</b> . | <b>Presents information only</b> about the student's own community or only about the target culture, and <b>may not include</b> examples. |
| <b>Demonstrates understanding of the Target Culture</b>   | <b>Demonstrates understanding</b> of the target culture, despite a few <b>minor inaccuracies</b>                                       | <b>Demonstrates some understanding</b> of the target culture, despite <b>minor inaccuracies</b>                                            | <b>Demonstrates a basic understanding</b> of the target culture, despite inaccuracies                                                         | <b>Demonstrates a limited understanding</b> of the target culture, despite inaccuracies                                                                                                  | <b>Demonstrates minimal understanding</b> of the target culture; <b>generally inaccurate</b>                                              |
| <b>Organization</b>                                       | <b>Organized presentation; effective use</b> of transitional elements or cohesive devices                                              | <b>Organized presentation; some effective use</b> of transitional elements or cohesive devices                                             | <b>Some organization; limited use</b> of transitional elements or cohesive devices                                                            | <b>Limited organization; ineffective use</b> of transitional elements or cohesive devices                                                                                                | <b>Little or no organization; absence</b> of transitional elements and cohesive devices                                                   |
| <b>Comprehensibility</b>                                  | Fully understandable, with <b>ease and clarity</b> of expression; <b>occasional errors do not impede</b> comprehensibility             | Fully understandable, with <b>some errors which do not impede</b> comprehensibility                                                        | <b>Generally understandable</b> , with errors that <b>may impede</b> comprehensibility                                                        | <b>Partially understandable</b> , with errors that <b>force interpretation and cause confusion</b> for the reader                                                                        | <b>Barely understandable</b> , with <b>frequent or significant errors that impede</b> comprehensibility                                   |
| <b>Vocabulary and Idiomatic Language</b>                  | <b>Varied and appropriate</b> vocabulary and idiomatic language                                                                        | <b>Varied and generally appropriate</b> vocabulary and idiomatic language                                                                  | <b>Appropriate but basic</b> vocabulary and idiomatic language                                                                                | <b>Limited vocabulary and idiomatic language</b>                                                                                                                                         | <b>Very few vocabulary resources</b>                                                                                                      |
| <b>Accuracy and variety in grammar, syntax, and usage</b> | <b>Accuracy and variety</b> in grammar, syntax, and usage, with few errors                                                             | <b>General control of</b> grammar, syntax, and usage                                                                                       | <b>Some control of</b> grammar, syntax, and usage                                                                                             | <b>Limited control of</b> grammar, syntax, and usage                                                                                                                                     | <b>Little or no control of</b> grammar, syntax, and usage                                                                                 |
| <b>Register and cultural conventions</b>                  | <b>Mostly consistent use</b> of register appropriate for the presentation                                                              | <b>Generally consistent use</b> of register appropriate for the presentation, except for <b>occasional shifts</b>                          | Use of register may be <b>inappropriate</b> for the presentation <b>with several shifts</b>                                                   | Use of register is generally <b>inappropriate</b> for the presentation                                                                                                                   | <b>Minimal or no attention to register</b>                                                                                                |
| <b>Pronunciation, intonation, pacing</b>                  | Pronunciation, intonation, and pacing make the response <b>comprehensible</b> ; errors <b>do not impede</b> comprehensibility          | Pronunciation, intonation, and pacing make the response <b>mostly comprehensible</b> ; errors <b>do not impede</b> comprehensibility       | Pronunciation, intonation, and pacing make the response <b>generally comprehensible</b> ; errors <b>occasionally impede</b> comprehensibility | Pronunciation, intonation, and pacing make the response <b>difficult to comprehend</b> at times; errors <b>impede</b> comprehensibility                                                  | Pronunciation, intonation, and pacing make the response <b>difficult to comprehend</b> ; errors <b>impede</b> comprehensibility           |
| <b>Clarification / Self-Correction</b>                    | Clarification or self-correction (if present) <b>improves</b> comprehensibility                                                        | Clarification or self-correction (if present) <b>usually improves</b> comprehensibility                                                    | Clarification or self-correction (if present) <b>sometimes improves</b> comprehensibility                                                     | Clarification or self-correction (if present) <b>usually does not improve</b> comprehensibility                                                                                          | Clarification or self-correction (if present) <b>does not improve</b> comprehensibility                                                   |

## Task 4: Cultural Comparison

You have 1 minute to read the directions for this task.

Vous aurez 1 minute pour lire les instructions pour cet exercice.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

Vous allez faire un exposé pour votre classe sur un sujet spécifique. Vous aurez 4 minutes pour lire le sujet de présentation et préparer votre exposé. Vous aurez alors 2 minutes pour l'enregistrer.

Dans votre exposé, comparez votre propre communauté à une région du monde francophone que vous connaissez. Vous devriez montrer votre compréhension des facettes culturelles du monde francophone. Vous devriez aussi organiser clairement votre exposé.

You will now begin this task.

Vous allez maintenant commencer cet exercice.

**Standards addressed by this assessment:**

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- **Content Standard:** Students will use grammatical structures for making comparisons in French to compare and contrast francophone and American cultures when presented with a topic.
- **Content Standard:** Students will provide one or more concrete cultural examples from francophone and American cultures comparing cultures.

**Thème du cours: La quête de soi**

**Sujet de présentation:** Comment est-ce que le bénévolat et le volontariat ont touché la vie des gens de votre communauté? Comparez vos observations des communautés où vous avez vécu avec vos observations d'une région du monde francophone que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.