

**Student work sample 1: French 1 reading portion of IPA**

12/20/13  
6<sup>th</sup> period

### Les loisirs

Regarder la télé	38%
Surfer sur l'internet	32%
Écouter de la musique	49%
Regarder des DVD	87%
Aller au cinéma	85%
Jouer des jeux sur console/pc	76%
Faire du sport	72%
Aller prendre un verre	71%
Visiter un parc d'attractions	69%
Sortir (bal, disco)	48%
Visiter musées, expositions	38%
Aller au mouvement de jeunesse	34%
Jouer d'un instrument	29%

➤ Quelles activités pratiques-tu?

- Une grande majorité des jeunes de 10 à 17 ans regarde la télé, va sur l'internet, écoute de la musique, regarde des DVD et va au cinéma. Plus de trois quarts des jeunes jouent sur console ou pc (63% en 2008). Les multimédias jouent un rôle important dans les loisirs des jeunes.
- Près des ¾ des jeunes pratiquent un sport (72%); 71% vont prendre un verre et 69% visitent un parc d'attractions.
- Près de la moitié des jeunes font des sorties et une minorité visite des expositions ou des musées (38%), fréquente un mouvement de jeunesse (34%) ou joue d'un instrument de musique (29%).

Base: tous les répondants

5

Respond to all questions in English. *10/10*

1. Which activity is the most popular?  
*48% go to dances. +1 Watching TV*
2. Which activity is the least popular?  
*Playing an instrument*
3. What is the age range of the people who responded to this survey?  
*38% go to museums. +1 10-17 years old*
4. According to the second bullet point, what percentage of respondents participate in some kind of athletic activity?  
*72% plays a sport +1 87% watch DVDs.*
5. What percentage of the respondents would probably enjoy Disneyland according to the data presented here?  
*69% would probably enjoy Disneyland.*

Bravo!  
Une compréhension excellente de notre vocabulaire et aussi de nouveau (new) vocabulaire: bal, parc d'attractions, musée, etc.

In December, I designed an Integrated Performance Assessment (IPA) for the first time for my French 1 and French 3 students. The results were outstanding. Students had the highest average score ever for the listening and reading portions of my final exam. For example, on the reading, my three French 1 classes, including Special Education students, scored an average of 94.5%. On

surveys, students said that they preferred these authentic, cultural documents with my questions for reading and listening than the ones used in publisher-designed test materials.

In this sample, you can see one of the documents used in French 1: the results of a survey of 10-17 year old Belgian students' favorite past times. I found this online and selected it because it would provide an authentic cultural document that used several words we had learned and practiced (everyday activities, such as watching TV or playing video games) in context, but it also included some new words that they could understand, such as "amusement park." I purposefully teach all new material entirely in French, and use authentic documents during input and practice so that they will develop the highest possible interpretive proficiency and cultural knowledge. Assessing them with authentic documents would not feel any different than our numerous practice activities.

The questions are purposefully asked in English in order to ensure that the results are valid: I only want to gauge their ability to understand the document, not my questions. Nor do I want their score hindered by any difficulties they may have writing answers in French, since this document is intended to test their reading comprehension rather than their writing ability. I worked hard to ask questions that required understanding rather than mere regurgitation so that I could be sure they really did know the information. For example, you can see that question 5 asks about Disneyland. Disneyland is not mentioned in the document. Students had to find the expression that would be "amusement park" in order to answer this question. Questions 1, 3 and 4 required knowledge of specific words we had studied and practiced. Questions 2 and 5 required students to make logical conclusions about new words, an important skill in a new language. Additionally, documents such as this are rich in opportunities to make cultural comparisons.

### **Student work sample 2: Personalized feedback leading to personalized practice**

In a world language class, students need tailored feedback, opportunities to correct mistakes without being penalized for having made them, and practice activities that allow them to learn from their mistakes by participating in varied practice activities purposefully selected to address their needs.

Devoirs pour la semaine prochaine

- ① Pratiquez qui vs. que (à Schoology, unité 6 (matériaux) et dans le paquet)
- ② Pratiquez les pronoms complément d'objet (à Schoology, ~~unité~~ "matériaux" → "révision des niveaux 1,2,3,4")
- ③ Corrigez les erreurs 1, 20, 5, 29

p. 3  
le 6 décembre

La carte nationale d'identité est un document officiel qui permet à tout citoyen de justifier de son identité et de sa nationalité française. On n'est pas obligé d'avoir une carte nationale d'identité, mais on peut obtenir une, quelque soit son âge. L'identité d'une personne est <sup>15</sup>leur nom, prénom, sexe, date de la naissance et taille. La carte nationale d'identité a tout cela, mais ajoute également la signature, une photo et les numéros d'identité, comme on le voit à partir de la carte de la source numéro 2.

La carte nationale d'identité est utilisée pour confirmer l'identité. Source numéro 1 parle <sup>9</sup>sur les utilisations de la carte nationale d'identité, <sup>29</sup>disant on utilise la carte pour tous les actes de la vie courante comme, paiement par chèque, examens et concours et ouverture d'une compte bancaire. On <sup>20</sup>utilise également pour voyage <sup>26</sup>et justifier de l'identité. La carte nationale d'identité est valable dix ans.

Source numéro 3 parle d'une personne <sup>29</sup>est demandé pour l'identification tout en marchent dans la rue. Cette personne peut <sup>5</sup>proover <sup>15</sup>leur identité et <sup>15</sup>leur nationalité en montrant leur carte nationale d'identité. Cela m'a rappelé <sup>29</sup>le court-film nous avons regardé sur l'homme juif <sup>à qui on a</sup>est demandé pour l'identification dans le restaurant. <sup>17</sup>Sa papiers <sup>17</sup>à prouvé qu'il <sup>17</sup>est juif et n'a pas été autorisé à être dans ce restaurant. <sup>1</sup>1 = <sup>17</sup>était

Alors, quand on considère comment on a traité les juifs, et que cette carte servait à identifier les juifs, n'est-ce que la carte était une bonne idée?

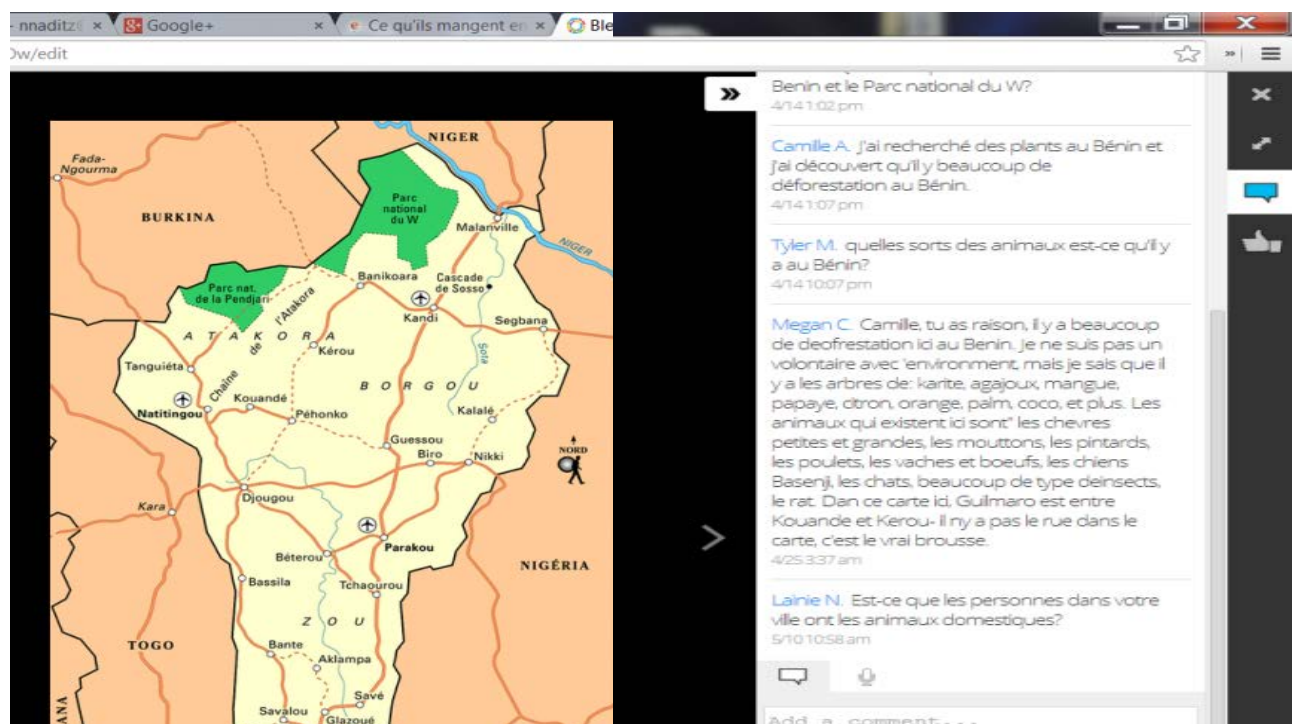
In French 4/AP, my students need to develop the ability to write at length about a variety of topics, using language and structures appropriate to the content, the task and the audience. Throughout the year, I

provide them with practice AP essays (among other preparatory materials) that I select because the topics align to the cultural themes we explore in class.

In the attached sample, which is the first page of one student's recent essay to practice writing about topics related to the theme of "identity and search for self", you see her writing (typed), and then my commentary handwritten in purple. Prior to writing, students read two authentic documents on the topic and listen to a third authentic document. All three are to be cited in

their response. The numbers I wrote are from a list of numeric codes I provide students, each number representing a typical language use error. Rather than overtly providing corrections, the codes provide an indication of the nature of the problem that is causing their text to be difficult for a native French speaker to understand. In the past, the next homework assignment would have been to correct all of the errors I had identified. Starting with this essay prompt, I attempted something different that would better personalize the learning for each student and to ensure that their homework wasn't just a task completed for me, but something they could actually learn from. In each student's essay, I looked for patterns of error and then created a tailored follow-up homework assignment, based on his or her most common errors. Some of these personalized practice activities were located online, using tools that allowed them to get immediate feedback as to whether they were correctly using the targeted structures. For this student (for which you only have the first page of her essay due to space limitations), I suggested two areas of targeted language practice. Then, as for all students, I told her where (online or in print resources) she could find opportunities to practice. Finally, her last step was to correct the mistakes related to the areas I had her practice, rather than all mistakes. Students very much appreciated the detailed and personalized feedback on their essays as well as receiving a specific, tailored plan for review and practice that would help them improve their writing.

### Student Work Sample 3: Edcanvas (now “Blendspace”) with our Peace Corps correspondent



The screenshot shows a web browser window displaying a Blendspace EdCanvas. On the left, there is a map of Benin with several national parks highlighted in green: Parc national du W, Parc nat. de la Pendjari, and Parc national de l'Akoko. The map also shows major cities like Niamey, Cotonou, and various regional towns. On the right, there is a discussion thread with the following content:

**Benin et le Parc national du W?**  
4/14 10:02 pm

**Camille A.** J'ai recherché des plants au Bénin et j'ai découvert qu'il y a beaucoup de déforestation au Bénin.  
4/14 1:07 pm

**Tyler M.** quelles sortes des animaux est-ce qu'il y a au Bénin?  
4/14 10:07 pm

**Megan C.** Camille, tu as raison, il y a beaucoup de déforestation ici au Bénin. Je ne suis pas un volontaire avec l'environnement, mais je sais que il y a les arbres de: karité, agajoux, mangue, papaye, dtron, orange, palm, coco, et plus. Les animaux qui existent ici sont" les chevres petites et grandes, les moutons, les pintards, les poulets, les vaches et boeufs, les chiens Basenji, les chats, beaucoup de type d'insectes, le rat. Dan ce carte id, Guilmaro est entre Kouandé et Kerou- il n'y a pas le rue dans le carte, c'est le vral brousse.  
4/25 3:37 am

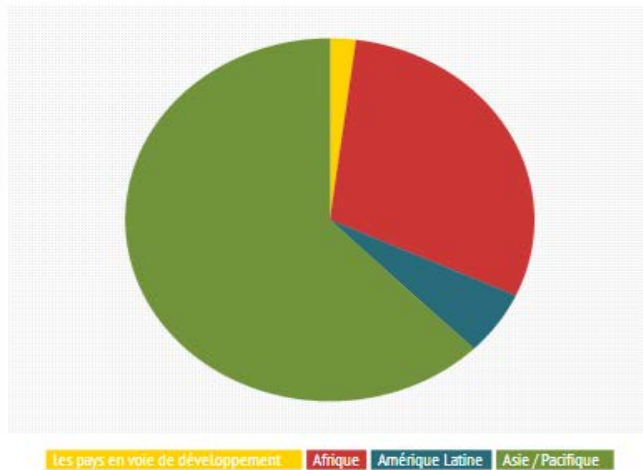
**Lainie N.** Est-ce que les personnes dans votre ville ont les animaux domestiques?  
5/10 10:58 am

This activity is just one example of the ways in which I facilitate engaging, linguistically authentic and culturally embedded learning scenarios for my students. Shown here is just one “page” of a detailed “BlendSpace” that I created based on one of the letters our Peace Corps World Wise Schools match Megan had sent us. Her letter was quite long, and very detailed, with fairly complex French vocabulary and structures. I knew that the students wouldn’t be as engaged or as successful if I just gave them the letter to read. So I created a “BlendSpace” to design a standards-rich learning event. Blendspace is a free online tool that allows users to organize all kinds of online or uploaded media into the order in which they want others to see it. Students were supported in their understanding of the letter because of the sequential presentation of content and activities in the Blendspace.

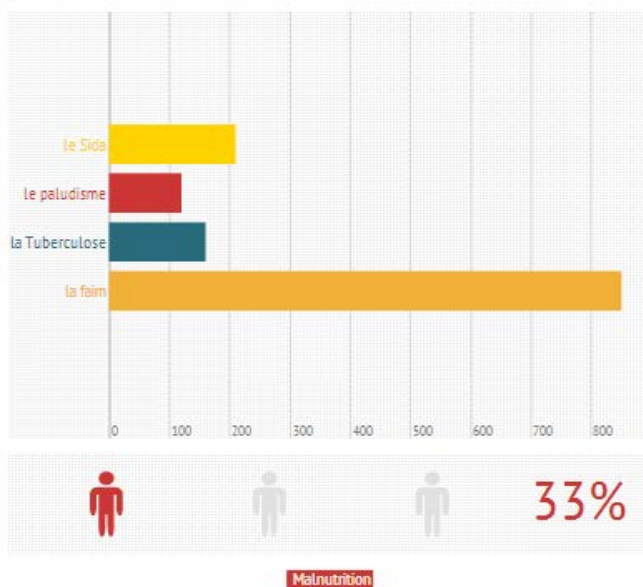
This sample is the first item in our Blendspace. Rather than jumping right into the letter, I started with some contextual information: a map of Bénin, and photos of typical classrooms in Benin, allowing for comparisons to our local geography and to classrooms with which they are familiar. As they progressed through the Blendspace, they saw segments of her letter interspersed with other related authentic photos or videos to provide cultural context to her writing. In addition to a day of in-class discussion, students participate in a variety of online activities within Blendspace, mostly using the built-in “comments” feature, as demonstrated in this sample. Due to limited technological access, Megan couldn’t participate in any synchronous online activities with us, such as Skype. But using a format like Blendspace, we could leave questions for her and when she viewed the Blendspace with our comments and questions, she could reply within the same comment thread. As a result, my students were engaged in an actual “conversation” about a variety of topics, with a French speaker in Bénin, providing insight into daily life and cultural perspectives. On the page visible to you, they formulated questions for Megan about life in Bénin, based on their analysis and discussion of the map. In the portion of the thread you can see, the students and Megan discussed deforestation and native animal species in Bénin.

## Student Work Sample 4: student-created infographic (Fr 2) on hunger in the world

### La faim dans le monde en 2010



### La faim constitue le premier risque sanitaire dans le monde



Towards the end of our study of food and nutrition in French 2, students work with several authentic documents regarding hunger in the world. It is important that students have exposure to multiple authentic documents from the beginning of their careers in our language classes. For this learning event, we started with the current version of the United Nations publication, “*Ce qu’il faut savoir sur la faim*” (“What you need to know about hunger”). To begin, students groups read, analyzed, summarized and shared just one of the 10-12 facts that are listed in the document. Once they prepared summaries, accompanied by hand-drawn visualizations of their assigned

fact (bar graph, pie chart, etc.), they did a gallery walk read the other groups’ summaries and ask them questions, thus essentially reading the entire UN document in French 2. After the gallery walk, each group collaborated on a list of the three most important statistics. Then students used computers to view and participate in a multimedia presentation I created on MentorMob (now LessonPaths, viewable at <http://bit.ly/YRL8qa>) that included authentic infographics, statistics, articles and videos about different aspects of hunger in the world and steps we can take to minimize it. Throughout the

presentation, comprehension activities provided guided opportunities to interact with the information. Using their choice of facts from their UN document exploration and the multimedia presentation, student groups created their own infographics about world hunger, thereby allowing them to demonstrate proficiency in both language, math and technology literacy. In this sample, you see a portion of one group's final infographic. They worked together using the online tool [infoagr.am](http://infoagr.am) to create their infographics, chose the information they felt was the most important for others to know about hunger in the world and, for each piece of information, decided which style of visual representation would be the most appropriate. In some cases, students needed to do additional research in order to have numerical data for the spreadsheets that infoagr.am would later convert to graphs and charts. In order to fit a sample student infographic into this portfolio, there is only a portion visible. You can see that the group chose a pie chart for the percentage of the population suffering from hunger by continent and a bar graph to demonstrate where hunger ranks among the most common causes of death. This is appropriate for these novice-mid learners because it allows students to clearly demonstrate their understanding of numerous authentic documents using very few words while providing them opportunities to personalize their product, collaborate in the target language, and create something new based on authentic documents.

### **Student work sample 5: From study to action: French 3 and service learning**

Students in French 3 have been learning about the different products one needs for daily life: toiletries, school and office supplies, cleaning supplies, and more. I wanted to provide a real context for needing to list and talk about these objects. In particular, I wanted to design a learning experience that would connect my students to real people in the French-speaking world and provide a service learning opportunity with a rich cultural context. Because Haiti continues to be impacted by the earthquake four years ago, I chose that as the context. I designed an introductory lesson composed of authentic documents and photos about the earthquake and the reconstruction efforts. This provided my students with a rare glimpse into Haitian perspectives on the quake and its aftermath.

Haïti : étude et action

**Partie 1 : étude**

Explorez les documents à Schoology (« materials » → « Haïti » ) pour compléter ces activités

**Documents 1, 2, et 3 : Des chiffres importantes du séisme ; recensements des villes et états pour comparaison.**

Complétez ce tableau à l'aide des documents

Morts lors du séisme 250.000	Villes de Californie avec une population équivalente Stockton
Sans-abris après le séisme 1,300.000	Etats américains avec une population équivalente Idaho Maine Hawaii New Hampshire

**Document 4 : Photos du palais présidentiel**

Quelles émotions imaginez-vous que cette photo (et d'autres) a évoqué pour les Haïtiens après le séisme ? Faites-en une liste.

Triste, terrible, mal, surpris

**Document 5 : Article sur le 4e anniversaire du séisme**

Illustrez quelque chose que vous avez compris dans l'article et faites une phrase (en votre français original) pour expliquer votre image.



**Partie 2 : Action !**

Que pouvons-nous faire pour aider les écoles en Haïti ? Quelles idées avez-vous pour y réussir ?

Envoyer les romans et livres pour ~~aider~~ <sup>aider</sup> les étudiants.

Envoyer ~~de~~ l'eau et la nourriture.

Envoyer les blocs de papier et les crayons

Envoyer le papier hygiénique.

Envoyer l'argent pour aider les gens

Envoyer les vêtements et les chaussures

Envoyer des pansements et de l'aspirine

Une bonne liste pour aider les gens



To guide their study of these documents, I created a series of activities designed to focus their reading, maximize their comprehension and support their varied learning styles: use of charts and statistics to develop and highlight logical/mathematical proficiencies; an activity focusing on empathy based on a photo taken right after the earth quake to develop social/emotional learning; illustrated summaries for visual learners; and more. You can see most of the first page and just the end of the second page in the sample included here. It is important to note that the activity was designed to be done in pairs so that they would also have ample opportunities to spontaneously converse in French while reading the documents and completing the activities.

To ensure we would have a real connection, I contacted a friend of mine who worked in Haiti with Volunteers for Peace and she provided the contact info for the director of a school in Haiti that is still suffering from a lack of basic supplies, four years after the tragic quake. After discussing the documents with their partners and completing the activities, the partners did an initial brainstorm of materials we could send to a school in Haiti. A sample of this is included at the bottom of the page in blue ink. We spent the entire next period in a discussion about what we as a class wanted to do (and realistically could do) to help the school and its students. Starting with their lists from the previous activity, students worked in groups and developed more thorough lists which were then shared orally with the class to develop a master list of ideas for how we might help. Most of the ideas involved sending materials to the school: seeds to grow edible products, solar-powered devices, feminine hygiene products, clothing, hats and shoes, hand sanitizer, along with a long list of items from the vocabulary we had been discussing, including pencils, reams of paper, paper towels and toilet paper and Band-aids. Without even realizing it, group after group practiced virtually all of our new vocabulary, but now their list served a real purpose for the benefit of real people: we will be sending supplies and corresponding with the students in Haiti this semester. You can view the authentic documents and see evidence of their use of French in class at <http://nicolenaditz.weebly.com/>

## Other information regarding the included student work samples

Alignment to ACTFL’s “World Readiness Standards for Learning Languages” (the 5Cs)

	Communication	Cultures	Connections	Comparisons	Communities
<b>Sample 1</b> French 1: Reading IPA	1.2	2.2	3.1 (math), 3.2	4.1, 4.2	5.1
<b>Sample 2</b> French 4/AP Personalized Feedback and practice	1.2, 1.3	2.1, 2.2	3.2	4.1, 4.2	5.1
<b>Sample 3</b> French 4/AP: EdCanvas with Peace Corps Volunteer	1.1(during in- class discussions) 1.2, 1.3	2.1, 2.2	3.1 (geography)	4.2	5.1, 5.2
<b>Sample 4</b> French 2: Infographic	1.1 (during in- class discussions and group work), 1.2, 1.3	2.2	3.2	4.1	5.1
<b>Sample 5</b> French 3: From study to action: Haiti	1.1 (during in- class discussions), 1.2, 1.3 (when they write and send their letters)	2.1, 2.2	3.2	4.1	5.1, 5.2

These documents paint a vivid picture of language education in my class that is consistently aligned to National Standards, starting at the earliest levels. Students have numerous opportunities to read, write, listen and speak in varied, authentic cultural contexts that represent the diversity of the francophone world. French is clearly the language of instruction, thereby making it possible for students to engage in a variety of challenging and engaging real-life language experiences. Authentic documents from numerous target-language countries were the springboard for all of the activities presented here, thus embedding cultural products, practices and perspectives throughout every aspect their study of French in a way that retains culture as an integral feature of language. Differentiation ranges from providing activities tailored to various learning styles to providing each student with personalized feedback and targeted, follow-up practice based on his or her demonstrated needs.