

## **International Languages Challenge Exams**

The time has come! Every semester students have the opportunity to do a Challenge exam for the following; Italian 10, Italian 20, Italian 30, French 10, French 20, French 30, Spanish 10, Spanish 20, Spanish 30. Students may choose to participate in the Challenge exam in order to advance a grade level in a language course due to previous experience in that language. Also, if students are native speakers in a given language they may want to challenge in order to obtain a high mark in a 30 level language course which could help them gain access to post secondary institutions.

Students must've attended a meeting in order to challenge. The rest of this semester's guidelines follow and documents can be found at

<http://www.cssd.ab.ca/schools/stfrancis/>

Mrs. D. Suttie

## **General Information for students challenging French, Italian or Spanish at Saint Francis**

Students interested in challenging French 10, 20 or 30; Italian 10, 20 or 30 ; or Spanish 10, 20 or 30 must do the following:

1. Attend an information session on Friday November 20<sup>th</sup>, 2009.
2. Hand in the parent/guardian permission form by Friday December 11, 2009.
3. Hand in your audio component by Friday December 11<sup>th</sup>, 2009.
4. Complete the French, Italian or Spanish Challenge Exam Written Portfolio and have an interview with a language teacher **IN PERSON** on **Thursday, January 21 from 9am until 11am or 1pm until 3pm or Friday January 22 from 9am until 11:30am. Room to be announced.**
5. Complete a reading comprehension and writing exam on **Wednesday, January 27** at 1:00 pm room to be announced.

### **\*\* Significant changes from previous years:**

- **No written work prepared ahead of time can be brought into the exam room.** Only the audio portion can be completed ahead of time and submitted by December 11, 2009.

For specific information on Challenge Exam Procedures please print out the following document:

### **Course Challenge Package for Students - 2009**

Then, for specific topics (field of experiences) and required grammatical elements for your specific course please click on the level you would like to challenge.

Additional Information is also available on the Government of Alberta – Alberta Learning website. Website addresses for each specific course are included in the document titled:

**Course Challenge Package for Students – 2009.**

If you require further information or clarification, please see one the of the Saint Francis Language teachers.

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## **FRENCH AND INTERNATIONAL LANGUAGES**

### **COURSE CHALLENGE PACKAGE FOR STUDENTS AND PARENTS**

#### **This package contains:**

Alberta Education's Policy on Course Challenges

CSSD Guidelines

Parental Consent Form

Rubric for Written Assignments in Portfolio

Rubric for Oral Interview

*Revised: April 2009*

## **Alberta Education's Policy on Course Challenges**

Course challenge is a provision that allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course.

Any senior high school student in Alberta who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies and is ready to demonstrate that achievement through a formal, summative assessment process may initiate a request for course challenge (...). The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

The student who initiates the course challenge process shall take the responsibility for providing evidence of readiness to challenge a course. In the assessment process for a language course challenge, students need to perform a number of oral, written and listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected standards for the course being challenged.

(Taken from AB Education's document Guide to Education: ECS to Grade 12/ Sept. 2008 available online at <http://education.alberta.ca/media/832568/guidetoed.pdf>)

## GUIDELINES FOR PARTICIPATING IN THE COURSE CHALLENGE

**PARENTS MUST READ THE FOLLOWING GUIDELINES AND SIGN THE CONSENT FORM GIVING THE STUDENT PERMISSION TO PARTICIPATE IN THE COURSE CHALLENGE.**

As stipulated in AB Education's guidelines on p. 1, the student shall initiate the course challenge and take responsibility for providing evidence of readiness to challenge a course by presenting a portfolio of written and oral work.

### **PROCEDURE**

1. At school during a designated time, the student **must attend** an information session at which time the course challenge and procedures will be outlined by a teacher from the French and International Languages Department.
2. As there are generally two opportunities throughout the school year to attend the mandatory information session, if a student misses the first session, he/she will be invited to attend the second one later on in the year. Keeping this in mind, it is recommended that graduating students ensure that they attend the first session if they require the credits for graduating. **All deadlines must be respected** as further proof of readiness.
3. At the beginning of the January and June exam times, two days will be designated portfolio preparation time for students. **At this time, students will be expected to work independently on the written portions to be submitted, in a classroom** designated for this purpose. Although the written portion must be done at school, students will work at home on the required audio component. They will submit a tape, a CD or video to this end. All materials included in the portfolio must be left with the teacher and not returned to the student as a record of his/her course challenge attempt. No official mark is given for the work in the portfolio itself; it is simply used as evidence for knowledge of expected standards.
4. **It is important to note that teachers are not expected to provide neither guidance, nor tutoring, nor resources for the student to prepare him/her for the challenge.**

5. Once the portfolio is completed, teachers will evaluate the written and audio productions to gauge student readiness to continue with the course challenge. **If the submitted work is deemed satisfactory, the teacher will engage the student in a conversation** arising from the work in the portfolio and expected course outcomes. Speaking and oral comprehension skills will be assessed at this time and are worth 50% of the final mark.

**REQUIREMENTS FOR THE PORTFOLIO** (Total of **4 different samples** as described below):

- 1) **3 samples of written work from three different fields of experience** demonstrating the language components (vocabulary and grammatical concepts) for the course level. It is the student's responsibility to access the targeted Program of Studies online to see the breadth and depth of the course challenged. This information is available at the following websites:

Chinese: <http://education.alberta.ca/media/830342/chin10.pdf>

French: [http://education.alberta.ca/media/677897/nine\\_year.pdf](http://education.alberta.ca/media/677897/nine_year.pdf)

Italian: [http://education.alberta.ca/media/830664/ital3y\\_102030.pdf](http://education.alberta.ca/media/830664/ital3y_102030.pdf)

Japanese: [http://education.alberta.ca/media/830811/jap3y\\_102030.pdf](http://education.alberta.ca/media/830811/jap3y_102030.pdf)

Spanish: [http://education.alberta.ca/media/831252/span3y\\_102030.pdf](http://education.alberta.ca/media/831252/span3y_102030.pdf)

**Minimum requirements** per written sample for *Chinese, Italian, Japanese and Spanish Language and Culture* courses:

10-3Y level course challenge – 100 to 125 words

20-3Y level course challenge – 125 to 150 words

30-3Y level course challenge – 175 to 200 words

**Minimum requirements** per written sample for *French*:

*French* 10-9Y level course challenge – 125 to 150 words

*French* 20-9Y level course challenge – 150 to 200 words

*French* 30-9Y level course challenge – 200 to 250 words

- 2) **1 audio, CD or video recording based on one different field of experience** from that submitted in the written sample which also demonstrates the language components (vocabulary and grammatical concepts) for the course level. The school is not expected to provide resources for this audio component. **This component must be prepared at home ahead of time and submitted by Wednesday, January 13<sup>th</sup> to room E212. Please include a written copy of the oral work.**

**Minimum requirements** (Same as above in the written portion.)

6. Students have two options with regards to course challenges.

**Option A:**

Students may challenge a higher level course in sequence and receive a mark and 5 credits for the higher level course as well as 5 credits and P “pass” only for the lower course(s) in the sequence. Ex.: A student challenging Spanish 30 receives 85% and 5 credits on their final Grade 12 transcript, plus 5 credits for Spanish 10 and 5 credits for Spanish 20. As Spanish 10 and 20 were not challenged, the letter **P** (pass) will be placed beside these courses.

Spanish 10	P	5 credits
Spanish 20	P	5 credits
Spanish 30	85%	5 credits

**Option B:**

Students wishing to receive a mark and 5 credits for each course in a sequence may challenge only **1 level per semester** in a sequential manner. Ex.: Spanish 10 one semester, then Spanish 20 the next.

7. A student shall attempt a particular course challenge only once. If the student is unsuccessful but wants credit in the course or wishes to raise his/her mark, the student is required to take the course otherwise the **mark is final** and cannot be challenged.
8. Smaller schools may choose to offer the possibility to challenge a course only once throughout the school year instead of twice due to a limited number of teachers in the school.



**DEPARTMENT OF FRENCH AND INTERNATIONAL LANGUAGES**

**PARENTAL CONSENT FORM \_\_\_\_\_**  
(Year)

(PLEASE PRINT)

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ T.A. \_\_\_\_\_ Student ID #: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail if available: \_\_\_\_\_

Home Telephone Number: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Parent/Guardian Business/Work Telephone Number: \_\_\_\_\_

**I have read and discussed the guidelines on participating in the Course Challenge with my son/daughter.**

\_\_\_\_\_  
(Parent Signature) (Date)

**Course to be challenged:** \_\_\_\_\_

**List previous courses taken in French, Spanish, Italian, Japanese, and Mandarin:**

GRADE	SCHOOL	MARK RECEIVED

\*\*\*\*\*

**FOR DEPARTMENT USE ONLY**

Course currently registered in: \_\_\_\_\_

Course to be challenged: \_\_\_\_\_

Date of challenge: \_\_\_\_\_

**SAMPLE OF RUBRIC FOR WRITTEN ASSIGNMENTS IN THE PORTFOLIO TO BE USED BY TEACHERS**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Content/Concepts</b>	Thorough coverage of topic. Specific examples support the text. Clear focus and sophisticated thinking are evident. Has more than the minimum prescribed words.	Substantial coverage of topic (75%). Topic is focussed on. Some examples provided but not fully developed. Has more than the minimum prescribed words.	Substantial coverage of topic. Sense of wholeness but drifting may occur. Examples are given but not completely developed. Minimum prescribed words.	Occurrence of serious misunderstandings. Examples lack connection to the topic. Extraneous or loosely related details are included. Minimum prescribed words or less.
<b>Organization of Ideas</b>	Sequence is thorough and complete. Fully developed introduction, body and conclusion. Coherence and wholeness are evident.	Sequence is substantial (75%). Lacks a fully developed introduction, body or conclusion. Structure is generally logical but may be uneven.	Sequence is partial and incomplete. Lacks either a fully developed introduction, or body or conclusion.	Sequence shows serious misconceptions and or misunderstandings. Lacks an introduction or conclusion, a sense of wholeness.
<b>Vocabulary/ Sentences/ Grammar and Spelling</b>	Vocabulary is chosen carefully; sentence structure is varied and mature. Verb tenses are mastered and always appropriate for the chosen text. Cohesive markers are well chosen. The few errors in mechanics do not interfere with understanding.	Vocabulary choice is precise and diverse; sentence structure is varied. Verb tenses are generally mastered and appropriate for the chosen text. Most cohesive markers are well chosen. Some mechanical errors are present but do not interfere with understanding.	Word choice and sentence structure are interesting. Verb tenses show some mastery and are usually appropriate for the chosen text. Some cohesive markers are well chosen. Convention errors seldom impede understanding.	Vocabulary is very simple; sentence structure is repetitive. Verb tenses do not cover the range expected in the curriculum and can be inappropriate for the chosen text. There are few cohesive markers. Lack of conventions impairs understanding.
<b>Presentation and Creativity</b>	The projects are cleverly presented, original and well organized. Care and attention are evident. There are visual aids if necessary (i.e.: illustrations, graphs, etc.)	There is some originality and creativity. Care and attention are somewhat evident. Visual aids are present when necessary.	Little creativity used, bland, predictable. Lack of care and attention are evident. No visuals are provided.	

**TOTAL**

**/20**

**SAMPLE OF RUBRIC FOR ORAL INTERVIEW TO BE USED BY TEACHERS**

**Oral Comprehension of Questions (Listening/Understanding)**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Overall Comprehension</b>	Listens attentively and consistently; understands all of the questions asked; asks questions when needed for clarification.	Listens attentively; understands almost all of the questions asked; does not hesitate to ask for clarifications	Listens adequately; understands some of the questions asked; hesitates to ask for clarifications and requires some repetition.	Has difficulty listening; has limited understanding of the questions asked; does not ask for clarifications and requires several repetition.
<b>Eye Contact</b>	Continually maintains eye contact and appears relaxed and at ease.	Generally maintains eye contact and appears a bit nervous but not overly	Seldom maintains eye contact and appears somewhat nervous.	Does not maintain eye contact and is very nervous.
<b>Vocabulary</b>	Understands a variety of key words and complex sentences; is able to guess the meaning of unknown words.	Understands most of the key words and some complex sentences; is able to guess the meaning of unknown words most of the time.	Understands everyday words and simple sentences; is sometimes able to guess the meaning of unknown words.	Has difficulty understanding everyday words and most sentences; is unable to guess the meaning of unknown words.

**TOTAL**                    **/15**

### Oral Production (Speaking/Interacting)

	5	4	3	2
<b>Information/Explanation</b>	Offers thorough detailed information and explanations; shows a high degree of openness to clarify meaning.	Offers sufficient information and sufficient explanation; shows considerable openness to clarify meaning.	Offers some relevant information and some explanation; shows some openness to clarify meaning.	Offers limited information and little explanation; shows little openness to clarify meaning.
<b>Organization</b>	Responses are well structured and organized.	Responses are logically structured and organized.	Responses are somewhat logically structured and organized.	Responses are inconsistently structured and organized.
<b>Language Conventions</b>	Uses grammar and sentence structure with a high degree of accuracy and effectiveness.	Uses grammar and sentence structure with considerable accuracy and effectiveness.	Uses grammar and sentence structure with some accuracy and effectiveness.	Uses grammar and sentence structure with limited accuracy and effectiveness.
<b>Vocabulary</b>	Makes word choices that reflect a high command of vocabulary.	Makes word choices that reflect a high level of accuracy.	Chooses words with some care to transmit knowledge.	Words are generally unclear and message incomplete.
<b>Voice/Pronunciation</b>	Voice is clear and highly effective; shows a high degree of confidence. Words are effectively pronounced.	Voice is clear and easy to understand; shows considerable confidence. Words are well pronounced.	Voice is generally clear; shows some confidence' words are generally well pronounced. Most words are well pronounced (understanding is not impeded).	Voice is clear in places; shows little confidence. Words are not well pronounced (parts are difficult to understand).

**TOTAL**

**/25**

## FRENCH 10 – SPECIFIC LEARNER EXPECTATIONS

Domaines d'expérience: (Topics)

- Les activités
- Les vacances
- Le magasinage
- Les beaux-arts

Les éléments linguistiques suivants: (Grammar elements)

(All these elements must be shown, but not all elements need to be used in each topic.)

- le genre
- le pluriel des noms
- les articles définies et indéfinis
- les verbes comme **avoir, être, faire** et **aller** au présent, en utilisant le pronom personnel approprié
- les phrases à la forme négative et affirmative
- les expressions avec **avoir** et **faire** (**J'ai dix ans. Il fait froid.**)
- les prépositions de lieu
- les éléments cohésifs au niveau du lexique les mots-liens comme **et, parce que...**)
- vouloir, pouvoir et devoir au présent, en utilisant le pronom personnel approprié
- les questions comment est-ce que... combien est-ce que...? Et pourquoi est-ce que...?
- les verbes en –IR et en –RE au présent, en utilisant le pronom personnel approprié
- les adjectifs possessifs (notre, nos, votre, vos, leur, leurs)
- le futur proche, en utilisant le pronom personnel approprié
- la forme impérative ( à toutes les personnes et à tous les temps)
- la forme pronominale au présent (ex. Je me lève.)
- le passé récent ( ex. Je viens de .....chanter.)
- le conditionnel de politesse ( Je voudrais, Nous voudrions Vous voudriez, J' aimerai, Nous aimerions)
- les expressions : C'était , Il y avait ...
- le vocabulaire relié à l' informatique ( ex. Le télécopieur, le clavier etc...)
- le participe présent avec *en* ( ex . Ma mère lit en écoutant de la musique
- des expressions pour donner in conseil ( ex. Il est important de..., Il faut ....Il est nécessaire)
- des phrases avec des mots liens ( ex. parce que , quand )
- des phrases avec des conjonctions ( ex. et , mais)

- utiliser le mot *depuis* pour indiquer le temps
- prépositions utilisées dans le contexte de géographie. ( ex. En France , A Paris ,
- l' inversion

## FRENCH 20 – SPECIFIC LEARNER EXPECTATIONS

Domaines d'expérience: (Topics)

- les clubs et les associations
- le magasinage
- les sens et les sentiments
- la mode
- la vie sociale
- les activités de plain air

Les éléments linguistiques suivants: (Grammar elements)

(All these elements must be shown, but not all elements need to be used in each topic.)

- le comparatif
- les expressions avec le verbe **faire**
- les questions utilisant l'inversion
- les adverbes et les locutions adverbiales
- les pronoms emphatiques
- les éléments cohésifs (mots-liens) au niveau de la phrase
- le superlatif
- le pronom complément d'objet direct (avec des verbes au présent)
- le pronom complément d'objet indirect (avec des verbes au présent)
- le **passé composé** et l'**imparfait** (sans nécessairement faire la distinction entre l'utilisation du passé composé et celle de l'imparfait)

