

French Benchmark One: *Role play* Time to show what you know!



1. You have been in the world language class for many weeks. You have practiced and learned words and expressions that allow you to:
 - Greet people and introduce yourself
 - Ask how someone is feeling
 - Respond to similar questions
 - Introduce a friend to someone
 - Make a few polite statements or reply to the questions of others
 - Excuse yourself (for a reason, if you have learned this) and bid farewell
 - Use formal and informal language appropriately.
2. In a collaborative of 4 students, create a conversational role-play in which you will use the language you have learned.
3. Two of you will play the role of students and two will play the role of teachers. Write a name tag for the role that you will play so your classmates can identify the characters. Each character should have at least 5-6 lines of speech.
4. Look at the scoring rubric so you will know what the teacher is looking for.

Procedures:

- Use the textbook, workbooks, video, on-line links, etc. to help develop this conversational role play.
- Be sure to provide visuals and/or gestures to help make your meaning clear.
- In your team, prepare a rough draft of the conversation.
 - Use as much of your new language as you can while you are working
- Meet with the teacher, share your work, and edit the conversation.
- Give a copy of the role play to each member of the team.
- Turn in to the teacher a final copy either in ink or via computer.
- Practice, practice and practice.
 - You cannot use the script during the presentation.
 - You can use props, gestures and visuals.
- When others are presenting, you will listen and complete the ***student scoring guide*** that your teacher will give you.

Rubric for Presentational Communication

The following rubric should be used to evaluate benchmarks and other oral presentations. The rubric should be given to students early so they have a good understanding of what is required.

Fluency: How well did the speaker's oral language flow across the presentation?

- 4. The speaker's delivery was well paced with minimal pauses and for the required length.
- 3. The speaker's delivery was satisfactory despite pauses/ restarts, approaching the required length.
- 2. The speaker's delivery was marked by halting speech and did not meet required length.
- 1. The speaker's poor delivery interfered with meaning regardless of length.

Accuracy 1: How correct was the speaker's pronunciation?

- 4. The speaker's pronunciation of practiced vocabulary was uniformly correct.
- 3. The speaker's pronunciation of practiced vocabulary was satisfactory.
- 2. The speaker's pronunciation of practiced vocabulary indicated the need for more practice.
- 1. The speaker's poor pronunciation of practiced vocabulary interfered with meaning.

Accuracy 2: How correct was the speaker's practiced grammar?

- 4. The speaker's use of practiced, essential grammar was uniformly correct.
- 3. The speaker's use of practiced, essential grammar was satisfactory.
- 2. The speaker's use of practiced, essential grammar indicated the need for more practice.
- 1. The speaker's poor use of practiced, essential grammar interfered with meaning.

Communication strategies: How well did the speaker maintain communication?

- 4. The speaker's visuals and gestures significantly enhanced comprehension.
- 3. The speaker's visuals and gestures satisfactorily enhanced comprehension.
- 2. The speaker's visuals and gestures were insufficient to maintain or clarify comprehension.
- 1. The speaker's visuals and gestures failed to enhance comprehension.

Overall Comprehensibility: How well was the speaker understood?

- 4. The speaker was well understood and spoke with good volume.
- 3. The speaker was adequately understood and spoke with good to adequate volume.
- 2. The speaker was understood with difficulty despite good to adequate volume.
- 1. The speaker attempted the task but was not understood.

20 points are possible.

- A score of 17-20 indicates the student's language is fully within the expected level of proficiency.
- A score of 14-16 indicates the student's language is approaching the expected level of proficiency.
- A score of 10-13 indicates the student needs significantly more oral language practice to meet required expectations for proficiency.
- A score of 9 and below indicates the student is far below the expected level of proficiency and needs detailed intervention, direct instruction, and more practice.