

**Unit Title: French Fairy Tales and Conventional Wisdom**

Language: French  
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Level: High School, Level 4

**Integrated Performance Assessment: Conventional Wisdom****Setting and students**

The following IPA is designed for a high school French 4 class that meets five times a week for 45 minutes. The students' general level of spoken language proficiency is Intermediate High (American Council on the Teaching of Foreign Languages, 1999) and their general level of written language proficiency is Intermediate High, bordering on Advanced Low (Breiner-Sanders, Swender, & Terry, 2001).

This IPA was designed to be used as a unit-ending summative assessment. It represents the culmination of a progression in length and complexity of the texts studied prior to its implementation, i.e. from proverbs to fables to fairy tales.

**Desired results**

This IPA treats conventional wisdom as its central theme. Students will be responsible for understanding and interpreting an authentic French fairy tale and write one of their own. A larger inquiry into the nature of conventional wisdom will frame this work, guided by the following “big ideas” (Wiggins & McTighe, 2005):

- People in societies pass down advice in the form of conventional wisdom via various artifacts, such as stories, paintings, plays, etc. This conventional wisdom is a product of collective experience over time and is shaped by local contexts.
- Although different societies pass down different bits of conventional wisdom via different types of artifacts, there may be some commonalities encapsulating general human experiences.

These big ideas will be arrived at by inquiry into the following “essential questions” (Wiggins & McTighe, 2005):

- What is conventional wisdom?

- How do societies communicate conventional wisdom to future generations?
- Is conventional wisdom static over time? Why or why not?
- How do different societies (e.g. French and American) converge and diverge in the types of conventional wisdom they communicate to their future generations?

These big ideas and essential questions will coincide with parallel work that students do in their history and/or literature courses. As such, it will support the learning students are doing in these other classes and will expose them to different worldviews to which knowledge of the French language gives them access, satisfying the Connections Goal (Standards 3.1 and 3.2, respectively) of the National Foreign Language Standards (National Standards in Foreign Language Education Project, 1999).

### **Content Objectives**

- Students will display an understanding of the function of conventional wisdom in different societies, including commonalities and differences across societies
- Students will demonstrate an understanding of the defining conventions and genre characteristics of fairy tales

### **Overview of the task**

The following overview of the task will be presented to students:

*You will be paired with a class of sixth grade students from a local French immersion school. Your task will be communicating to them whatever conventional wisdom you think is necessary for surviving teenage life in your town. You will do this through the medium of fairy tales. First, you will demonstrate your understanding of a traditional French fairy tale. Then, you will negotiate a topic for your own fairy tale with a partner, fleshing out the lesson you would like to highlight in it. Finally, you will write your own fairy tale and share it with a middle school class.*

Per convention, the interpretive task comes first in this IPA. Before moving to the second task, the interpersonal task, it is important that the teacher give feedback to the students on their performance so that they fully understand the content of the interpretive text (Adair-Hauck, Glisan, Koda, Swender, & Sandroock, 2006). The interpersonal task will precede the presentational task because the negotiation of a fairy tale topic is highly relevant to the presentational task. The interpersonal task has the dual purpose of allowing the students to demonstrate their interpersonal communicative abilities as well as setting them up to carry out the presentational task.

As stated above, this IPA is designed to be a summative assessment and thus should take place near the end of the thematic unit. The most time-consuming part of the IPA will be the presentational task. The interpersonal task can take place immediately after the interpretive task, once feedback has been given to the students on their performance on the latter. The presentational task can then start immediately after the interpersonal task is completed and feedback has been given.

### **Interpretive task**

For this task, students will read *Les Fées*, a short fairy tale by Perrault (1987) (see Appendix B). This text works well for the interpretive task for two reasons. First, it is short when it comes to fairy tales, some of which can be on the long side. Second, it is somewhat of a fairy tale “archetype”; i.e., it contains many of the most common elements in fairy tales in its simplest form (e.g., an evil widowed mother, a mean older sister, a disguised fairy who rewards the kind younger sister for her generosity).

In this text, the kind younger daughter offers a drink of water to a disguised fairy. The fairy rewards the girl each time she speaks, with flowers or jewels that fly from her mouth. Once she returns home, the evil mother is jealous, and sends the mean older sister to offer water to the disguised fairy, which she does reluctantly. The fairy notices her dishonesty, and as a result snakes and toads fly from her mouth whenever she speaks. She returns home, is disgraced by her mother, and flees to die in the forest. The kind younger daughter, on the other hand, marries the local prince. The fairy tale ends with a *moralité* (moral) implying that honesty is always rewarded.

Although the text does not include any visual support, it does have several footnotes that explain complicated vocabulary words in simpler, more accessible French.

Following the reading, students will complete a comprehension guide (See Appendix A).

**Grading/scoring.** The comprehension guide will be assessed using the rubric provided in Appendix C. Points will be awarded for each category of the rubric, ranging from four points apiece for those in the “Meets expectations (strong)” column to one point apiece for those in the “Does not meet expectations column.” The teacher will then be responsible for creating a suitable grading scale (e.g., 21–24 points is an A, 17–20 points is a B, etc.). After the task is completed and scored, the teacher will briefly confer with each student to go over his/her performance on the task. Conferences of this sort will take place after each of the three tasks, reflecting the cyclical nature of the IPA’s approach to assessment, which generates a “feedback loop” (Glisan, Adair-Hauck, Koda, Sandrock, & Swender, 2003, p. 11).

**Logistics.** The students will be given an entire class period (45 minutes) to read the text and complete the comprehension guide. As such, they will be able to reread and refer back to the text as much as they want to while they respond to the guide. The teacher will not answer any questions during the task; students will be instructed to do the best that they can.

### Interpersonal task

**Student instructions.** The following instructions will be provided to the students in French:

*It is now time to settle on an idea for the fairy tale you will write. You will start by brainstorming with a partner which bits of conventional wisdom you feel are important to communicate to younger students for surviving teenage life, based on your experiences. Talk with your partner about several experiences you have had, such as making friends in high school or taking steps towards getting a driver's license. You will then work with your partner to complete a graphic organizer (Appendix D) that (tentatively) maps out your fairy tale. The graphic organizer will ask you to identify a preliminary theme, setting, main characters, a few details about the plot, and the moral you wish to convey. After you have completed the graphic organizer, you will compare and contrast your fairy tale outline with your partner's. You will have 15 minutes to complete this task.*

**Rubric and non-negotiables.** See Appendix E. Points will be awarded for each category of the rubric, ranging from four points apiece for those in the “Meets expectations (strong)” column to one point apiece for those in the “Does not meet expectations column.” The teacher will then be responsible for creating a suitable grading scale (e.g., 10–12 points is an A, 7–9 points is a B, etc.). After the task is completed, the teacher will briefly confer with each student to go over his/her performance on the task.

**Logistics.** Students will have 15 minutes to speak with each other and complete the graphic organizer, requiring two or three full class periods to accommodate all pairs. Students will be matched according to similar proficiency levels to try to prevent stronger students from dominating the conversation. Conversations will take place in the back of the language lab. During conversations, the rest of the students will watch the movie *Shrek* in French. In addition to keeping the students' attention, this highly entertaining movie will give students more ideas and language bits that they can incorporate into their fairy tales (like *Les Fées*, this movie contains all the generic portions and common characters typical of fairy tales). A day before the conversations begin, students will watch a few recordings of previous students carrying out the task while looking at the rubric. The teacher will then simulate a discussion concerning where the students' performance falls on the rubric. This underscores the importance of model performance in the IPA (Adair-Hauck et al., 2006).

## **Presentational task**

**Student instructions.** The following instructions will be provided to the students in French:

*You are responsible for writing a fairy tale that communicates a bit of conventional wisdom on how to survive teenage life. You will read your finished fairy tale to sixth grade students at a local French immersion school, whose French proficiency is such that they will be able to follow along. After you have negotiated and justified your topic with a partner (during the interpersonal task), you will spend four class periods writing your fairy tale. During this time, you will have access to dictionaries, the teacher, and peers for help. You will then spend one period in the computer lab during which you set your text into PowerPoint, adding images and animations in order to make it appealing to and ensure comprehensibility for younger students. Finally, during presentation day, you will tell your fairy tale to a class of middle school French immersion students.*

**Rubric and non-negotiables.** (See Appendix F). Points will be awarded for each category of the rubric, ranging from four points apiece for those in the “Meets expectations (strong)” column to one point apiece for those in the “Does not meet expectations column.” The teacher will then be responsible for creating a suitable grading scale (e.g., 13–16 points is an A, 10–12 points is a B, etc.). After the task is completed, the teacher will confer with each student to go over his/her performance on the task.

**Logistics.** Students will have four class periods to work on their fairy tales and one class period in the computer lab to set their text into PowerPoint. Although the bulk of the work will take place during class, students may also work on their texts and/or PowerPoint presentations at home. Students will be required to have a draft of the text of the fairy tale completed by the beginning of the fourth class period so that this class can be used for a peer-review of the tales (see Appendix G for a sample peer-review checklist). The teacher will circulate around the groups during the five class periods and will offer feedback during this time.

After the five preparatory class periods described above, students will travel to a local French immersion school to present their fairy tales. Presentations will last for three class periods (thus in three different sixth grade classes), with 5–7 presentations during each class. Students will present their fairy tales using a Smart Board. Presentations will be videotaped so that the teacher will be able to evaluate them at a later time. By sharing their fairy tales with sixth graders, students will be meeting Standard 5.1 of the Communities Goal of the National Foreign Language Standards (National Standards in Foreign Language Education Project, 1999).

If possible, before the work on the fairy tales begins, students will watch several recordings of previous students carrying out the task while looking at the rubric. The teacher will facilitate a discussion concerning where the students’ performance falls on the rubric. This underscores the importance of model performance in the IPA (Adair-Hauck et al., 2006).

<b>Step 2.</b> The Instructional and Formative Assessment Components of the Unit			
<b><u>Functions</u></b>	<b><u>Structures</u></b>	<b><u>Vocabulary</u></b>	<b><u>Materials/Resources</u></b>
<p>Narrate events</p> <p>Express opinions</p>	<p><i>passé composé</i> and the <i>imparfait</i> tenses</p> <p>subjunctive structures (e.g. <i>il est important que...</i>)</p> <p>comparative structures (e.g., <i>plus...que, moins...que, aussi...que</i>)</p> <p>discourse markers such as first, then, finally, etc.</p>	<p>common vocabulary words associated with fairy tales</p> <p>a range of adjectives and adverbs to create descriptive language in their fairy tales</p>	<p>Worksheets, Les Fées fairy tale, <i>Shrek</i> DVD,</p>
<p><u>When/How do I assess these?</u></p> <p>Quizzes, pair work, informal observation. Feedback provided as needed.</p>	<p><u>When/How do I assess these?</u></p> <p>Quizzes, pair work, informal observation. Feedback provided as needed.</p>	<p><u>When/How do I assess these?</u></p> <p>Quizzes, pair work, informal observation. Feedback provided as needed.</p>	

## Appendices

- Appendix A: Interpretive task comprehension guide
- Appendix B: Interpretive text: *Les Fées* by Charles Perrault
- Appendix C: Interpretive task rubric
- Appendix D: Graphic organizer for the interpretive task
- Appendix E: Interpersonal task rubric
- Appendix F: Presentational task rubric
- Appendix G: Sample presentational task peer review checklist

### **Appendix A: Interpretive task comprehension guide**

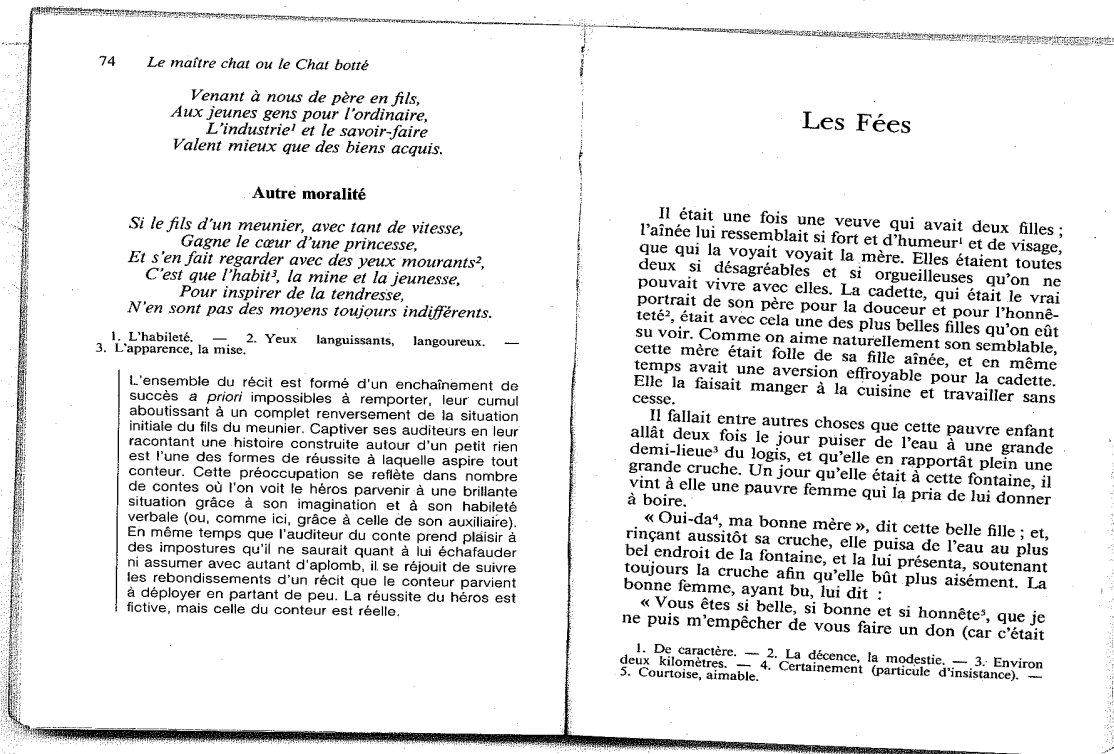
- I. **Main idea(s).** Using information from the fairy tale, provide the main idea(s) of this fairy tale in French.
- II. **Supporting details.** For each of the following, circle the letter of each detail that is mentioned in the fairy tale and write further details pertaining to these in French.
  - a. The father had already passed away.
  - b. The mother was kind to the youngest daughter.
  - c. The oldest daughter and the mother were very much alike.
  - d. The fountain was close to the house.
  - e. The younger daughter gave water to the old woman.
  - f. The younger daughter was rewarded for her generosity.
  - g. Snakes and toads came out of the older daughter's mouth.
  - h. The younger daughter died in the forest.

- III. **Word inferences (meaning from context).** Based on this passage write short definitions in French for the following three words/expressions.
- une veuve
  - la cadette
  - faire un don
- IV. **Concept inferences.** “Read in between the lines” in order to answer, the following questions in French.
- What is the moral of this fairy tale?
  - What does this story say about human nature?
  - How does this fairy tale compare to others you’ve read when it comes to its characters and structure?
- V. **Author’s perspective.** Circle the letter of the perspective or point of view you think the author adopted as s/he wrote this fairy tale and justify your answer in French with information from the text.
- comic
  - moral
  - historical
- VI. **Organizing principle.** How is this fairy tale organized? Circle all that apply.
- chronological order
  - pros and cons
  - cause/effect
  - compare/contrast
  - story telling
  - problem and solution



- VII. **Personal reaction to the text.** Using specific information from the text, describe your personal reaction to the story in French. Do you agree with the conventional wisdom that is encapsulated in the moral? Is the moral pertinent to current daily life in America? Have you had any experiences in your life that pertain to the moral? Be sure to provide reasons that support your reactions.

**Appendix B: Les Fées, a short fairy tale by Perrault (1987)**



une fée qui avait pris la forme d'une pauvre femme de village, pour voir jusqu'où irait l'honnêteté de cette jeune fille). Je vous donne pour don, poursuivit la fée, qu'à chaque parole que vous direz, il vous sortira de la bouche ou une fleur, ou une pierre précieuse. »

Lorsque cette belle fille arriva au logis, sa mère la gronda de revenir si tard de la fontaine.

« Je vous demande pardon, ma mère, dit cette pauvre fille, d'avoir tardé si longtemps » ; et, en disant ces mots, il lui sortit de la bouche deux roses, deux perles, et deux gros diamants.

« Que vois-je là ! dit sa mère tout étonnée ; je crois qu'il lui sort de la bouche des perles et des diamants. D'où vient cela, ma fille ? » (Ce fut là la première fois qu'elle l'appela sa fille.)

La pauvre enfant lui raconta naïvement<sup>1</sup> tout ce qui lui était arrivé, non sans jeter une infinité de diamants.

« Vraiment, dit la mère, il faut que j'y envoie ma fille ; tenez, Fanchon, voyez ce qui sort de la bouche de votre sœur quand elle parle ; ne seriez-vous pas bien aise<sup>2</sup> d'avoir le même don ? Vous n'avez qu'à aller puiser de l'eau à la fontaine, et quand une pauvre femme vous demandera à boire, lui en donner bien honnêtement.

— Il me ferait beau voir<sup>3</sup>, répondit la brutale<sup>4</sup>, aller à la fontaine.

— Je veux que vous y alliez, reprit la mère, et tout à l'heure<sup>5</sup>. »

Elle y alla, mais toujours en grondant. Elle prit le plus beau flacon d'argent qui fût dans le logis. Elle ne fut pas plus tôt arrivée à la fontaine qu'elle vit sortir

1. Avec naturel. — 2. Joyeuse, contente. — 3. Il serait vraiment curieux, comique, que... (comprendre : « Je n'irai pas »). — 4. Personne violente, grossière, impolie. — 5. Tout de suite, immédiatement.

du bois une dame magnifiquement vêtue qui vint lui demander à boire : c'était la même fée qui avait apparu à sa sœur, mais qui avait pris l'air et les habits d'une princesse, pour voir jusqu'où irait la malhonnêteté de cette fille.

« Est-ce que je suis ici venue, lui dit cette brutale orgueilleuse, pour vous donner à boire ? Justement j'ai apporté un flacon d'argent tout exprès pour donner à boire à madame ! J'en suis d'avis, buvez à même<sup>1</sup> si vous voulez.

— Vous n'êtes guère honnête, reprit la fée, sans se mettre en colère ; eh bien ! puisque vous êtes si peu obligeante, je vous donne pour don qu'à chaque parole que vous direz, il vous sortira de la bouche ou un serpent ou un crapaud. »

D'abord que<sup>2</sup> sa mère l'aperçut, elle lui cria :

« Eh bien, ma fille !

— Eh bien, ma mère ! lui répondit la brutale, en jetant deux vipères, et deux crapauds.

— Ô Ciel ! s'écria la mère, que vois-je là ? C'est sa sœur qui en est cause, elle me le paiera » ; et aussitôt elle courut pour la battre. La pauvre enfant s'enfuit, et alla se sauver<sup>3</sup> dans la forêt prochaine.

Le fils du roi, qui revenait de la chasse, la rencontra, et la voyant si belle, lui demanda ce qu'elle faisait là toute seule et ce qu'elle avait à pleurer.

« Hélas ! monsieur, c'est ma mère qui m'a chassée du logis. »

Le fils du roi, qui vit sortir de sa bouche cinq ou six perles, et autant de diamants, la pria de lui dire d'où cela lui venait. Elle lui conta toute son aventure. Le fils du roi en devint amoureux, et considérant

1. A même l'eau, à même la fontaine. — 2. Dès que. — 3. Se mettre en sûreté.

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qu'un tel don valait mieux que tout ce qu'on pouvait donner en mariage à un autre, l'emmena au palais du roi son père, où il l'épousa.

Pour sa sœur, elle se fit tant haïr, que sa propre mère la chassa de chez elle ; et la malheureuse, après avoir bien couru sans trouver personne qui voulût la recevoir, alla mourir au coin d'un bois.

**Moralité**

*Les diamants et les pistoles,  
Peuvent beaucoup sur les esprits ;  
Cependant les douces paroles  
Ont encor plus de force, et sont d'un plus grand prix.*

**Autre moralité**

*L'honnêteté coûte des soins,  
Et veut un peu de complaisance,  
Mais tôt ou tard elle a sa récompense,  
Et souvent dans le temps qu'on y pense le moins.*

1. Monnaie d'or d'Espagne ou d'Italie. — 2. Des efforts.

Pour comprendre l'argument des « Fées », il faut se reporter à d'autres contes qui en tirent un parti plus riche. Encore une fois, ce n'est pas ce qui est visé qui est atteint. Un premier personnage réalise un profit inespéré parce que, n'étant pas aveuglé par quelque but à atteindre, il sait faire place à ce qui se présente à lui. Un second personnage veut répéter l'opération. Mais ce qui a eu lieu une fois ne se reproduit pas à volonté ! Le personnage ne manifeste alors que son incapacité à accueillir l'événement, d'où ses déboires.

**Cendrillon ou la petite pantoufle de verre**

Il était une fois un gentilhomme qui épousa en secondes nocces<sup>1</sup> une femme, la plus hautaine et la plus fière qu'on eût jamais vue. Elle avait deux filles de son humeur<sup>2</sup>, et qui lui ressemblaient en toutes choses. Le mari avait de son côté une jeune fille, mais d'une douceur et d'une bonté sans exemple ; elle tenait cela de sa mère, qui était la meilleure personne du monde. Les nocces ne furent pas plus tôt faites, que la belle-mère fit éclater sa mauvaise humeur ; elle ne put souffrir les bonnes qualités de cette jeune enfant, qui rendaient ses filles encore plus haïssables. Elle la chargea des plus viles occupations de la maison : c'était elle qui nettoyait la vaisselle et les montées<sup>3</sup>, qui frottait la chambre de madame, et celles de mesdemoiselles ses filles. Elle couchait tout au haut de la maison, dans un grenier, sur une méchante paille, pendant que ses sœurs étaient dans des chambres parquetées, où elles avaient des lits des plus à la mode, et des miroirs où elles se voyaient depuis les pieds jusqu'à la tête.

La pauvre fille souffrait tout avec patience, et n'osait s'en plaindre à son père qui l'aurait grondée, parce que sa femme le gouvernait<sup>4</sup> entièrement. Lorsqu'elle avait fait son ouvrage, elle s'allait mettre au coin de la cheminée, et s'asseoir dans les cendres, ce qui faisait

1. Lors de son remariage. — 2. Caractère. — 3. Les escaliers intérieurs. — 4. Avait autorité sur lui, le commandait.

### Appendix C: Interpretive task rubric

Category	Meets expectations (strong)	Meets expectations (moderate)	Meets expectations (weak)	Does not meet expectations
Literal comprehension:				
Main idea detection	Identifies the main idea(s) of the advanced-level text	Identifies most of the main idea(s) of the advanced-level text	Identifies few of the main idea(s) of the advanced-level text	Does not identify the main idea(s) of the advanced-level text
Supporting detail detection	Identifies supporting details	Identifies most supporting details	Identifies few supporting details	Does not identify any supporting details
Interpretive comprehension:				
Word inferences	Infers meaning of unfamiliar words in new contexts	Infers meaning of some unfamiliar words in new contexts	Infers meaning of few unfamiliar words in new contexts	Does not infer meaning of unfamiliar words in new contexts
Concept inferences	Infers and interprets the author's intentions	Infers and interprets some of the author's intentions	Infers and interprets few of the author's intentions	Does not infer or interpret the author's intentions
Author perspectives	Identifies the author's perspectives	Identifies some of the author's perspectives	Identifies few of the author's perspectives	Does not identify the author's perspectives
Organizational principles	Identifies the organizing principles of the text	Identifies some of the organizing principles of the text	Identifies few of the organizing principles of the text	Does not identify the organizing principle(s) of the text

## Appendix D: Graphic organizer for interpersonal task

**Theme**

**Setting**

**Main characters**

**Plot details**

**Moral**

### Appendix E: Interpersonal task rubric

Category	Meets expectations (strong)	Meets expectations (moderate)	Meets expectations (weak)	Does not meet expectations
<i>Language control</i>	You are successful at producing connected sentence-level discourse. Accuracy decreases when narrating and describing in time frames other than the present.	You are generally successful at producing connected sentence-level discourse in present time. Accuracy decreases when narrating and describing in time frames other than the present.	You are somewhat successful at producing connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.	You produce simple sentences in present time and/or memorized chunks.
<i>Content</i>	Your questions and your responses to your partner's questions demonstrate that you understand what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.	Your questions and your responses to your partner's questions demonstrate some understanding of what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.	Your questions and your responses to your partner's questions demonstrate little understanding of what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.	Your questions and your responses to your partner's questions do not demonstrate understanding of what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.
<i>Communication and communication strategies</i>	You successfully maintain a conversation by asking and answering questions and using a variety of communication strategies when/if breakdowns occur.	You somewhat successfully maintain a conversation by asking and answering questions and using a variety of communication strategies when/if breakdowns occur.	You are able to maintain a simple conversation; you ask and answer some basic questions, but you are more reactive. You have trouble using communication strategies when/if breakdowns occur.	You are unable to sustain a connected conversation. You are unable to use communication strategies when/if breakdowns occur.

## Appendix F: Presentational task rubric

Non-negotiables: Focused work on task during class time, PowerPoint presentation ready on assigned due date

Category	Meets expectations (strong)	Meets expectations (moderate)	Meets expectations (weak)	Does not meet expectations
<i>Written language control</i>	You demonstrate a high degree of accuracy at describing using the present and narrating using the past. Your accuracy may decrease when attempting to handle abstract topics.	You demonstrate some ability to describe using the present and narrating using the past. Your accuracy may decrease when attempting to handle abstract topics and when narrating in time frames other than the present.	You demonstrate little ability to describe using the present and narrating using the past. Your accuracy may decrease when attempting to handle abstract topics and when narrating in time frames other than the present.	You are not successful at describing using the present and/or narrating using the past.
<i>Content</i>	Your product demonstrates that you understand what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.	Your product demonstrates some understanding of what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.	Your product demonstrates little understanding of what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.	Your product does not demonstrate understanding of what conventional wisdom is and how it is encapsulated in fairy tale structures and morals.
<i>Oral fluency</i>	You tell your story without hesitations or pauses.	You tell your story with a few hesitations or pauses.	You tell your story with several hesitations or pauses.	You stumble through your story in a jarring fashion.
<i>Impact</i>	Your presentation maintains the listener's interest. You support your story with an engaging visual. You tell your story in a dynamic fashion.	Your presentation generally maintains the listener's interest for the most part. Your visual is generally engaging. You are generally dynamic in telling your story.	Your presentation somewhat maintains the listener's interest for the most part. Your visual is somewhat engaging. You are somewhat dynamic in telling your story.	Your presentation does not maintain the listener's interest. Your visual is not engaging. Your telling of the story is relatively flat.

## Appendix G: Sample checklist for peer-review of fairy tales

### CONTENT

- ( ) The theme is engaging and appropriate to the task

Notes:

- ( ) The setting is described in detail

Notes:

- ( ) The main characters are described in detail and are developed over the course of the tale

Notes:

- ( ) The plot is fully developed and easy to follow

Notes:

- ( ) The moral of the story is clear and linked to the plot of the tale

Notes:

### LANGUAGE

- ( ) You accurately use the *imparfait* and *passé composé* in narrating your tale

Notes:



( ) Your language is rich and descriptive

Notes:

( ) Your language is grammatically accurate

Notes:

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VAC

[www.carla.umn.edu/assessment/vac/](http://www.carla.umn.edu/assessment/vac/)

Teacher-developed IPA from the Virtual Assessment Center (VAC) at CARLA