CURRICULAR AREA - WORLD LANGUAGES

COURSES - FRENCH 1, 2, and 3

FINAL COURSE MARK DETERMINATION COMPONENTS

AREA OF EVALUATION	DESCRIPTORS OF AREA	PERCENTAGE OF FINAL COURSE MARK
Formative Assessments: ● Homework ● Classwork ● Lab Work ● Written & Oral Projects ● Text Analysis ● Discussion Prompts	Purpose: ● Any assigned work that helps monitor student learning and provides feedback that can be used by the teacher to adapt instruction and by the students to improve their learning. These can include homework assignments, classwork assignments, lab work, written and oral projects, textual analysis, and may also include the development of skits, performances, and oral presentations. ● Formative assessments, particularly homework, are designed to practice and reinforce skills. In French 1-3, homework develops study skills, organization, time management, and writing skills, while reinforcing lessons. At all course levels, teachers utilize formative assessments to gauge student grammar skills with an emphasis on syntax, and to enhance vocabulary acquisition. Feedback: Feedback is a critical component of formative assessments as it provides students an opportunity to grow, and is provided through teacher comments, group correction, and passive correction. Learning Domains Emphasized: Knowledge, understanding, application, analysis, synthesis, and evaluation. ● *Core knowledge* is attained through lab activities, reading, and content-based text. ● *Understanding* is demonstrated by students' ability to recall information in a factual manner. ● *Application* - Students exhibit application skills when working on homework projects such as formal essay development. ● *Analytic skills* are shown by a student's	20% - 30%

	ability to explain open-ended responses either in written or oral fashion. ● *Synthesis* is addressed by assignments that require the integration of highly contextualized language. ● *Evaluation* - Advanced homework assignments require students to evaluate text and demonstrate discreet assessment skills while comparing and summarizing the information.	
Summative Assessments: ● Unit Tests ● Major Projects	Purpose: ● Any assigned work that provides an evaluation of student learning at the end of an instructional unit, often comparing it against a specific standard or benchmark. ● Projects are summary assessments of the Five C's: communication, connections, culture, community, comparison. Major projects may be assigned at the end of every major unit. ● Summative assessments may include unit tests, periodic mid-unit quizzes, expansion unit tests, portfolio assessments, oral and/or written projects, etc. Feedback: ● Feedback on unit tests is provided through comments, global correction, students correcting tests at home, and in-class transparency review of tests. ● Feedback on projects is rubric based. A variety of projects are assigned to allow all learning styles a successful outcome. Learning Domains Emphasized: Addressed through teacher assistance, peer tutoring, on-line activities, and emphasis on extra work on mechanical areas. Students have the chance to compare first work with final results.	50% - 60%
Summative Assessment: ● Final Examination	Assessment of semester learning with comparison to standards and benchmarks.	15% - 20%