Assessment and assignments masterlist - Fral 10

Assessments based on 2018-2019

Marks breakdown:
- Diagnostic 0%
- Speaking 15%
- Listening 15% (lowest mark excluded)
- Vocab 15%
- Grammar 8%
- Reading 20% (lowest mark excluded)
    - Includes reading comprehension quizzes (short answers) and translation quizzes
- Writing 20% (lowest mark excluded)
    - Included paragraphs, essays and sentence translation quizzes
    - Usually marked out of 4, 5, or 6
- Homework checks / Assignments 7%

Unit	Category	Out of		Date (approx.)
	Diagnostic	188	Diagnostic - Doesn't count for actual marks! This test is intended to give an idea of the student's vocab/grammar level (it tests skills like spelling, active and passive vocabulary, grammar, translation and anglicismes). The median score was 49 points (the median score on the same test in Grade 12 is 70 points). Students with more than 70ish points demonstrate a strong understanding of French vocabulary and structure for their level. Students with less than 40 points should make sure they maintain good work habits, especially for learning vocabulary. At the end of the year, we'll redo the diagnostic to see how students have improved. Please email me if you want to see the specific marks breakdown for each skill. This test doesn't directly measure speaking, listening, or literary analysis skills.	First day
Language	Vocab	20	Test 1 - Spelling (Vocab 3). Students have to correctly spell 20 high-frequency vocab words. The words (and translations) were provided ahead of time. Students with a mark below 17 or 18 need to spend more time studying actively.	Mid-Oct
	Vocab	19	Test 1 - Vocab 4/7 (Idiomatic expressions and jobs). Bonus points were possible.	
	Vocab	10	Test 1 - Slang (Vocab 6). Test format: fill in the blanks. Because most immersion students are not previously familiar with slang, their mark on this test is a pretty good indicator of	

			their study habits and / or whether they have significant struggles memorising new vocabulary. Quizlets sets are available (link on my website).	
	Grammar	47	Test 1 - Grammar (Masculine / feminine and plural rules, determiners (this, our, their...). Students with low marks should review their endings (Grammar notes 1) and redo practice work.	
	Reading	12.5	Test 1 - Reading - Kiffe kiffe demain excerpt. Students had to answer short comprehension questions and translate a couple phrases into English. Unlike vocab and grammar tests, reading tests cannot be redone. Students with a low mark (i.e. below 8) may need to a) work with more attention to detail b) build their vocabulary. If they are struggling with reading regardless of which language it's in (e.g. due to dyslexia), they are welcome to set up separate time to do a reading test before or after school if they want more time or want the teacher to read the text out loud.	
	Writing	6	Test 1 - Vocab - Langue (Vocab 1). Students translate basic sentences into French using vocabulary from List 1.	
	Listening	10	Test 1 - Listening	
	HW checks	3	Homework checks for handouts/assignments during the language unit	
	Writing	6	Essay - Term 1. Students were asked to write a 5-6 paragraphs essay on a language-related topic. They had a couple blocks to write the draft and type the good copy. The main reasons for getting a low mark were: 1) the essay wasn't long or detailed enough - the student should work on supporting their ideas with more examples / explanations 2) the essay was incorrectly formatted (e.g. without separate paragraphs) 3) French errors made the writing unclear	Mid-End Oct
	Speaking	5	Interview with the teacher done outside of class time. Topic: learning languages.	Oct
Short Story Unit	Vocab	21	Test 2 - Spelling. Students had to translate 42 words into English. Given that the words were fairly easy, a low mark indicates that words were spelled wrong (e.g. missing accent) or had an error with masc/fem. There's a quizlet to study.	Early Dec
	Vocab	28	Test 2 - Vocab 9, 11, 12. Students had to translate 8 words from Vocab 9 into French (adjectives like "bitter" or "exhausted"). For Vocab 11/12 (verbs like "to dig" or "to collapse"), students were given 20 words in French to match to their English translations (36 choices were given). Two bonus points were possible. The redo format is translation only.	
	Grammar	38	Test 2 - Grammar with verbs. Students have to conjugate "to be" and "to have", conjugate a regular verb in the imparfait, conjugate irregular passé composé verbs correctly, and translate sentences into the passé composé with the correct word order (e.g. je ne l'ai pas mangé)	
	Grammar	32	Test 2 - Misc. grammar. Students were tested on when to use capital letters, er/é, à/en/au/aux + place, adjective agreement and irregular adjectives.	
	Writing	6	Test 2 - Sentences in the past. Students had to translate 9 sentences into English (e.g. It	

			was sunny, I was sick, I found it...). There is a pdf on my website of the sentences to study. Students could practice at home and ask me for corrections before the test. The mark is based on how many mistakes are in the student's translation (a minor spelling mistake counts as a half mistake). Example marks: 0-1 error = 6/6, 3 errors = 5/6, 6-7 errors = 4/6, 10-11 errors = 3/6, 14-15 errors = 2/6, 20+ errors = 0.	
	Listening	15	Test 2 - Listening. Students had 15 questions to answer based on hearing me read a short article about Georgia and a paragraph about travel plans. The students had to pick out the information they heard (and sometimes translate it into English in order to demonstrate their understanding). Students heard the texts twice. Listening quizzes can't be redone.	
	Reading	.	Reading comprehension questions based on a short story read in class.	
	Writing	5	Dialogue - In-class writing assignment. Students had to write a short story (150 words) and were marked on their punctuation of dialogue and past tense verb use.	Early Dec
Mini-Novel	HW check	4	Novel package - December. Over 4 classes, students read a short novel (110-130 pages) and completed a handout package (4 pages of 20 words and a summary of what they read). This mark is based on completion of this package.	Mid-Dec
Current Events	Listening	11	Quiz 3 - Listening. Students saw 3 news clips twice and answered questions about them. There were 16 points possible, but the test is out of 11. Students who received 12 or 13 points have 11.5/11, students with 14 or more points have 12/11. A low mark indicates low listening comprehension and / or vocabulary, but may also indicate that the student is struggling with working memory (holding the answer in their head long enough to write it down) or processing speed.	Mid-Feb
	Reading	12	Quiz 3 - Reading. The students were given a dozen headlines (with about 35 keywords) from French newspapers and asked to translate them into English. They weren't really able to study for this quiz section so their marks is a good indication of their general comprehension. Their mark is based on how many words they missed. A student who missed 18 words receives below 50%. 1 or 2 missed words = 12.5/12, 7-8 missed words = 10/12, 11-12 missed words = 8/12, 26 missed words = 2/12 etc.	
	Vocab	30	Quiz 3 - Vocab 13, 15, 16 (The news). Students had to translate 30 words from French into English (e.g. strike, riot, power outage, witness). The words were practiced in class and Quizlets are available.	
	Vocab	12	Quiz 3 - Vocab 14. Format: Matching. Students were given 15 words to match with definitions. The words are from a list of economic and political words that are identical / similar in English (e.g. theocracy, monopoly, guerilla, austerity, dynasty)	
	Writing	6	Quiz 3 - Sentences. Students had to translate 8 sentences into French. The sentences are available on my website (pdf called 'phrases pour test 3'). The sentences target plus-que-parfait verb structures: e.g. If it had snowed, we would've cancelled the party. Example marks: 2-4 mistakes = 6/6, 9-11 mistakes = 4.5/6, 18-20 mistakes = 3/6, 24-26 mistakes = 2/6, 31-34 mistakes = 1/6. A zero usually indicates that the student left most of this quiz section blank.	
	HW checks	3	Work habits - Actualité unit. This mark is based on homework checks through the unit (January and February). Homework was usually handouts from class and enough time was given in class to complete or almost complete the handout. Homework shouldn't've been more than 15 minutes. This mark is a good indicator of whether a student is staying focused in class and staying organized outside of class.	Jan-Feb

	Speaking	5	Speaking - Current events	Feb
	Writing	6	Essay - Current events	Mid-Feb
Novel: Antéchrista	HW checks	3	Novel unit handouts. 3/3 indicates that the student completed and handed in the daily handouts that went with the novel Antéchrista. A 0 indicates that no handouts were completed/handed in.	Feb-March
	Diagnostic	25	Pre-test - this is not for marks! Before starting the novel unit, students did a vocab pre-test to see how many words they knew. They were given 25 words from the novel to translate into English.	
	Diagnostic	25	Post-test - this is not for marks! At the end of the unit, the students did the same vocab test. You can compare the pre- and post-test to see how well the student studied.	
	Vocab	45	Quiz 4 - Vocab (Antéchrista novel unit). Students were given 50 words to translate into English. The words had been practiced during the unit handouts and were available on the website/quizlet. In order to score 100%, students had to translate 45 words correctly.	Mid-March
	Reading	20	Quiz 4 - Sentences (Antéchrista unit). Students were given 21 sentences from the novel to translate into English (the sentences and translations were given in class beforehand).	
	Reading	10	Quiz 4 - Reading (Antéchrista unit). Students had 10 questions to answer about the plot of the novel. They had to answer from memory, but the questions were about general comprehension not tiny details.	
Vocab Unit	Writing	6	Quiz 5 - Translation. Students were given 10 sentences to translate (sentences were from the in-class practice handouts). Their marks is based the on the number of mistakes. 0-4 mistakes = 100%. 7-8 mistakes = 5/6. 12-14 mistakes = 4/6. 18-20 mistakes = 3/6. Students with more than 36 mistakes receive 0/6. Minor spelling mistakes were counted as 0.5 mistakes.	Early May
	Grammar	46	Quiz 5 - Grammar. Students had to conjugate regular verbs in the present tense, futur simple and conditionnel. They also had to translate imperative sentences (commands), modals (should, would, could...), show correct cod ('him/it') placements and choose between cod and coi (le versus lui).	
	Vocab	45	Quiz 5 - Vocab 17-21. Students were given 50 words to translate (topics like health, places, school, emotions...). They had to translate 45 correctly in order to get 100%. Small spelling mistakes didn't count.	
	Listening	9	Quiz 5 - Listening. Students watched 3 videos (news report, youtuber, comedian) and had to answer 3-4 comprehension questions for each video. There were 14 points possible but the test is out of 9.	
Victor Hugo	HW checks	3	Victor Hugo - Summaries. Over 3 blocks, students read a short story by Victor Hugo that's written in the style of journal entries. They had to write a sentence summary for each journal entry in the story. A pdf of the story is available on the website.	Mid-Late May
	Writing	6	Essay - Victor Hugo. Students had to write an in-class essay analysing the Victor Hugo story they'd read. Approx length: 350 words. Students who weren't able to finish in class could complete the essay during ILT.	

| Poetry / Review | Grammar | 14 | Anglicismes Quiz. Students were given 15 sentences in French to correct. Each sentence contained an 'anglicisme' that we saw in Grammar Notes 17-19. | Mid-June |