**COLORADO DEPARTMENT OF EDUCATION**

**Assessment: Interpersonal Writing**

Learning Targets

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**I can answer questions about my likes and dislikes.**

**I can ask and answer questions about activities including when, why, and with whom.**

**I can react to someone else’s likes or dislikes.**

Proficiency Goal

**Novice Low**

**Novice**

**Mid**

**Novice High**

**Intermediate**

**Low**

**Intermediate**

**Mid**

**Intermediate**

**High**

Scenario 1

Your French class has emailing student pen pals with a school in Quebec. Each

student in your class has been paired up with a member of the Canadian class and

this week you are writing about what you like and don’t like to do.

After greeting your French-speaking partner, you will want to talk about:

Activities you like or don’t like to do, when and with whom you like to do

them, how much you like to do them, and why you like them;

Activities your friend likes and dislikes, when and with whom they like to

do them, how much they like to do them, and why they like them;

Activities your partner likes and dislikes, including when they do them,

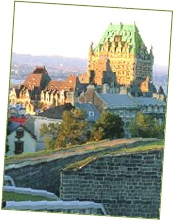
with whom, and why.

Don’t forget to say goodbye to your international partner!









Teacher Directions:

* Students will work in pairs
* Each student writes an initial email and then the partners exchange emails and respond to each other
* Exchange emails again (original author ends up with his/her own email with responses)
* This assessment can be done with pencil and paper or on the computer

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|  | **Score: 1**  **Does not meet expectations** | **Score: 2**  **Meets expectations** | **Score: 3**  **Exceeds expectations** |
| **Language use** | Student uses little or no target language and relies heavily on native language structures and patterns | Student uses target language consistently, but may mix native and target language patterns | Student uses the target language exclusively and integrates target language patterns into spontaneous writing |
| **Vocabulary use** | Student uses limited and repetitive language | Student uses only recently acquired vocabulary | Student uses both recently acquired and previously acquired vocabulary |
| **Impact** | YAWN! Student has no affect | Applause! Student uses appropriate expressions and idioms | Standing ovation! Student is easily understood by choice of expressions and idioms |

Your strengths:

Examples of ways you can improve: