# French Assessment Schedule: Assessment Activity 1.1a

##### Activity Title: Me kōrero tāua, me kōrero tātou — Let’s chat!

##### Achievement Standard: 91964 Interact in spoken French to share and respond to information, ideas, and opinions

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to interact in spoken French to share and respond to information, ideas, and opinions | At the Merit level, the student is able to interact capably in spoken French to share and respond to information, ideas, and opinions | At the Excellence level, the student is able to interact skilfully in spoken French to share and respond to information, ideas, and opinions |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * use relevant language in unrehearsed and unscripted conversation * refer to events or experiences in the present, as well as the past or future * achieve overall communication despite inconsistencies. | At the Merit level, the student is able to:   * use interactive strategies to support conversation * use a range of language * build on aspects of the information, ideas, and opinions exchanged * achieve communication that is not significantly hindered by inconsistencies. | At the Excellence level, the student is able to:   * use interactive strategies that enhance conversation * use a range of language successfully * achieve communication that is not hindered by inconsistencies. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * used generally short, simple, and formulaic sentences to convey relevant messages on the interaction topic * used language that may be repetitive * asked and answered relevant questions. *For example, “And you?”, “Can you repeat that?”* * talked about events or experiences in the present, as well as the past or future. *For example, “I think they like chocolate. I gave chocolate last year.”* * provided contributions that are comprehensible overall, but are hindered in places by inconsistencies such as extended pauses, pronunciation, word order. | At the Merit level, the student has:   * used interactive strategies to keep conversation going such as formulaic expressions, prompts for more specific information. *For example, “What can we buy them?”* * demonstrated evidence of a variety of language, such as a combination of sentence types and a fuller vocabulary * built on information, ideas, and opinions with simple additional detail, such as descriptions, reasons, feelings. *For example, “I think they like chocolate. I gave them chocolate last year, and they were happy!”* * achieved communication that is not significantly hindered by inconsistencies. | At the Excellence level, the student has:   * used interactive strategies to enhance conversation, such as engaging with and extending on specific details in their partner’s responses, or changing the focus if conversation wanes. *For example, “Where can we go shopping? How much can we spend on the gift?”* * demonstrated consistent mastery of quality language, appropriate to both the context and level, such as well-chosen and varied vocabulary and controlled use of structures, including complex sentences. *For example, “I gave them chocolate last year. They were really happy, so I think chocolate is a good gift. It’s also not very expensive.”* * achieved communication in which inconsistencies are minor in nature and do not impact on the clarity of the student’s contribution. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.