

Thematic Curriculum Unit—Performance Assessment and Planning Guide

Elementary School, Grade 5

Key Question: What is my life like? What is your life like? **Topic:** Community workers

Beginning	Developing	Transitioning	Refining
<p>Students who begin instruction in a second language in kindergarten will demonstrate skills in the developing level of language development by Grade 5. They will still need more practice in order to be secure in the skills associated with this level. The performance assessments are matched to the cognitive and developmental characteristics of students at that age. The rubrics for these assessments show that the expected performance is not securely at the end point of the developing level. The key overarching question is “What is my life like? What is your life like?” Students are able to investigate similarities and differences between themselves and others, giving reasons for the differences and some description of these differences and similarities.</p>	<p>Students who begin instruction in a second language in kindergarten will demonstrate skills in the developing level of language development by Grade 5. They will still need more practice in order to be secure in the skills associated with this level. The performance assessments are matched to the cognitive and developmental characteristics of students at that age. The rubrics for these assessments show that the expected performance is not securely at the end point of the developing level. The key overarching question is “What is my life like? What is your life like?” Students are able to investigate similarities and differences between themselves and others, giving reasons for the differences and some description of these differences and similarities.</p>	<p>Students who begin instruction in a second language in kindergarten will demonstrate skills in the developing level of language development by Grade 5. They will still need more practice in order to be secure in the skills associated with this level. The performance assessments are matched to the cognitive and developmental characteristics of students at that age. The rubrics for these assessments show that the expected performance is not securely at the end point of the developing level. The key overarching question is “What is my life like? What is your life like?” Students are able to investigate similarities and differences between themselves and others, giving reasons for the differences and some description of these differences and similarities.</p>	<p>Students who begin instruction in a second language in kindergarten will demonstrate skills in the developing level of language development by Grade 5. They will still need more practice in order to be secure in the skills associated with this level. The performance assessments are matched to the cognitive and developmental characteristics of students at that age. The rubrics for these assessments show that the expected performance is not securely at the end point of the developing level. The key overarching question is “What is my life like? What is your life like?” Students are able to investigate similarities and differences between themselves and others, giving reasons for the differences and some description of these differences and similarities.</p>

The intention is that all instruction and assessments are completed in the target language, with the exception of reading and listening comprehension assessments, which may require use of English to demonstrate understanding of the texts.

	Interpretive	Interpersonal	Presentational
<p>Communication Mode: Interpretive</p> <p><i>Performance Assessment</i></p> <p>Watch a video or a slide presentation of a city in a country where the target language is spoken showing the various businesses and city services. Match on a paper the names of the various businesses and a short description of what happens at each business.</p>	<p>A2: Listening: Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos.</p>	<p>A2: Questions: Students will ask and answer a variety of questions, giving reasons for their answers.</p>	<p>C2: Speeches: Students will write and deliver a short presentation about their school or community.</p>

<p>Wisconsin Standards:</p> <p>Communication</p>	<p>Content:</p> <p><i>Situation:</i> Meets basic communication needs in a controlled setting; can meet practical writing needs such as short letters and notes.</p>	<p>Content:</p> <p><i>Spontaneity:</i> Responds with short answers to questions that have been rehearsed; asks simple yes/no questions, informational questions (i.e., who, when, where, what); begins to express reactions to responses (i.e., really, that's great, that's too bad).</p>	<p>Content:</p> <p><i>Complexity/sophistication:</i> Begins combining and recombining phrases into short strings of sentences on familiar topics in both oral and written presentations.</p>

Target Performance (Key elements from the Performance Guidelines to consider in rubric development)

Accuracy:

Ease: Restates and recombines memorized language with frequent pauses, hesitations, and false starts; many errors may occur as creativity increases.

Communication Strategies:

Monitoring: Self-corrects on well-learned items.

Accuracy:

Pronunciation: May mispronounce words in a new context or words being read for the first time; understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times.

Communication Strategies:

Impact: Asks follow-up questions; provides continuity to a presentation; begins to make choices of a phrase, image, or content to maintain the attention of the audience.

Communication Strategies:

Comprehension: Understands general concepts and some supporting ideas of short conversations and narration on familiar topics; relies on visuals, gestures, facial expressions; may need repetition, restatement, and contextual clues in order to understand; uses background experience to help anticipate meaning.

Cross-Cultural Applications:

Awareness: Begins to use knowledge of own culture and the target culture(s) to help interpret oral and written texts.

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Links to **Culture** and the other Wisconsin Standards:

- ✓ **Connections**
- ✓ **Comparisons**
- ✓ **Communities**

Evidence (How these standards are incorporated in the instruction)

Structures and Vocabulary:

What needs to be taught for students to be successful in the performance assessment

Culture: E1: Objects and Symbols: Students will compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture. (Identify symbols that represent various business and city services and compare them to the symbols used in their community.)

Connections: F1: Speaking and Writing: Students will use topics and skills from other school subjects to discuss and/or write in the language studied. (Use skills of perspective, design, visual appeal to create tourist map.)

Comparisons: II: Cultural Variations: Students will discuss the meaning of perspectives, products, and practices in different cultures. (Compare stores, services in a town in the target culture to those found in local community.)

Communities: K3: Understanding: Students will deepen their understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art. (Create a tourist map; create a commercial.)

Structures:

- Prepositions of location
- Questions
- Descriptive adjectives and agreement

Vocabulary:

- Businesses and services in a town
- Prepositions of location
- Professions
- Items on a city map (corner, street, square, sidewalk, etc.)

Benchmark—Grade 5—Rubrics

Interpretive Task: No rubric is needed; students are matching the names of businesses with descriptions of the services provided at each business.

Interpersonal Task: This task has two portions: one is the conversation about making a tourist map (interpersonal); the other portion is the actual map itself (the product of the interpersonal conversation).

The teacher determines how to assess student participation in this task. A group grade or individual grades may be given by the teacher and/or by the students based on observation of the groups in action. It should be noted that this grade would reflect effort to accomplish the task and stay in the target language, rather than a grade that reflects the quality and accuracy of the language used.

Discussion: Making a Tourist Map

1. Students speak the target language to accomplish the task.

- 90%–100% of the time
- 70%–89% of the time
- 50%–69% of the time
- less than 50% of the time

2. There is equal participation in speaking the target language from all group members.

- Yes No

If you responded “no,” please describe the participation of the group members.

3. Students ask simple, informational questions and yes/no questions.

- Frequently Sometimes Rarely

4. Students respond to questions appropriately.

- Frequently Sometimes Rarely

5. Students react to responses with follow-ups such as: “really,” “I agree,” “Good idea.”

- Frequently Sometimes Rarely

6. There is equal participation in creating the tourist map.

- Yes No

If you responded “no,” please describe the participation of the group members.

7. The cooperation among the group members was:

- Excellent Good Needs work

Interpersonal Product: Tourist Map: The teacher determines the requirements for the product. These requirements can be given to the students as part of the directions. They can be put in the form of a checklist so that students can verify that they have all the necessary components of the project. The components of the checklist can be considered nonnegotiable; in other words, all of the components must be present before the product can be graded. If the teacher desires, quantities can be part of the requirements (number of streets, number of businesses, and so on). Or the teacher could provide a list and have the students choose a certain number of items.

Tourist Map

Requirements:

1. The tourist map contains the following elements:

- City name that reflects the target language/culture.
- Street names that reflect the target language/culture.
- Businesses that reflect the target language/culture.
- City services that reflect the target language/culture.

2. The tourist map must be:

- at least $8\frac{1}{2} \times 14$ inches in size.
- drawn in colored marker or ink.
- checked for spelling accuracy with the teacher before the final map is labeled.

The final tourist map will be evaluated according to this scale:

Exceeds expectations: The layout of the city reflects the target culture: There is a wide variety of businesses, city services, and locations that are typically found in a city in the target culture. The layout of the city streets reflects the target culture. There are additional details such as parks, cars, pedestrians, public transportation, decorations, map key that reflect the target culture/language. The spelling of place names is accurate. The map is neatly done.

Meets expectations: The layout of the city reflects the target culture: Several businesses, city services, and locations that are typically found in a city in the target culture are included. The spelling of place names is accurate. The map is neatly done.

Needs work: The layout of the city reflects the target culture. The map may lack businesses, city services, and locations that are typically found in a city from the target culture. The layout of the city streets may or may not reflect the target culture. There may be spelling mistakes of place names. The map is neatly done.

Presentational Task: The teacher determines how to assess student participation in this task. A group grade or individual grades may be given by the teacher or by the students for all or some of the categories listed. The teacher may wish to give the students some nonnegotiables to ensure a baseline level of quality for this task. The teacher may also elect to grade the script for the commercial for correctness of structures that are targeted in this unit (example: correct use of prepositions, adjective agreement).

Job Opportunities Commercial

Requirements:

The commercial you prepare must include the following:

- Each member of your group must speak in the commercial.
- There must be at least three jobs featured in the commercial.
- The location of each job in the city must be included.
- There must be a reason to choose each job.
- The commercial must be memorized.
- The script must be checked by the teacher before rehearsing for the video-taping.
- The commercial must be videotaped.

The commercial will be evaluated according to the following criteria:

	Excellent	Good	Needs work
Pronunciation: Speakers imitate pronunciation and intonation of the target language.			
Impact: Speakers maintain the attention of the audience.			
Impact: Gestures or visuals help audience understand message.			
Impact: Speakers have practiced their roles and can recite their lines with confidence.			
Comprehensibility: The spoken language is structurally correct.			

Thematic Curriculum Unit—Performance Assessment and Planning Guide

Middle School, Grade 8

Key Question: How do I look at the world? How do you look at the world?	Theme: Work/careers	Topic: Interests and careers
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Beginning

Developing

Transitioning

Refining

Students who begin instruction in a second language in kindergarten will demonstrate skills in the transitioning level of language development by Grade 8. Their language proficiency will securely demonstrate the profile of the developing level, so the target for this unit of instruction needs to begin to pull from the Performance Standards of the transitioning level. The rubric likewise pulls from the transitioning level Performance Guidelines. Students are asked to try tasks geared at the transitioning level; however, the expectation for their performance takes into consideration that they are only beginning to show the characteristics of this level. The key overarching question to target students' language performance is "How do I look at the world? How do you look at the world?" Students begin to share and compare perspectives as they learn more about their world and the variety of viewpoints and opinions that exist within it.

The intention is that all instruction and assessments are completed in the target language, with the exception of reading and listening comprehension assessments, which may require use of English to demonstrate understanding of the texts.

Communication Mode:

Performance Assessment

Interpretive

Read about a student from the target culture who describes his/her daily schedule including interests, part-time jobs, school coursework, weekend activities, social life, future plans. Summarize similarities and differences between the student's life and your own; draw some conclusions about how compatible you would be with this student, giving reasons for your conclusions.

Presentational

Give a presentation about your life and interests. Indicate how these activities reflect your personality. Include some possibilities for your future in terms of career, study, travel, pursuing personal interests.

Interpersonal

Discuss with a group of classmates plans for high school. Indicate what kinds of courses you will take and how they will prepare you for your future plans. Discuss career options and which ones interest or don't interest you and why.

Wisconsin Standards: Communication

B4: Reading: Students will comprehend the main idea and key supporting ideas and begin to make inferences in selected authentic written materials.

C2: Speeches: Students will write and deliver a short speech on a topic of personal interest.

A3: Opinions: Students will defend personal preferences, feelings, opinions with more complete explanation.

Target Performance (Key elements from the Performance Guidelines to consider in rubric development)

Content:

Situation: Meets communication needs in a variety of settings; can meet writing needs including letters, articles, short essays.

Content:

Complexity/sophistication: Expresses own thoughts to describe and narrate using sentences and strings of sentences on familiar and some unfamiliar topics in both oral and written presentations.

Content:

Vocabulary: Uses vocabulary from a variety of topics; if precise vocabulary is lacking, can often find another way to express an idea/term; uses a dictionary as needed and selects correct translation most of the time; shows some understanding and use of idiomatic expressions; may invent a word or phrase in order to stay in the target language.

Accuracy:

Time/tense: Expresses own thoughts in present time with accuracy; with preparation can use present, past, and simple future times—some errors may be present.

Communication Strategies:

Comprehension: Understands the main idea and some supporting ideas of conversations, lectures, and narration on familiar and some unfamiliar topics; uses contextual clues, inferences, key words and ideas, and text types to aid understanding; uses background knowledge to help understand the discourse.

Cross-Cultural Applications:

Awareness: Recognizes differences and similarities in the perspectives of the target culture(s) and their own as they are expressed in oral and written texts.

Accuracy:

Ease: Creates with both familiar and new language; presents thoughts and ideas with some pauses and hesitations; errors may occur but do not interfere with communication.

Communication Strategies:

Clarification: May use paraphrasing, question asking, circumlocution.

Cross-Cultural Applications:

Verbal: Recognizes and produces linguistic patterns appropriate to the target language.

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Links to **Culture** and the other Wisconsin Standards:

- ✓ **Connections**
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- ✓ **Communities**

Evidence (How these standards are incorporated in the instruction)

Culture: D3: Beliefs and Attitudes: Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community, and nation. (Compare lifestyles of someone your age in the target culture to your own.)

Connections: G1: Popular Media: Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures. (Read articles, interviews about young people in teen magazines from target culture.)

Comparisons: I2: Comparisons: Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures. (Compare lifestyles of teenagers in the target cultures with your own.)

Communities: J1: Service: Students will provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages. (Identify outside activities or community service activities in which to participate to investigate or prepare for future careers.)

Communities: K2: Careers: Students will investigate careers where skills in another language and/or cross-cultural understanding are needed. (Discuss future plans and career options.)

Structures and Vocabulary:

What needs to be taught for students to be successful in the performance assessment

Structures:

- Subjunctive to express opinions
- Adjective comparison

Vocabulary:

- Careers
- Daily activities, hobbies, interests
- Courses of study

Benchmark—Grade 8—Rubrics

Interpretive Task: This task has two components. First, the students must demonstrate that they understand the main idea and some supporting ideas of the article. Then they must use this information as a point of comparison in discussing their own lifestyle. The second requirement of the task, to discuss compatibility, is a strategy to help students start making inferences from a text. The teacher may decide to keep the grading for the two components separate.

Magazine Article: Lifestyle of a Teenager

1. Comprehension of information provided in the article:

Exceeds expectations: The student can summarize the main idea and all supporting ideas presented in the article. Any inaccuracies are minor and do not detract from the meaning of the article.

Meets expectations: The student can summarize the main idea and most of the supporting ideas presented in the article. Any inaccuracies are minor and do not significantly detract from the meaning of the article.

Needs work: The student can summarize the main idea of the article. Several supporting ideas are missing or inaccurate.

2. Making inferences about the compatibility of the person in the article with the student:

Exceeds expectations: The student can synthesize information from the article and logically defend reasons concerning why he or she would or would not be compatible with the person in the article, citing details from the article and the implications of these details.

Meets expectations: The student can synthesize information from the article into broad characteristics. The student can then use these broad characteristics to state how compatible he or she would be with the student in the article, based on examples from the article.

Needs work: The student is not able to synthesize the information in the article in order to determine compatibility.

