



Scoring Guidelines

Question 1: Email Reply

Prompt/Directions:

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vous allez répondre à un courrier électronique. Vous aurez 15 minutes pour lire le message et composer votre réponse.

Votre réponse doit commencer par une salutation et se terminer par une formule de politesse. Vous devez répondre à toutes les questions et à toutes les demandes du message. Dans votre réponse, vous devez demander des détails sur un sujet évoqué dans le courrier. Vous devez utiliser un registre de langue soutenu.

1. **C'est un message électronique de Danielle Penner, directrice musicale du chœur « A Capella voyageur ». Vous recevez ce message parce que vous avez participé aux auditions de recrutement pour devenir membre de la chorale.**

De: Danielle Penner

Objet: Bienvenue au chœur « A Capella voyageur » !

C'est avec plaisir que je vous adresse cet e-mail de bienvenue au nom du chœur « A Capella voyageur ». Dès notre prochaine répétition, nos choristes se joindront à moi pour vous accueillir.

Comme vous le savez, l'objectif principal de notre groupe est de proposer des concerts de voix qui font découvrir à tous les publics un répertoire éclectique et dynamique. « A Capella voyageur » parcourt les routes de France et présente un concert par mois. Cette année s'ajoutera une grande nouveauté puisque nous ferons également une tournée en Belgique.

Notre site Web présente des photos individuelles de nos choristes, accompagnées de courtes descriptions. Afin de nous aider à rédiger la légende pour votre photo, veuillez répondre aux questions suivantes :

- Quel est votre intérêt personnel à devenir membre du chœur ?
- Comme nous sommes toujours à la recherche de nouveaux choristes, avez-vous des suggestions pour encourager des jeunes gens de votre âge à participer ?

Je vous félicite de la qualité de votre audition et une fois de plus, bienvenue parmi nous !

Salutations cordiales,

Danielle Penner

Directrice musicale

General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Guidelines for Question 1: Email Reply

Skills: 1.A 2.A 2.B 4.A 4.B 6.A 6.B

5 points

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task Provides little required information (responses to questions, request for details) Barely understandable, with frequent or significant errors that impede comprehensibility Very few vocabulary resources Little or no control of grammar, syntax, and usage Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) Very simple sentences or fragments 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task Provides some required information (responses to questions, request for details) Partially understandable with errors that force interpretation and cause confusion for the reader Limited vocabulary and idiomatic language Limited control of grammar, syntax, and usage Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies Simple sentences and phrases 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task Provides most required information (responses to questions, request for details) Generally understandable, with errors that may impede comprehensibility Appropriate but basic vocabulary and idiomatic language Some control of grammar, syntax, and usage Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness Simple and a few compound sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task Provides most required information (responses to questions, request for details) with some elaboration Fully understandable, with some errors that do not impede comprehensibility Varied and generally appropriate vocabulary and idiomatic language General control of grammar, syntax, and usage Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing) Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task Provides required information (responses to questions, request for details) with frequent elaboration Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility Varied and appropriate vocabulary and idiomatic language Accuracy and variety in grammar, syntax, and usage, with few errors Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors Variety of simple and compound sentences, and some complex sentences

0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

BLANK: (no response)

Question 4: Cultural Comparison

Prompt/Directions:

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a French-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this French-speaking community. You should also organize your presentation clearly.

Vous allez faire un exposé pour votre classe sur un sujet précis. Vous aurez 4 minutes pour lire le sujet de cet exposé et préparer votre exposé. Vous aurez alors 2 minutes pour vous enregistrer.

Dans votre exposé, comparez une région du monde francophone que vous connaissez à votre propre communauté ou à une autre communauté. Vous devez démontrer votre compréhension de réalités culturelles de cette communauté francophone. Vous devez aussi organiser clairement votre exposé.

- 4. Comment est-ce que l'aménagement de la ville (ses marchés, parcs et rues, par exemple) affecte la vie des gens d'une communauté francophone que vous connaissez ? Comparez la façon dont l'aménagement de la ville affecte les gens de cette communauté francophone à la façon dont il affecte les gens de votre communauté ou sinon d'une autre communauté. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.**

Scoring Guidelines for Question 4: Cultural Comparison

Skills: **1.A** **2.A** **2.B** **4.B** **7.B** **7.C** **7.D**

5 points

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Presents information only about the target culture or only about the student's own or another community, and may not include examples • Demonstrates minimal understanding of the target culture; generally inaccurate • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Minimal or no attention to register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development • Demonstrates a limited understanding of the target culture; may include several inaccuracies • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the presentation • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Compares the target culture with the student's own or another community, including a few supporting details and examples • Demonstrates a basic understanding of the target culture, despite inaccuracies • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Use of register may be inappropriate for the presentation with several shifts • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples • Demonstrates some understanding of the target culture, despite minor inaccuracies • Organized presentation; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors that do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Generally consistent use of register appropriate for the presentation, except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples • Demonstrates understanding of the target culture, despite a few minor inaccuracies • Organized presentation; effective use of transitional elements or cohesive devices • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Mostly consistent use of register appropriate for the presentation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility

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0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
 - The phrase "target culture" can refer to any community, large or small, associated with the target language.
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