

Standards-Based Performance Assessment Inventory

Language Spanish Level 1B (7th grade) Theme/Important Question ¿Quieres ir a Guatemala conmigo?

GOALS/OBJECTIVES: What should students know and be able to do by the end of the unit?

1. Language: Students will be able to use the verb *ir* (to go) to describe what people are going to do.
2. Language: Students will be able to use appropriate phrases to extend, accept and decline invitations.
3. Language: Students will be able to identify popular sports and pastime activities in US & Guatemala.
4. Culture: Students will be able to compare/contrast Day of the Dead celebrations in Guatemala, Mexico & USA.
5. Technology: Students will use Garage Band to record themselves inviting each other to do events and upload recordings to Edmodo. Students will post in a respectful and helpful manner on each other's posts in Edmodo.

How will students demonstrate what they know and can do?

Communication →	Select one: Interpersonal task Interpretive task Presentational task	Select one: Interpersonal task Interpretive task Presentational task	Select one: Interpersonal task Interpretive task Presentational task
Performance Assessment → (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	News clip: <i>Check out this Spanish news clip about the archeological discovery that shows that the Mayan calendar will not end on December 20, 2012. Do you think it's true? Why or why not?</i>	Role Play: <i>It's Friday afternoon and your friend asks you to do something with them over the weekend. You have a pretty busy schedule and need to find out more details about the activity. Unfortunately you have other plans and must decline. You invite your friend to hang out on another day.</i>	Poster: <i>Your parents heard you are learning about Guatemala and decided take you and your siblings there on vacation! You are in charge of making the itinerary for the trip. You decide to make a flier (on Pages) that will get your family excited.</i>
Cultures (Products – Practices – Perspectives)	Practice: Day of the Dead in Guatemala Products: Day of the Dead Kites, Calendario Maya Perspective: Compare/contrast Day of the Dead in Guatemala, Mexico & USA, sports & pastime activities in Guatemala & USA		
Connections (to and from other subjects)	History—CA 7 th grade History standards teach Aztec, Inca, Maya		
Comparisons (language and culture)	Culture: Compare/contrast Day of the Dead in Guatemala, Mexico & USA. Compare/contrast hobbies/sports in Guatemala & USA.		

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<p style="text-align: center;">Communities <i>(beyond the classroom; lifelong learning)</i></p>	<p>Culture: Explore Day of the Dead celebrations in San Francisco and Marin County.</p>
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What do students need in order to successfully complete the performance assessment?				
Language Functions	Structures/Patterns	Essential Vocabulary	Key Activities	Materials/Resources
Extending, accepting & refusing invitations	Formal & informal questioning “Gambits” that express excitement & disappointment	Querer Poder Gustaría/encantaría Tener que ¡Genial! ¡Qué pena! Lo siento conmigo/contigo	Ay Caramba game for vocabulary review Background refresher lesson on Mayan calendar	<p><u>Guatemalan kites</u> News clip: http://www.youtube.com/watch?v=okjreV_vGks Kites: http://www.cobrakite.com/frstlsfl.html Images: https://www.facebook.com/santiago.barriletesgigantes</p>
Asking for/giving information	Interrogatives (review)	¿(Con) quién?, ¿qué?, ¿cuándo?, ¿dónde?, ¿por qué? ¿cómo?		Use student products from last unit (Presentation on different cities in Guatemala) for this unit.
Describing sports & activities		Jugar al ... various deportes Surfear, etc		
Planning	Describe what you and others are going to do & where you go	Ir a + place/infinitive		

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How will students be evaluated on their performance?

PERFORMANCE TASK ONE

MODE:

Interpersonal

Interpretive

Presentational

TASK DESCRIPTION:

Check out this Spanish news clip about the archeological discovery that shows that the Mayan calendar will not end on December 20, 2012. Do you think it's true? Why or why not? (See Appendix A for more details)

WHAT COUNTS?

- General comprehension of video clip, including main idea
- Thoughtfulness and interpretation of meaning in written responses

HOW WILL YOU EVALUATE THE PERFORMANCE?

Scoring guide

Rubric

SCORING GUIDE EXPLANATION:

Comprehension of video including main idea=2 points per question ____/14

Interpretation of video=2 points per question ____/6

Total score = ____/20

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DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Activity: Explore Wikipedia site: Los juegos olímpicos de Londres 2012 (http://es.wikipedia.org/wiki/Juegos_OI%C3%ADmpicos_de_Londres_2012)</p> <p>Purpose: Investigate Olympic vocabulary (sports, medals, etc) in Spanish.</p>	<p>Description for students: You had such a fun time watching the Olympics this summer and you really want to discuss them with your friend who lives in Guatemala. You use the Spanish Wikipedia site to learn sport names and related Olympic vocabulary.</p> <p>Teaching notes: Students will complete worksheet (see Appendix B) to show comprehension of vocabulary and concepts.</p>
<p>Activity: Twiccionario: ¿Adónde va?</p> <p>Purpose: Identify places and various forms of the verb <i>ir</i>.</p>	<p>Description for students: Over the weekend you check in on twitter and see that many have your friends have posted about where they or others in their family are going. Show you understanding of their messages by identifying who is going underlining the destination.</p> <p>Teaching notes: Credit for this document to Zachary Jones. My scoring guide can be found in Appendix C.</p>
<p>Activity: Read <i>Un Barrilete para el Día de los Muertos*</i>, a bilingual children’s book about Day of the Dead in Guatemala.</p> <p>Purpose: Identify Day of the Dead practices in Guatemala.</p> <p>*I am still waiting for this book to arrive in the mail, so I am unable to complete the follow-up worksheet for this activity.</p>	<p>Description for students: You are preparing to go on vacation to Guatemala. You find out that el Día de los Muertos will be celebrated while you are there. Read <i>Un Barrilete para el Día de los Muertos</i> to learn more about what you will see when you visit Guatemala.</p> <p>Teaching notes: Unknown vocabulary will be pre-taught through visuals, actions or circumlocution.</p> <p>After reading the book, students will complete a worksheet assessing their vocabulary recognition, understanding of key concepts, and interpretation of the material presented.</p>

TASK DESCRIPTION: *It's Friday afternoon and your friend asks you to do something with them over the weekend. You have a pretty busy schedule and need to find out more details about the activity. Unfortunately you have other plans and must decline. You invite your friend to hang out on another day.* (See Appendix B for more details)

Standards Based Performance Assessment Inventory

How will students be evaluated on their performance?

PERFORMANCE TASK TWO

MODE:

Interpersonal

Interpretive

Presentational

WHAT COUNTS?

- Comprehensibility & Comprehension
- Accuracy of targeted grammar structures & vocabulary
- Pronunciation & fluency
- Cultural appropriateness (in this case, appropriate greeting, goodbye and use of tú vs. usted)

HOW WILL YOU EVALUATE THE PERFORMANCE?

Scoring guide

Rubric

	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
COMPREHENSIBILITY <i>Am I understood?</i>	Teacher/partner understands me without difficulty. Pronunciation enhances communication	Teacher/partner understands me with rare difficulty. Pronunciation does not interfere with communication	Teacher/partner frequently does not understand me. Pronunciation interferes with communication.	Teacher/partner only understands me with great difficulty. Pronunciation greatly impairs communication.
COMPREHENSION <i>Do I understand?</i>	I understand my teacher/partner without difficulty.	I understand my teacher/partner but sometimes need repetition or pause to think.	I often clarification but eventually understand.	Most of the time I do not understand my teacher/partner.
VOCABULARY USE <i>How well do I use targeted vocabulary?</i>	I use familiar vocabulary with ease and without error. I am able to creatively use language.	I use most of the vocabulary correctly. I am mostly correct with memorized language.	I inconsistently use a limited amount of vocabulary.	I can only use a limited number of words or phrases. I can only communicate at the word level.
	I am able to correctly use	I am able to use	I am able to use correct	I am not able to use grammar

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LANGUAGE CONTROL <i>How well do I use grammatical structures?</i>	grammar consistently.	grammar correctly but not consistently.	grammar occasionally.	correctly most of the time.
FLUENCY <i>How well do I keep the conversation going?</i>	My speech is continuous with few pauses or stumblings. I can ask for repetition and/or clarification.	My speech is hesitant but I am able to complete my thoughts. I can ask for clarification or state that I do not understand.	My speech is choppy or slow with frequent pauses. I am able to complete my thoughts.	My speech is halting with long pauses and incomplete thoughts. I am not able to ask for repetition.

Adapted from PALS of Fairfax County Public Schools

Standards-Based Performance Assessment Inventory
DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Activity: Information Gap: ¿Cómo celebras el día de los muertos?</p> <p>Purpose: Students will investigate similarities and differences between Day of the Dead celebrations in Guatemala & Mexico.</p>	<p>Description for students: In this activity you will pretend to be an exchange student: either Juan(a) from Mexico or Luis(a) from Guatemala. The school newspaper has asked to interview you about Day of the Dead traditions in your country. First you brainstorm what you will talk about in your interview. While waiting for your interview, you run into the other exchange student, compare Day of the Dead traditions with them and decide to do the interview together.</p> <p>Teaching notes: This will be a cloze activity after a class discussion about the holiday in each country. Have the two groups of students (either Juan(a)s or Luis(a)s share out after step 1 and before moving onto step 2). See Appendix E for more details.</p>
<p>Activity: ¿Qué vas a hacer este fin de semana?</p> <p>Purpose: Students will be able to express future plans.</p>	<p>Description for students: You and your friends have many things going on this weekend! After working by yourself to identify some activities you will be doing, work with a partner to find out if he/she is doing those activities too. Then add the activities you have come up with to a bingo board. Next, interview your classmates to find out who in class will be doing the activities and fill in their names on the bingo board. Finally, write down and share orally what you and your classmates will be doing over the weekend.</p> <p>Teaching notes: See Appendix F for details.</p>
<p>Activity: ¿Adónde vas en Guatemala? ¿Qué vas a hacer?</p> <p>Purpose: Students will be able to talk about different places in Guatemala and what can be done in each.</p>	<p>Description for students: You and your partner are going to Guatemala on a school trip and are talking about all of the places you will visit while on the plane. You are having a hard time remembering where to do certain activities. Your partner helps you out by telling you in which town you can do each activity. Help your partner remember when they forget.</p> <p>Teaching notes: This activity will be created from student work in the previous unit, therefore I can not complete it yet. In the summative presentation activity of the previous unit, students will work in groups to research and present on different places in Guatemala. From this information, I will make a partner activity in which students need to match activities with their appropriate locations. I am using the activity in Yo Azama's Japanese Attractions lesson as inspiration.</p>

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TASK DESCRIPTION: *Your parents heard you are learning about Guatemala and decided take you and your siblings there on vacation! You are in charge of making the itinerary for the trip. You decide to make a flier that will get your family excited about the trip. Pick places that each member of your family will enjoy going to and explain why. Include pictures or maps to show what you are going to do and where you are going to go.* (See Appendix G for more details)

Standards-Based Performance Assessment Inventory
How will students be evaluated on their performance?

PERFORMANCE TASK THREE

MODE: Interpersonal Interpretive **Presentational**

WHAT COUNTS?

- Completion of requirements
- Correct vocabulary, grammar, mechanics
- Writing style, complexness of writing

HOW WILL YOU EVALUATE THE PERFORMANCE?

Scoring guide

Rubric

	Exceeds Expectations	Meets Expectations	Emerging	Does Not Meet Expectations
TASK COMPLETION & OVERALL APPEARANCE <i>Did I do what I was supposed to do in an aesthetically pleasing way?</i>	My project is thoroughly completed. Ideas are well developed and organized. I show attention to detail and take pride in my work.	My project is complete. Ideas are adequately developed and organized.	My project is partially complete. Some ideas may be under-developed or poorly organized. My project is not entirely aesthetically pleasing.	My project is mostly incomplete. Many ideas are under-developed and poorly organized. I do not show attention to detail or pride in my work.
COMPREHENSIBILITY <i>Am I understood?</i>	I am readily understood. I use a variety of complex sentences with linking words as appropriate.	I am understood. I use complete sentences. My sentences are occasionally complex.	I am usually understood. My sentences are not complex but are complete and basic.	I am barely understood. My sentences are rarely complete. I do not linking words.
VOCABULARY USE <i>How well do I use targeted vocabulary?</i>	I use familiar vocabulary with ease and without error. I am able to creatively use language.	I use most of the vocabulary correctly. I am mostly correct with memorized language.	I inconsistently use a limited amount of vocabulary.	I can only use a limited number of words or phrases. I can only communicate at the word level.
LANGUAGE CONTROL <i>How well do I use grammatical structures?</i>	I am able to correctly use grammar consistently.	I am able to use grammar correctly but not consistently.	I am able to use correct grammar occasionally.	I am not able to use grammar correctly most of the time.
MECHANICS <i>How accurate is my spelling, punctuation, use of accents and</i>	I have no mechanical errors.	My mechanics are mostly correct with a few errors.	I have many mechanical errors.	I have significant mechanical errors that may interfere with comprehension.

Standards-Based Performance Assessment Inventory

<i>capitalization?</i>			
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Adapted from PALS of Fairfax County Public Schools

DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Activity: La lotería postcard</p> <p>Purpose: Students will be able to use the verb <i>ir</i> to describe where they are going to go and what they are going to do when they win the lottery.</p>	<p>Description for students: You have the winning lottery ticket! Rather than come to school and tell me, you head off on vacation and send me a postcard telling me what you will be doing, where you are going, whom you will be with, etc. Your postcard must be addressed to me at school and illustrated (with drawings, magazine cutouts or clip art) with a picture from your destination.</p> <p>Teaching notes: See Appendix H for assignment guidelines and scoring rubric.</p>
<p>Activity: Famous couple mini-conversation</p> <p>Purpose: Students will be able to extend, accept or deny invitations. This is preparation for both the presentational and interpersonal activities</p>	<p>Description for students: Pretend you are a famous person for a day! After finding your famous other half, create a realistic dialogue in which one of you invites the other to do something. For example, Beyoncé could ask Jay-Z to go shopping with her in Chichicastenango in or Angelina could invite Brad to volunteer at an orphanage in Antigua. You must ask at least one clarifying question before responding yes, or politely no. Record your dialogue on Garage Band and upload it to our wall on Edmodo. Say what you think is interesting about at least five other groups' skits.</p> <p>Teaching notes: See Appendix I for further details.</p>
<p>Activity: Guatemala kite presentation</p> <p>Purpose: Students will present what they drew on their kite and why.</p>	<p>Description for students: Like the residents of Sumpango and Santiago Sacatepequez, you will work with a group to construct and decorate a kite to fly in honor of your ancestors for Day of the Dead. Before we can go to McKegney Green to fly our kites, you need to share with our class what you put on your kite and why.</p> <p>Teaching notes: This is a multi-day activity that culminates the cultural learnings of this unit. Students will construct their own kites (from a pre-made kit) and decorate them with images that remind them of or honor their ancestors. After presenting what is on each kite, we will go to a local park and fly them.</p> <p>See Appendix J for project description.</p>

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