

Summative Assessment Task Description #2 : Email response on Volunteerism

In this task, students will read an email and will use information taken from the email to write a response. This task addresses reading comprehension and writing skills.

This task addresses the following national standards:

World-Readiness Standards for Language Learning

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

This task addresses the following additional process standards:

- Students will write appropriate responses to questions identified in a variety of email messages.
- Students will select an appropriate opening and closing for email messages and responses.

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 21 will be the target score on this rubric. Scores higher than 24 will be considered to have exceeded expectations, while scores of less than 18 will be considered to have not met expectations.

Scoring Guidelines for Interpersonal Writing: E-mail Reply

	5	4	3	2	1
Maintaining the exchange	Maintains the exchange with a response that is clearly appropriate within the context of the task	Maintains the exchange with a response that is generally appropriate within the context of the task	Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task	Partially maintains the exchange with a response that is minimally appropriate within the context of the task	Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
Provides required information	Provides required information (e.g., responses to questions, request for details) with frequent elaboration	Provides required information (e.g., responses to questions, request for details) with some elaboration	Provides required information (e.g., responses to questions, request for details)	Provides some required information (e.g., responses to questions, request for details)	Provides little required information (e.g., responses to questions, request for details)
Comprehensibility	Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	Fully understandable, with some errors which do not impede comprehensibility	Generally understandable , with errors that may impede comprehensibility	Partially understandable , with errors that force interpretation and cause confusion for the reader	Barely understandable , with frequent or significant errors that impede comprehensibility
Vocabulary and Idiomatic expression	Varied and appropriate vocabulary and idiomatic language	Varied and generally appropriate vocabulary and idiomatic language	Appropriate but basic vocabulary and idiomatic language	Limited vocabulary and idiomatic language	Very few vocabulary resources
Accuracy and variety in grammar, syntax, usage	Accuracy and variety in grammar, syntax, and usage, with few errors	General control of grammar, syntax, and usage	Some control of grammar, syntax, and usage	Limited control of grammar, syntax, and usage	Little or no control of grammar, syntax, and usage
Register and cultural conventions	Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors	Generally consistent use of register appropriate for the situation, except for occasional shifts ; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing),	Use of register may be inappropriate for the situation with several shifts ; partial control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness	Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies	Minimal or no attention to register ; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
Discourse structure	Variety of simple and compound sentences, and some complex sentences	Simple, compound, and a few complex sentences	Simple and a few compound sentences	Simple sentences and phrases	Very simple sentences or fragments

FRENCH LANGUAGE AND CULTURE SECTION II

Total Time — Approximately 1 hour and 28 minutes

Part A Time — Approximately 1 hour and 10 minutes

Task 1: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vous allez écrire une réponse à un message électronique. Vous aurez 15 minutes pour lire le message et écrire votre réponse.

Votre réponse devrait débiter par une salutation et terminer par une formule de politesse. Vous devriez répondre à toutes les questions et demandes du message. Dans votre réponse, vous devriez demander des détails à propos de quelque chose mentionné dans le texte. Vous devriez également utiliser un registre de langue soutenu.

Time — 15 minutes

Standards addressed by this assessment:

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Process Standard #2:** Students will write appropriate responses to questions identified in a variety of email messages.
- **Process Standard #3:** Students will select an appropriate opening and closing for email messages and responses.
- **Content Standard #6:** Students will use the past infinitive to formally express gratitude.

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