

Name: _____

Date: _____

Meal Taking - Culminating Assessment

Period: _____

Part 1: Speaking Assessment

You have been hired by the Travel Channel to describe the meal-taking practices in _____. In your target language description, please include details of one meal. You may wish to include:

- a. the meal you are describing (lunch/dinner)
- b. a description of the foods/drinks
- c. how you feel about the foods/drinks
 - i. whether or not you like/would like the meal and why/why not
 - ii. whether or not the meal is healthy and why/why not

Your target language description will be 1 -1 ½ minutes long.

Part 2: Writing Assessment

Write a reflection in the target language *comparing* meal-taking practices in _____ and in the U.S.

- In your comparison, you may wish to include:
 - the different meal taking practices & cultural comparisons
 - meal times
 - different courses
 - types of food
 - geographical location
 - descriptions (ingredients/healthy vs unhealthy)
 - any additional information that contributes to the task

Your written comparison will be 100-150 words.

Writing Rubric

	4	3	2	1
<i>Task Completion</i>	<i>Superior completion of the task; content appropriate; ideas well-developed and well-organized.</i>	<i>Completion of the task; content appropriate; ideas adequately developed.</i>	<i>Partial completion of the task; content mostly appropriate; ideas undeveloped.</i>	<i>Minimal completion of the task and/or content frequently inappropriate.</i>
<i>Comprehensibility</i>	<i>Text readily comprehensible, requiring no interpretation on the part of the reader.</i>	<i>Text comprehensible, requiring minimal interpretation on the part of the reader.</i>	<i>Text mostly comprehensible, requiring interpretation on the part of the reader.</i>	<i>Text barely comprehensible, requiring significant interpretation on the part of the reader.</i>
<i>Vocabulary</i>	<i>Utilizes a wide variety of vocabulary relevant to the task.</i>	<i>Utilizes a variety of vocabulary relevant to the task.</i>	<i>Utilizes vocabulary, some of which is inaccurate or irrelevant to the task.</i>	<i>Utilizes limited vocabulary, most of which is inaccurate or irrelevant to the task.</i>
<i>Structure</i>	<i>Exhibits a high degree of control of structure/conventions; Errors do not hinder overall comprehensibility.</i>	<i>Exhibits some control of structure/conventions; Errors do not hinder overall comprehensibility.</i>	<i>Exhibits some control of structure/conventions; Errors do hinder overall comprehensibility.</i>	<i>Exhibits little control of structure/conventions; Errors do hinder overall comprehensibility.</i>
<i>Word Count</i>	<i>Uses 50 or more comprehensible words in target language that contribute to the development of the task.</i>	<i>Uses 40-49 comprehensible words in target language that contribute to the development of the task.</i>	<i>Uses 30-39 comprehensible words in target language that contribute to the development of the task.</i>	<i>Uses 29 or fewer comprehensible words in target language that contribute to the development of the task.</i>

Speaking Rubric

Achievement Level	Level Descriptor
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; contains very few errors though these do not interfere with comprehensibility; ii. organizes basic information clearly and uses a range of basic cohesive devices accurately; iii. uses language effectively to suit the context; iv. organizes reflection clearly with wide range of cultural comparisons. v. demonstrates outstanding effort.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; contains some errors, though these do not interfere with comprehensibility; ii. organizes basic information and uses a limited range of basic cohesive devices accurately; iii. usually uses language to suit the context; iv. organizes reflection clearly with limited range of cultural comparisons. v. demonstrates good effort.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; contains some errors, some of which make understanding difficult; ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately; iii. uses language to suit the context to some degree; iv. organizes reflection clearly with minimal range of cultural comparisons. v. demonstrates some effort.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty to speak using a basic range of vocabulary, grammatical structures and conventions; contains many errors making understanding difficult; ii. organizes limited basic information, and basic cohesive devices are not used; iii. makes minimal use of language to suit the context; iv. organizes reflection poorly with minimal to no cultural comparisons. v. demonstrates minimal effort.
0	The student does not reach a standard described by any of the descriptors below.

Raw Score	8	7.5	7	6	5.5	5	4	3.5	3	2	1.5	1
Final Score	100	95	90	88	84	80	78	74	70	68	66	65