

Summative Assessment | Co-creating a book about our learning

Central idea: Learning a new language helps me connect with myself and others.

GRASPS model

- You **goal** is to:

Contribute to each chapter of the book either individually or as part of a group.

Chapter	Possible contribution
Chapter 1: The sounds of the language (form)	We will share all our observations about the way sounds are pronounced in French (especially vowels), how the French tongue, lips and jaw are positioned when speaking and how the intonation can change the meaning of a sentence. Your contribution will be added as per your oral participation in class throughout the week.
Chapter 2: How languages are similar and different (connection)	Record your voice explaining the differences and/or similarities between your mother-tongue and French. You need to record this in your mother-tongue of family mother-tongue group collaboratively so that every group member avoids repetition and enriches the contribution. All the recordings will be organized by mother-tongue and we will integrate coding by using Makey-Makey and Scratch (2 students to take a lead) to create a program to make the book interactive so when we touch certain areas of the book, we will hear your recordings. [this is a video of the final product - makey-makey part]
Chapter 3: How interacting with others help us learn languages (attitude: cooperation)	This is where you will share your reflection from your Unit 1 "learning partner" work, your song creation and your goals. You can write, record your voice and share a QR code, share a Seesaw post (QR Code).

- Your **responsibility** is to:

Exemplify the learner profile: Inquirers, Risk-takers, Open-minded, Caring by:

Chapter	Possible contribution

Inquirer	Asking questions to further your understanding through the process of producing.
Risk-taker (courageous)	Dare sharing an observation or asking a question even if you are unsure. Dare making mistakes to show that you are motivated by learning and are unstoppable!
Open-minded	Accept that new sound might sound “strange” to you at first and allow yourself to embrace this change by practicing the new sounds and sharing them without complex during one assembly.
Caring	Helping others and collaborating with them. One way is to join a another-tongue or family mother-tongue group in class while contributing to chapter 2.

- Your **audience** is

Your parents and classmates learning another languages are your audience. This book aims at showcasing the awarenesses you have made in the first unit of learning French.

- Your **situation** is:

The book created will be shown to your parents during the PTC and you will explain how it works.

The book will then be housed by the library so you can consider a wider audience in the future (students and faculty for instance).

- **Product** - You can decide the format of your book as a class between:
 - an A3 book
 - An ebook (GoogleDoc)
- Your product must follow the following **standards**:
 - There has to be 3 chapters clearly defined
 - There has to be a title for the book on the cover page
 - The back of the book must have the authors (names)

Checklist:

- G: I have contributed to each chapter.
- R: I have exemplified the 4 learner profile attributes.
- A: I have considered the audience carefully and presented the work to them accordingly.

- S: I have considered the situation carefully and have explained my work to the audience.
- P: The product has been created and I participated actively in its creation.
- S: I followed the standards and I participated actively in creating, helping or verifying those were met collaboratively.

Self-assess by coloring the rubric (select one descriptor for each letter of “GRASP”), then your teacher will provide her/his assessment too:

	Self-assessment				Teacher assessment			
G	BE	AE	ME	EE	BE	AE	ME	EE
R	BE	AE	ME	EE	BE	AE	ME	EE
A	BE	AE	ME	EE	BE	AE	ME	EE
S	BE	AE	ME	EE	BE	AE	ME	EE
P	BE	AE	ME	EE	BE	AE	ME	EE
S	BE	AE	ME	EE	BE	AE	ME	EE

Performance Descriptors

EE - Exceeds Expectations	Demonstrates an excellent understanding and application of the skills and concepts addressed.
ME - Meets Expectations	Demonstrates a good understanding and application of the skills and concepts addressed.
AE - Approaches Expectations	Demonstrates a basic understanding and application of the skills and concepts addressed.
BE - Below Expectations	Demonstrates a basic understanding and/or application of some of the skills and concepts addressed.

