



# North Kingstown High School Anchor Assignment Assessment Plan

**Department**      **World Language**

**Name of Course**      **French One**

**“Title” of Anchor Assignment**      **Spring anchor assignment: Pen Pal Letter**

**What are students asked to do/create/write/present to complete this assignment?**

Pen pal letter

Write a letter to a friend in a francophone country telling about yourself. Include relevant information like: physical description, personality traits, your family, interests, talk about where you live, where you go to school, what you study, what you like and dislike, favorite music, movies, TV shows, your favorite actors, foods, etc. future aspirations. Be accurate in spelling and grammar and make sure it is in the form of a letter. You must have a minimum of 15 sentences.

Give your double-spaced typed letter to the teacher by \_\_\_\_\_.

Upload with reflection by \_\_\_\_\_.

Reflection question: List 5 things you have learned to express in French One.

**GSE(s) Covered by this Assignment:**  
**W 1.1, W1.4, W4.1**

**NKHS Expectation(s) for Student Learning Covered by this Assignment:**      **2A**

## **Problem Solving**

**Depth of Knowledge (Check one)**

     **X** **Level 1**- Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

     **Level 2**- Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

\_\_\_\_\_ **Level 3- Complex Reasoning-** requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4- Extended Reasoning-** Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? Yes \_\_\_\_\_ No X**

**How will this anchor assignment be graded and weighed in the overall grading?**

As a test.

**Outline the opportunities for students to revise their work.**

Students are asked to submit a rough draft and will not be graded for that. They may make corrections. They may submit more than one rough draft and some are encouraged to do so.