Performance Descriptors and Classroom Assessments
Performance Descriptors and Classroom Assessments

This presentation is designed to help groups of teachers use the Performance Descriptors and the Classroom Assessments. Before using this with groups of teachers review the presentation and print some of the items found on the website or CD to facilitate the group activities.
Topics In This Presentation

- Standards as Achievement Targets
- Performance Descriptors
- Classroom Assessments
- Student Work Samples
- Activities for Staff Development

Use www.isbe.net to find resources
Standards Are Achievement Targets

- Goals
- Learning Standards
- Benchmarks
- Performance Descriptors
• **Goals** are the most general of the statements about learning. There are 30 state
goals over seven learning areas.
• **Learning Standards** are aligned under each goal area.
• **Benchmarks** further describe learning at 5 levels:
  – Beginning
  – Beginning/Intermediate
  – Intermediate
  – Intermediate/Advanced
  – Advanced
• **Performance Descriptors** are resources that help to make the standards and
benchmarks more specific. They evolved from the State Goals and Standards
with each layer adding more detail and specificity.
  1. The primary purpose of the Performance Descriptors is to provide educators
     with clear descriptions of the performance expectations for the ILS stage by
     stage (grade by grade).
  2. Performance Descriptors supplement the ILS. The descriptors are not
     required, nor are they an exhaustive listing of all expectations.
  3. Performance Descriptors are classroom resources to help teachers plan their
     own curriculum.
  4. The current Performance Descriptors are available on the ISBE web-site
     ([www.isbe.net](http://www.isbe.net))
<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>STAGE ONE BEGINNING</th>
<th>STAGE TWO BEGINNING/INTERMEDIATE</th>
<th>STAGE THREE INTERMEDIATE</th>
<th>STAGE FOUR ADVANCED/INTERMEDIATE</th>
<th>STAGE FIVE ADVANCED/NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Understand oral communication in the target language.</td>
<td>28.1.1a Recognize basic language patterns, including correct pronunciation, intonation, and stress patterns.</td>
<td>28.1.2a Respond to simple questions, statements, and commands in the target language.</td>
<td>28.1.3a Engage in conversations with classmates or teachers on a variety of topics.</td>
<td>28.1.4a Comprehend and respond to written messages in the target language.</td>
<td>28.1.5a Comprehend and respond to oral messages in the target language.</td>
</tr>
<tr>
<td>B. Understand written passages in the target language.</td>
<td>28.1.6a Recognize the form of familiar English words and predict meaning of key words in a simple story.</td>
<td>28.1.7a Recognize and use key words in written messages.</td>
<td>28.1.8a Comprehend and respond to written messages in the target language.</td>
<td>28.1.9a Comprehend and respond to oral messages in the target language.</td>
<td>28.1.10a Comprehend and respond to visual messages in the target language.</td>
</tr>
<tr>
<td>C. Use the target language to present information, concepts, and ideas for a variety of purposes to different audiences.</td>
<td>28.1.11a Write simple notes or letters in the target language.</td>
<td>28.1.12a Write simple stories or reports in the target language.</td>
<td>28.1.13a Write simple research papers or reports in the target language.</td>
<td>28.1.14a Write complex research papers or reports in the target language.</td>
<td>28.1.15a Write complex research papers or reports in the target language.</td>
</tr>
</tbody>
</table>

Note: Examples are indicated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.
Performance Descriptors for Illinois Learning Standards

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Beginning/Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage A</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td>Years of Language</td>
</tr>
<tr>
<td>Study 1-2</td>
<td>Study 2-3-4</td>
</tr>
<tr>
<td>Stage B</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td>Years of Language</td>
</tr>
<tr>
<td>Study 1-2-3</td>
<td>Study 3-4-5</td>
</tr>
<tr>
<td>Stage C</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td>Years of Language</td>
</tr>
<tr>
<td>Study 2-3-4</td>
<td>Study 4-5-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Intermediate/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage F</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td>Intermediate/Advanced</td>
</tr>
<tr>
<td>Study 5-6-7</td>
<td>Study 8-9-10</td>
</tr>
<tr>
<td>Stage G</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td></td>
</tr>
<tr>
<td>Study 6-7-8</td>
<td></td>
</tr>
<tr>
<td>Stage H</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td></td>
</tr>
<tr>
<td>Study 7-8-9</td>
<td></td>
</tr>
<tr>
<td>Stage I</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td></td>
</tr>
<tr>
<td>Study 8-9-10</td>
<td></td>
</tr>
<tr>
<td>Stage J</td>
<td></td>
</tr>
<tr>
<td>Years of Language</td>
<td></td>
</tr>
<tr>
<td>Study 10-11-12</td>
<td></td>
</tr>
</tbody>
</table>
Performance Descriptors

- **The design of the Performance Descriptors** is to show increased performance incrementally through 10 stages of educational development.
- This means the content, skills and reasoning get more in depth as the continuum is followed through stage J.
- There are 10 stages for each standard.
- The stages can correspond to years of language study. Stage A is for the first year of language study, Stage J is for the tenth year of language study.
- However, a range of grades could be part of each stage, because students in your class are not all at the same place at the same time, and students begin their language studies at different ages.

**Example**
- If a teacher with 2\textsuperscript{nd} year students working on curriculum wanted to know where to begin, the suggestion is to start with stage B but also to look back at Stage A and ahead to Stage C.
- Schools also have different curricula and may have items from one stage at a different level from another school.
Stage B: Goals, Standards and Performance Descriptors

Goal 28: Use the target language to communicate within and beyond the classroom setting.

Standard 28A: Understand oral communication in the target language.

Benchmark 28A.1a. Recognize basic language patterns (e.g., forms of address, questions, case.

Performance Descriptors
• Ask greater variety of basic memorized questions.
• Respond to a number of questions and prompts that use familiar language.
• Use routine courtesy expressions appropriately (e.g., Mr., Mrs., Miss, please, thank you).
• Use formal and informal words of address.
• Imitate sounds, words, and phrases with age- and stage-appropriate pronunciation, intonation, and inflection.
Specificity of Statements

The previous slide shows an example of the hierarchy from Goal to Performance Descriptors for Stage B, which could be the 2nd year of language study.

- **Goal 28** is a very broad statement. Basically, it says we want students to know a second language.

- **28A** is the standard. It is the first breakdown and the initial target for learning. It would be repeated in many lessons.

- **28A.1a** is the Benchmark statement. It helps to define the standard further. This statement is more specific than the standard.

- **Descriptors** are listed at the bottom of the slide.
- These are very specific and help to clarify the standard. Notice the grain size of the statement. These statements are more at the level for teaching and assessing in the classroom. Several of these statements could be put together in the same unit of study and even combined with descriptors from other Foreign Language Standards or those from a different learning area.
Performance Standards

Performance Standards include all of the following:

- Performance Descriptor
- Assessment Task
- Performance Levels (based on a Rubric) with Student Work Samples

The performance descriptors and assessment tasks were written by teachers. Teachers field tested each assessment and scored the student work samples.
Classroom Assessments

Each assessment is organized in the following manner:

- Performance Standard
- Procedures for Instruction, Assessment, and Evaluation
- Time Frame
- Resources
- Exemplars at Meets and Exceeds levels

See Teacher’s Guide to Classroom Assessments on CD or www.isbe.net for more information
**RUBRIC: Continuum of Evidence**
*From Present/Correct to Absent/Incorrect*

### Evidence is Present and Correct

<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>All or almost all evidence is present and correct</td>
<td>Little evidence is absent or incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most evidence is present and correct</td>
<td>Some evidence is absent or incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some evidence is present and correct</td>
<td>Most evidence is absent or incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Begins</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little evidence is present and correct</td>
<td>All or almost all evidence is absent or incorrect</td>
</tr>
</tbody>
</table>
# FOREIGN LANGUAGE RUBRIC

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>COMPREHENSION</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing and understanding the vocabulary, structures, and cultural context of the target language</td>
<td>Responding with understanding to written, spoken and visual clues.</td>
<td>Using interpersonal, interpretive and presentational skills and strategies to communicate in the target language</td>
</tr>
<tr>
<td>4</td>
<td>All the required elements (vocabulary, structures, and/or cultural context) are complete and correct.</td>
<td>The response shows complete understanding of main ideas and details.</td>
</tr>
<tr>
<td>3</td>
<td>Most of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.</td>
<td>The response for the most part shows understanding of main ideas and most details.</td>
</tr>
<tr>
<td>2</td>
<td>Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.</td>
<td>The response shows some understanding of main ideas and details.</td>
</tr>
<tr>
<td>1</td>
<td>A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.</td>
<td>The response shows little understanding of main ideas and/or details.</td>
</tr>
<tr>
<td>0</td>
<td>All the required elements (vocabulary, structures, and/or cultural context) are missing and/or incorrect.</td>
<td>The response shows no understanding of main ideas and/or details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th></th>
</tr>
</thead>
</table>

See Foreign Language RUBRIC on www.isbe.net
In your group:

- Choose one of the following four examples given in this power point (Stage C – Geography, Stage F – A Simple Original Poem, Stage H – Obituary, Stage J – What’s Your Fitness I.Q.?);
- read the task;
- review the Foreign Language rubric and identify the knowledge, comprehension, and communication used in this task. Look at the evaluation procedure (last step) in the assessment;
- evaluate the two student work samples using the rubric; and
- determine which sample meets the criteria and which sample exceeds the criteria.
Geography

• **Performance Standard 29E.C**
  • Describe geographical features on a map using the target language accordingly:
  • *Knowledge*: Know the vocabulary and structures for writing simple sentences to identify basic geographical features (i.e., island, ocean, sea, mountains, lake, river, city, town, and capital).
  • *Comprehension*: Respond with understanding and facility.
  • *Communication*: Use the appropriate interpretive strategies to identify and write about the geographical features.
Geography

Procedures
1. In order to understand geography of various target language societies (29E), students should experience sufficient learning opportunities to develop the following:
   • Use simple sentences to identify basic geographical features.
   • Identify geographical features on a map in the target language.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide students with the “Geography” task sheet and blank paper on which to write a sentence describing each feature indicated on the map by a number. Permit students to verify meaning of symbols prior to writing.
4. Ask students to write a sentence in the target language describing each of the following geographical features: island, ocean/sea, mountains, lake, river, city/town, capital.
5. (Optional) Have each student explain what he/she did to complete the task.
6. Evaluate each student’s performance using the Foreign Language rubric as follows and add the student’s scores to determine the performance level:
   • Knowledge: Written descriptions of the geographical features were complete and correct. For older students, descriptions included all appropriate language to convey the main idea clearly and comprehensibly.
   • Comprehension: Responses showed understanding.
   • Communication: Interpretive strategies were complete, appropriate and correct.
Geography

Examples of Student Work
- Meets
- Exceeds

Time Requirements
- 20 minutes

Resources
- A map with indicated features
- A piece of paper for sentences
- Foreign Language Rubric
Wait until the activity is finished before moving to the next slide.
Geography
“Meets”

Using the attached map, write the vocabulary word that defines each picture. Spelling counts!

1. El deserto
2. El océano
3. Las montañas
4. La isla
5. El río
6. La ciudad
7. La capital

Using each vocabulary word above, write a simple sentence in Spanish. Include appropriate capitalization, punctuation, and spelling.

1. Hace muy calor en el deserto
2. Me gusta nadar en el océano
3. Me gusta esquiar en las montañas
4. La isla es grande.
5. Me gusta nadar en el río
6. La ciudad es grande.
7. La capital es muy especial y importante

¡BUENA SUERTE!
Geography
“Meets”

The field test teachers suggested the following points:

Knowledge
– Most of the required elements are complete and correct.

Comprehension
– The response for the most part shows understanding of main ideas and most details.

Communication
– The communication skills and strategies are mostly complete, appropriate and correct.
The field test teachers suggested the following points:

**Knowledge**
- All of the required elements are complete and correct.

**Comprehension**
- The response shows complete understanding of main idea and details.

**Communication**
- The communication skills and strategies are complete, appropriate and correct.
Performance Standard 28D.F

Write a five-line “diamond poem” in the target language accordingly:

- **Knowledge**: Know the vocabulary and language structures for writing a five-line diamond poem.
- **Comprehension**: Respond with understanding and facility.
- **Communication**: Use the appropriate strategies to create and present a poem.
A Simple Original Poem

**Procedures**

1. *In order to use the target language to present information, concepts and ideas for a variety of purposes to different audiences (28D)*, students should experience sufficient learning opportunities to develop the following:
   - Create a short, simple original story or poem based upon a model (e.g., fable, fairy tale, haiku, graphic poem, anagram).

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. Explain how diamond poems are created in the target language using this formula:
   1. Line 1 – a noun (and definite article, if the language requires it);
   2. Line 2 – three adjectives which describe the noun in line 1;
   3. Line 3 – three present participle forms of verbs which refer to the noun in line 1;
   4. Line 4 – a short sentence about the noun in line 1; and
   5. Line 5 – one or two words (any appropriate part of speech) which summarize(s) the thoughts expressed in the poem about the topic or add(s) an additional idea to the thoughts expressed in lines 2 –4, or provide(s) an unexpected “twist” (maybe something ironic) to end the poem.

4. (Optional) Have each student present his/her poem to the class. Poems may be illustrated.
   - Evaluate each student’s performance using the Foreign Language Rubric as follows and add each student’s scores to determine the performance level:
     - **Knowledge**: Vocabulary and language structures for the poem were complete, correct, and appropriate.
     - **Comprehension**: Execution and presentation of the poem showed understanding and facility.
     - **Communication**: Presentation strategies were complete, appropriate and correct.
A Simple Original Poem

Examples of Student Work
• Meets
• Exceeds

Time Requirements
• One class period

Resources
• Textbooks and dictionaries as references for vocabulary to use in their poems.
• Models of diamond poems may be provided on the board, on an overhead transparency, or on handouts to the students
• Foreign Language Rubric
A Simple Original Poem
Student Work Samples

Wait until the activity is finished before moving to the next slide.

Le Faucon
noble, adroit, fort
volant, planant, cerclant
Le faucon vole vers le ciel nuageux
un oiseau de proie.

Stylo
Métalique, Brillant, Pointu
Ecrivant, Poignardant, Créant
Le messager de messages
Pointe-bille
A Simple Original Poem

“Meets”

Le Faucon
noble, adroit, fort
volant, planant, cerclant
Le faucon vole vers le ciel nuageux
un oiseau de proie
A Simple Original Poem
“Meets”

The field test teachers suggested the following points:

Knowledge
- Most of the required elements are complete and correct.

Comprehension
- The response for the most part shows understanding of main ideas and most details.

Communication
- The communication skills and strategies are mostly complete, appropriate and correct.
A Simple Original Poem
“Exceeds”

Stylo
Métalique, Brillant, Pointu
Ecrivant, Poignardant, Créant
Le messager de messages
Pointe-bille
A Simple Original Poem

“Exceeds”

The field test teachers suggested the following points:

Knowledge
  – All of the required elements are complete and correct.

Comprehension
  – The response shows complete understanding of main idea and details.

Communication
  – The communication skills and strategies are complete, appropriate and correct.
Obituary

Performance Standard 29D.H
Write information about for a historical figure associated with the target culture accordingly:
• Knowledge: Know the vocabulary and complex language structures for writing a culturally appropriate obituary.
• Comprehension: Write the obituary for a historical figure associated with the target culture in 30 minutes and respond with understanding and facility.
• Communication: Use the appropriate presentational strategies to write the obituary.
Obituary

Procedures

1. **In order to understand history of areas where the target language is spoken (29D),** students should experience sufficient learning opportunities to develop the following:
   - Write or present a report on a key historical figure and the events associated with that person.
   - Identify and write all the key elements of an obituary.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. Read and discuss authentic obituary from the target culture.

4. Have students research the life of an historical figure associated with the target language. Students should take notes on the “Obituary” task sheet.

5. Ask each student to write a 200-word (3/4 page) obituary in class for the historical figure using the information on the task sheet. At a minimum, students should provide the following information:
   - Full name,
   - Date of birth and death
   - Cause of death,
   - Marriage
   - Children and where they live,
   - Education and employment,
   - At least 3 significant accomplishments and dates,
   - Other information such as significant people, events, works associated with the figure, and statements by others about this person (e.g., testimonials).
Inform students when the 30 minutes is up.
Optional: write an epitaph to accompany the obituary.
Evaluate each student’s performance using the Foreign Language Rubric as follows and add each student’s scores to determine the performance level:

- **Knowledge**: Linguistic elements were complete, correct, and culturally appropriate.
- **Comprehension**: Obituary was 200 words long and completed within 30 minutes; execution of the task showed understanding and facility.
- **Communication**: Strategies to present the information were complete, appropriate and correct.
## Obituary

<table>
<thead>
<tr>
<th>Examples of student work</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meets</td>
<td>• Library and Internet sources</td>
</tr>
<tr>
<td>• Exceeds</td>
<td>• Dictionaries, if needed.</td>
</tr>
<tr>
<td></td>
<td>• Sample obituaries from target language culture</td>
</tr>
<tr>
<td></td>
<td>• “Obituary” task sheet</td>
</tr>
<tr>
<td></td>
<td>• Foreign Language Rubric</td>
</tr>
</tbody>
</table>

**Time Requirements**
- 45 – 60 minutes to research the life of the historical figure
- 30 minutes to write the obituary.
<table>
<thead>
<tr>
<th>Name _____________________________</th>
<th>Date ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBITUARY</strong></td>
<td>Student Task Sheet</td>
</tr>
<tr>
<td>Full Name __________________________</td>
<td></td>
</tr>
<tr>
<td>Residence __________________________</td>
<td></td>
</tr>
<tr>
<td>Date of Birth _______________________</td>
<td></td>
</tr>
<tr>
<td>Date and Cause of Death ____________</td>
<td></td>
</tr>
<tr>
<td>Married to __________________________</td>
<td></td>
</tr>
<tr>
<td>Children and city where they live</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (institution and dates)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment (companies – current and past)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Member of Churches and Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Signification Events and Accomplishments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors and Awards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Information</td>
<td></td>
</tr>
</tbody>
</table>
Obituary

Student Work Samples

Wait until the activity is finished before moving to the next slide.
Obituary

“Meets”
Obituary
“Meets”

The field test teachers suggested the following points:

**Organization and Presentation**
- Generally complete and organized in an appropriate format.
- There is some use of sequencing words.

**Accuracy**
- Mistakes do not distort the meaning.
- Spelling, capitalization and punctuation mistakes are infrequent.

**Comprehensibility**
- Comprehensible-the language expresses the message.

**Creativity**
- The student’s writing has some evidence of thoughtful input.

**Language Production**
- Language produced fulfills the minimum requirements of the assignment.
Obituary
“Exceeds”

Todesanzeige
Johannes Gutenberg


Gutenberg hat nie geheiratet, und er hatte keine Kinder. Im Jahre 1462 mußte er Mainz verlassen, weil die Stadt angegriffen wurde. Im Jahre 1464 kam er wieder nach Mainz, und er wohnte da bis er starb. Der deutsche Staatsmann, Adolf der zweite, war Gutenberg's Patron.

Wir werden Gutenberg viel vermissen.
Obituary
“Exceeds”

The field test teachers suggested the following points:

**Organization and Presentation**
- The writing is complete well-organized and in appropriate format.
- Sequencing words are used appropriately and consistently.

**Accuracy**
- Structures and vocabulary are used correctly.
- Spelling and capitalization mistakes are rare.

**Comprehensibility**
- Totally comprehensible.
- Uses complex language to convey the idea clearly.

**Creativity**
- The student’s writing exhibits thoughtful input.

**Language Production**
- Language used exceeds the minimum requirements of the assignment.
What’s Your Fitness I.Q.?

**Performance Standard 30A.F**

Students will conduct an Internet survey in which they contact students from the target culture and poll them on diet, nutrition and fitness concerns and collect data from this survey to create a poster that depicts the results accordingly:

- **Knowledge**: know vocabulary for health and fitness items;
- **Comprehension**: understand important details; and
- **Communication**: effectively communicate ideas and results of the survey.
What’s Your Fitness I.Q.?

Procedures
1. **In order to use the target language to reinforce and further knowledge of other disciplines (30A)**, students should experience sufficient learning opportunities to develop the following:
   - Identify typical diet, nutrition and physical fitness concerns of peers in an area where the target language is spoken.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide students with Internet resources and practice the vocabulary necessary to email five questions in the task summary to a class in the target language country:
   - Do you smoke?
   - Do you eat fruits and vegetables regularly?
   - Do you exercise every day?
   - Do you eat red meat every day?
   - Do you visit the doctor once a year?
4. Give each student a copy of the survey results.
5. Have students graph the results individually and write comments about the results.
6. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
   - **Knowledge**: knew necessary vocabulary for interpreting health data.
   - **Comprehension**: understood survey results.
   - **Communication**: used appropriate skills to convey results.
## What’s Your Fitness I.Q.?

### Examples of Student Work
- Meets
- Exceeds

### Time Requirements
- One student will be responsible for e-mailing the questions to the target language classroom (30 minutes outside of class)
- Two days outside of class for assignment

### Resources
- Poster board (no larger than 12x24)
- Markers
- Colored pencils
- Computer-generated graphs to depict the results of their surveys
- Foreign Language Rubric
What’s Your Fitness I.Q.?
Student Work Samples

1. Est-ce que tu fumes?
2. Est-ce que tu manges des fruits et des légumes tous les jours?
3. Est-ce que tu fais de l’exercice tous les jours?
4. Est-ce que tu manges de la viande rouge?
5. Est-ce que tu prends des boissons alcoolisées avec les repas?
6. Est-ce que tu prends des boissons alcoolisées sans les repas?
7. Est-ce que tu vois le médecin une fois par an?

Wait until the activity is finished before moving to the next slide.
What’s Your Fitness I.Q.?

“Meets”

1. Est-ce que tu fumes?
2. Est-ce que tu manges des fruits et des légumes tous les jours?
3. Est-ce que tu fais l’exercice tous les jours?
4. Est-ce que tu manges de la viande rouge?
5. Est-ce que tu prends des boissons alcoolisées avec repas?
6. Est-ce que tu prends des boissons alcoolisées sans repas?
7. Est-ce que tu vois le médecin une fois par an?

Je crois que les élèves américains et les élèves français sont semblables. Je pense que la grande différence est que les américains ne boivent pas des boissons alcooliques avec repas. Aussi, les français fument plus. Les français et les américains doivent manger plus de légumes et de fruits, et ils doivent faire plus d’exercice. Notre hygiène est très important.
What’s Your Fitness I.Q.?

“Meets”

The field test teachers suggested the following points:

**Required Elements:**
- The graph is generally complete and fulfills (meets) the minimum requirements of the assignment.

**Language Control:**
- Any mistakes do not distort the meaning.

**Cultural Comparison:**
- Aspects of the project are generally representative of the target language culture.

**Comprehensibility**
- The language used adequately expresses the message.
What’s Your Fitness I.Q.?

“Exceeds”
What’s Your Fitness I.Q.?

“Exceeds”

The field test teachers suggested the following points:

**Required Elements:**
- The graph is complete and exceeds the minimum requirements of the assignment.

**Language Control:**
- Structures and vocabulary are used correctly and mistakes are rare.

**Cultural Comparison:**
- Aspects of the project are totally representative of the target language culture.

**Comprehensibility**
- Totally comprehensible – the student uses complex language to convey the idea clearly.
Should You Try This At Home?

Group Activity Two

- Organize a group of teachers who are teaching the same grade level or same content.
- Choose one of the assessments from the CD or web-site and review it carefully.
- Become familiar with the RUBRIC and see if you can use it to score the student work samples given in the assessment. Do this without knowing which one is meets and which one exceeds.
- All of teachers in the group should teach the lesson and give the same assessment.
- The teachers should bring their student work from the assessment to a meeting and practice scoring each other’s work. Compare your scores to the scores of the other teachers in the group. See if you have the same score and similar reasons why the group came up with this score.
- Keep practicing until everyone can use the RUBRIC consistently and accurately.
Resources for Group Activity Two

- Foreign Language RUBRIC.
- An appropriate assessment at the grade level.
- Sample student work with the assessment.
- Resources are found on www.isbe.net.
- Your own students’ work.
If you have questions or ideas about the Classroom Assessments or Performance Descriptors please call:

- Illinois State Board of Education
- Curriculum and Instruction
- 217/557-7323