

INTERPERSONAL TASKS: AP French 5

Writing and Speaking – When reading or listening to any passage at the appropriate level, these are tasks that you should be able to form and how you will be scored.

NO ATTEMPT = 0 = F

	EXCEEDS = 4	MEETS = 3	APPROACHING = 2	DOES NOT MEET = 1
	A	B	C	D
Language Function: Tasks students are able to handle consistently, comfortably in a sustained and spontaneous manner	Creates with language, expresses own meaning and expands toward narration and description including connectedness, cohesiveness and in different TIME FRAMES. (past, present, future) with much success in different moods as well. (subj, cond)	Creates with language, expresses own meaning & expands to narration & description, including some connectedness & cohesiveness in different TIME FRAMES (past, present) Some attempts in different moods may be successful.	Creates with language; ability to express own meaning expands in quantity and quality is limited and sometimes unsuccessful. Most successful in present tense. Accuracy decreases in other TIME FRAMES.	Creates with language; able to express own meaning in a basic way. Little expansion in quantity and/or quality.
Text Type: Quantity and organization of language discourse. Continuum: word to phrase to sentence to connected sentences to paragraph.	Paragraph-level, organized discourse with smooth, cohesive devices and some successful attempts at complex, multi-clause sentences.	Strings of sentences; some connected sentence-level discourse with cohesive devices; some complex, multi-clause sentences.	Mostly connected sentences and some paragraph-like discourse. Few, unsuccessful attempts at complex structures.	Simple sentences and some strings of sentences, Simple sentences and memorized phrases. Words, phrases, chunks of language and lists
Communication Strategies: Quality of engagement and interaction of language. Continuum: amount of negotiation of meaning; how one participates in the conversation and advances it.	Maintains conversations, asks and answers questions. Initiates conversations, responds to & adds to others thoughts. Communicates and creates.	Maintains simple conversation: asks and answers questions, but still mostly reactive. Attempts to initiate conversation.	Maintains conversation by asking and answering direct, formulaic questions, but still mostly reactive.	Responds to basic direct questions. Asks a few formulaic questions. Primarily reactive.
Clarification Strategies: How one handles the breakdown in comprehension; what one does when one partner doesn't understand the other.	Expresses non-comprehension, explaining difficulties. Circumlocutes. Offers hinting questions or explanations to partner. Asks questions.	Clarifies by asking, answering &/or repeating questions. In speaking, may offer hinting questions or comments to partner.	Clarifies by asking, answering or repeating questions. May merely substitute one word for another. Responses are basic and minimal.	Clarifies by repeating words and/or using English, asking, or repeating questions.
Comprehensibility: Who can understand the speaker's meaning? How "sympathetic" does the listener need to be? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners. Little to no interpretation required.	Generally understood by those accustomed to interacting with language learners, with some difficulty. Little interpretation required.	Understood with some difficulty by those accustomed to interacting with language learners. Some interpretation required.	Understood primarily only by those very accustomed to interacting with language learners. Much interpretation required.
Language Control: Accuracy, form, appropriate vocabulary, degree of fluency	Communicates mostly in strings of connected sentences (paragraph-like) with transitions. Accurate attempts to create and express own meaning using complex structures.	Accurate in simple, connected sentences in present. Mostly accurate attempts to create and express own meaning. Accuracy decreases as language becomes more complex. Occasionally hesitant.	Accurate in simple sentences in present. Accuracy decreases when creating or trying to express own meaning. Most accurate with memorized languages, including phrases. Accuracy decreases when creating, trying to express own meaning. Hesitant and intermittent pauses.	Most accurate with memorized language, including phrases. . Accuracy decreases when attempting to communicate beyond the word / phrase level. Little accuracy when expressing own meaning. Choppy.