

Performance Descriptors and Classroom Assessments



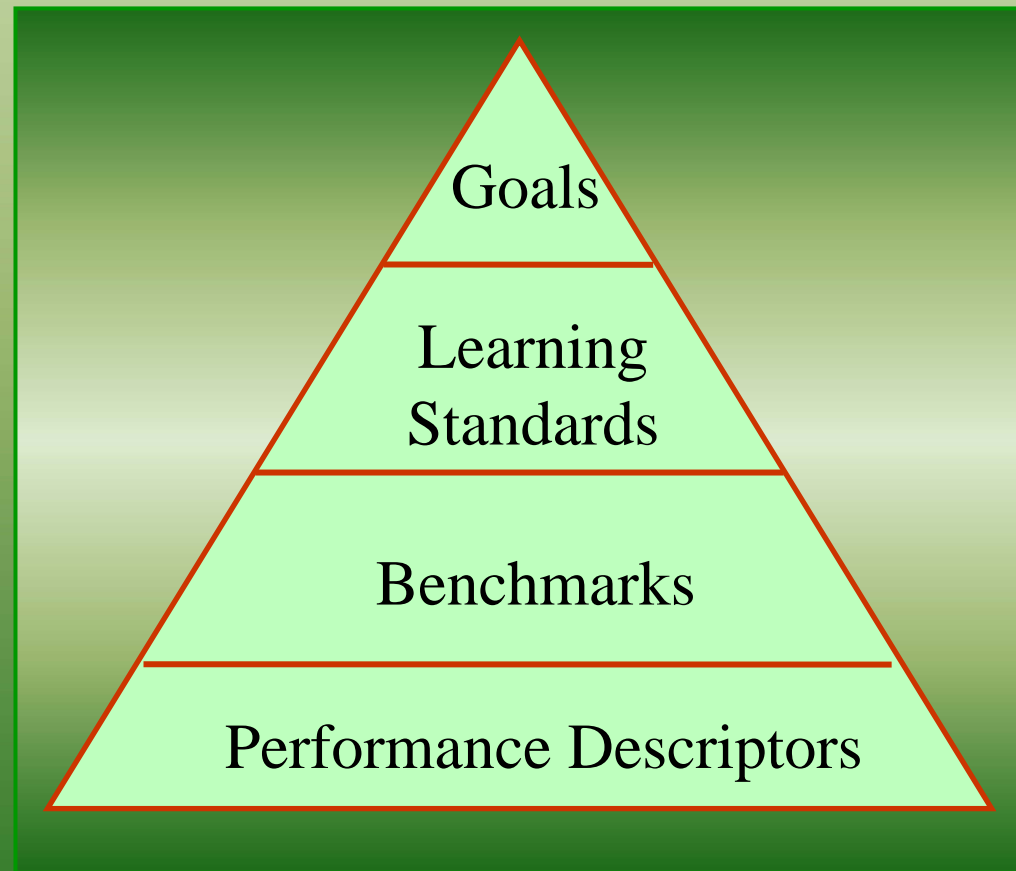
Performance Descriptors and Classroom Assessments

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.

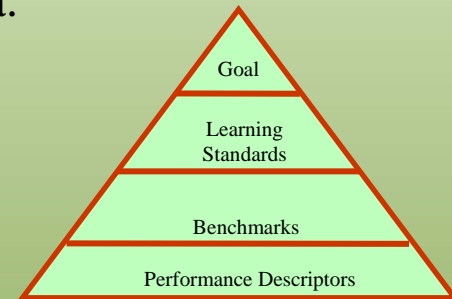
Topics In This Presentation

- 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** 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)



Illinois Learning Standards

Goal

Standards

Benchmark Levels

Benchmark Statements

FOREIGN LANGUAGES

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

As a result of their schooling students will be able to:

LEARNING STANDARD	STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE
A. Understand oral communication in the target language.	28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.A.1b Respond appropriately to simple commands in the target language.	28.A.2a Comprehend illustrated stories, audio-visual programs or websites. 28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.
B. Interact in the target language in various settings.	28.B.1a Respond to and ask simple questions with prompts. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.B.2a Comprehend gestures and body language often used in everyday interaction in the target language.	28.B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation and inflection. 28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.
C. Understand written passages in the target language.	28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song. 28.C.1b Infer meaning of cognates from context.	28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. 28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	28.D.1a Copy/write words, phrases and simple sentences. 28.D.1b Describe people, activities and objects from school and home.	28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization. 28.D.2b Present a simple written or oral report on familiar topics. 28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.

WHY THIS GOAL IS IMPORTANT:

At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.	28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	28.A.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.
28.B.3a Respond to open-ended questions and initiate communication in various situations. 28.B.3b Produce language with improved pronunciation, intonation and inflection. 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.	28.B.4a Engage in extended conversations in a variety of situations. 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. 28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	28.B.5a Discuss and defend a position on an issue in a discussion. 28.B.5b Approximate native-like pronunciation, intonation and inflection.
28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.	28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. 28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts). 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations. 28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose). 28.C.5c Explain how various languages are inflected in terms of word origin and text structures.
28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateau, origins of chocolate). 28.D.3c Present a simple, original poem or story based on a model.	28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations. 28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources. 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic, social and work needs. 28.D.5b Make impromptu presentations in a variety of academic, social and work situations. 28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.

Note: Examples are designated 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.

90 - Adopted 7/25/97 Adopted 7/25/97 - 91

Performance Descriptors for Illinois Learning Standards

Beginning			Beginning/Intermediate	
Stage A	Stage B	Stage C	Stage D	Stage E
Years of Language Study 1-2	Years of Language Study 1-2-3	Years of Language Study 2-3-4	Years of Language Study 3-4-5	Years of Language Study 4-5-6

Intermediate			Intermediate/ Advanced	Advanced
Stage F	Stage G	Stage H	Stage I	Stage J
Years of Language Study 5-6-7	Years of Language Study 6-7-8	Years of Language Study 7-8-9	Years of Language Study 8-9-10	Years of Language Study 10-11-12

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 2nd 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

<p>Exceeds</p> <p><u>All or almost all</u> evidence is present and correct</p>	<p><u>Little</u> evidence is absent or incorrect</p>
<p>Meets</p> <p><u>Most</u> evidence is present and correct</p>	<p><u>Some</u> evidence is absent or incorrect</p>
<p>Approaches</p> <p><u>Some</u> evidence is present and correct</p>	<p><u>Most</u> evidence is absent or incorrect</p>
<p>Begins</p> <p><u>Little</u> evidence is present and correct</p>	<p><u>All or almost all</u> evidence is absent or incorrect</p>

Evidence is Absent or Incorrect

FOREIGN LANGUAGE RUBRIC

NAME _____ DATE _____

	KNOWLEDGE	COMPREHENSION	COMMUNICATION
	Knowing and understanding the vocabulary, structures, and cultural context of the target language	Responding with understanding to written, spoken and visual clues.	Using interpersonal, interpretive and presentational skills and strategies to communicate in the target language
4	<ul style="list-style-type: none"> All the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response shows complete understanding of main ideas and details. 	<ul style="list-style-type: none"> The communication skills and strategies are complete, appropriate and correct.
3	<ul style="list-style-type: none"> Most of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response for the most part shows understanding of main ideas and most details. 	<ul style="list-style-type: none"> The communication skills and strategies are mostly complete, appropriate and correct.
2	<ul style="list-style-type: none"> Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response shows some understanding of main ideas and details. 	<ul style="list-style-type: none"> The communication skills and strategies are somewhat complete, appropriate and/or correct.
1	<ul style="list-style-type: none"> A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response shows little understanding of main ideas and/or details. 	<ul style="list-style-type: none"> The communication skills and strategies are minimally evident, appropriate, and/or correct.
0	<ul style="list-style-type: none"> All the required elements (vocabulary, structures, and/or cultural context) are missing and/or incorrect. 	<ul style="list-style-type: none"> The response shows no understanding of main ideas and/or details. 	<ul style="list-style-type: none"> The communication skills and strategies are missing, inappropriate, and/or incorrect.
Score			

See Foreign Language RUBRIC on www.isbe.net

Group Activity One



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

Geography “Meets”

La Prueba
La Geografía

Nombre _____
Fecha _____ Clase _____

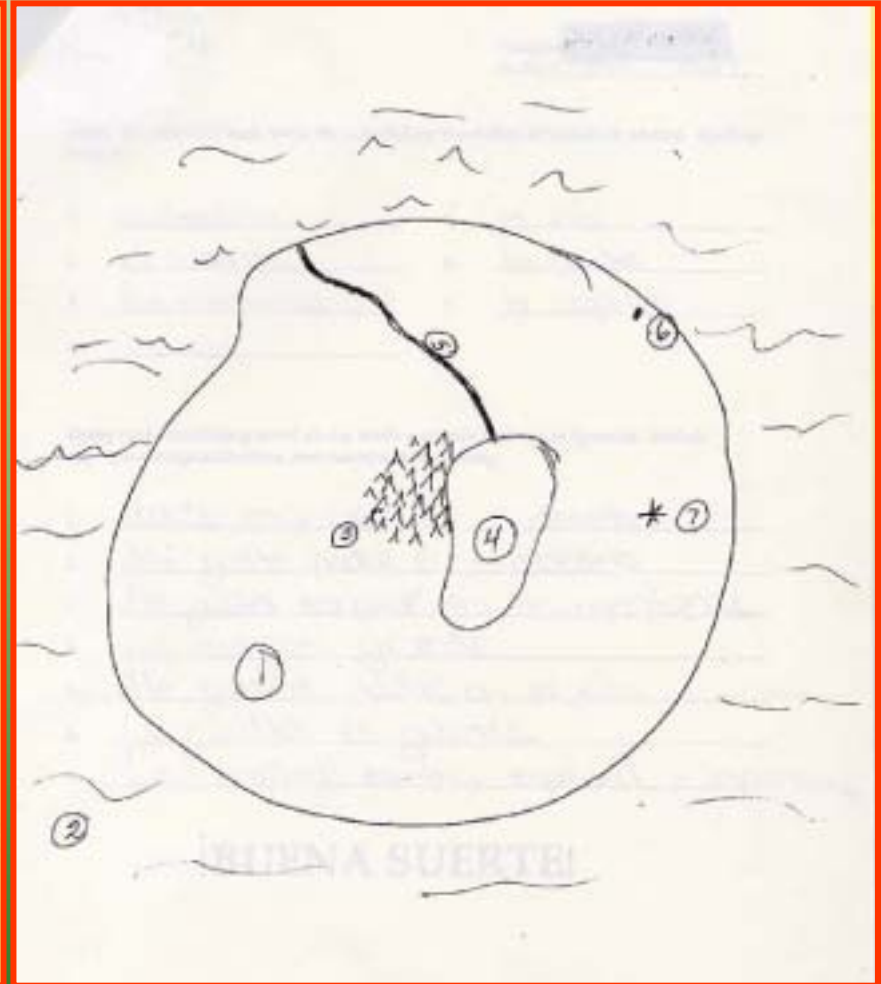
Using the attached map, write the vocabulary word that defines each picture. Spelling counts!

1. el desierto
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 desierto.
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

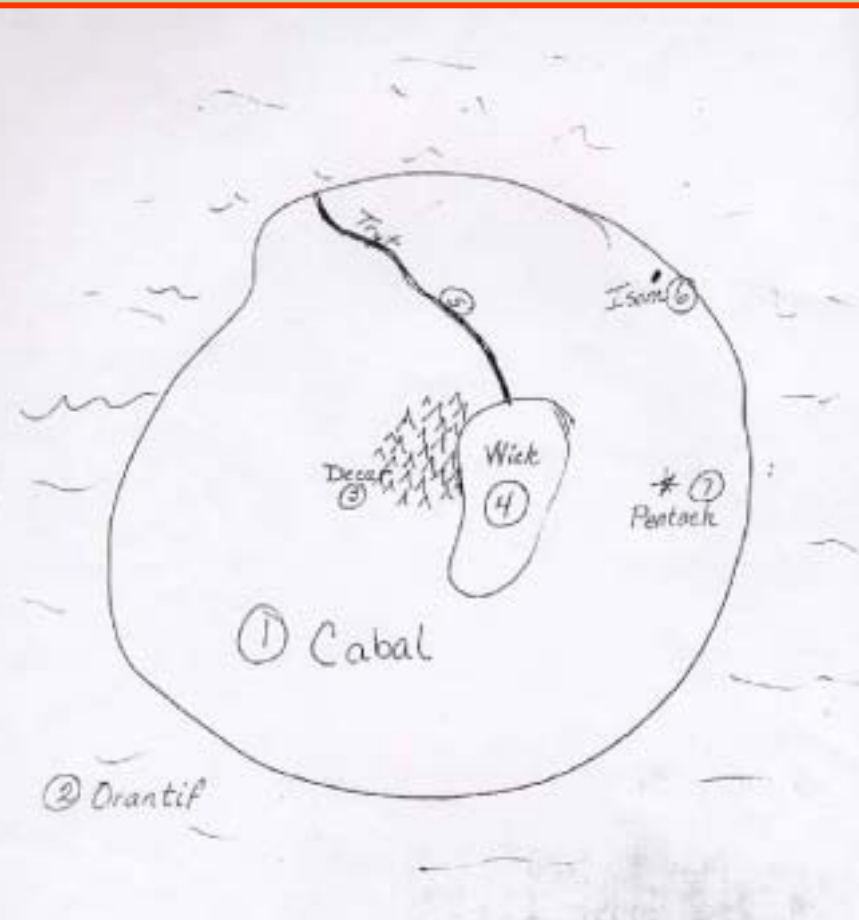
- The communication skills and strategies are mostly complete, appropriate and correct.

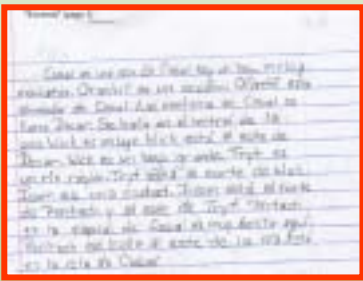
Geography

“Exceeds”

“Exceeds” (page 1)

Cabal es una isla. En Cabal hay un lago, un río y montañas. Orantif es un océano. Orantif está alrededor de Cabal. Las montañas en Cabal se llama Decar. Se halla en el central de la país. Wick es un lago. Wick está al este de Decar. Wick es un lago grande. Tryt es un río rápido. Tryt está al norte de Wick. Isom es una ciudad. Isom está al norte de Pentach y al este de Tryt. Pentach es la capital de Cabal es muy bonita aquí. Pentach se halla al este de la isla. Está es la isla de Cabal





Geography

“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.

A Simple Original Poem

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

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

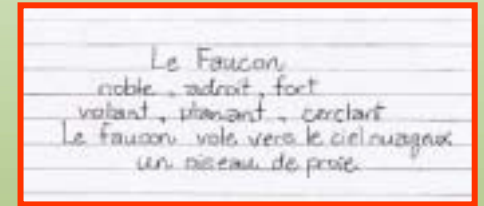
Stylo
Métalique, Brillant, Pointu
Ecrivain, Poignardant, Créant
Le messenger de messages
Pointe-bille

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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
Ecrivain, Poignardant, Créant
Le messenger de messages
Pointe-bille

A Simple Original Poem

“Exceeds”



Stylo
Métalique, Brillant, Pointu
Ecrivain, Poignardant, Créant
Le messager de messages
Pointe-bille

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).

Obituary

- 6 Inform students when the 30 minutes is up.
- 7 Optional: write an epitaph to accompany the obituary.
- 8 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

Examples of student work

- Meets
- Exceeds

Time Requirements

- 45 – 60 minutes to research the life of the historical figure
- 30 minutes to write the obituary.

Resources

- Library and Internet sources
- Dictionaries, if needed.
- Sample obituaries from target language culture
- “Obituary” task sheet
- Foreign Language Rubric

Name _____ Date _____

OBITUARY

Student Task Sheet

Full Name _____

Residence _____

Date of Birth _____

Date and Cause of Death _____

Married to _____

Children and city where they live

Education (institution and dates)

Employment (companies – current and past)

Member of Churches and Organizations

Signification Events and Accomplishments

Honors and Awards

Other Information

Obituary

Student Work Samples

Albert Camus 5th

Albert Camus était né en 1913 en Mondoville, Algérie. Il a étudié la philosophie à Alger dans sa jeunesse mais puis, pendant ~~la~~ ^{la} deuxième Guerre Mondiale, Camus a rejoint l'armée française pour combattre pour le réseau de la résistance. Il travailla à co-rédacteur de "Combat", un journal gauchiste. Après la guerre, Camus a écrit beaucoup. En 1942, il a écrit "L'Étranger", et, en 1947, "La Peste". Camus a écrit plusieurs d'autres des histoires courtes, des pièces, des articles, et des romans. Pour son travail brillant, Camus, à l'âge de 38, a gagné le Prix Nobel en 1954. Camus a pensé beaucoup au sujet de la vie, et une citation de lui est "Dans l'hiver, j'ai appris finalement que dedans moi, il y avait un été invincible". Camus est mort le 4 janvier, 1960, dans un accident de l'automobile en route à Paris. Maintenant il est mort, mais ses pensées vivent toujours.

24D-HM

Todesanzeige
Johannes Gutenberg

Johannes Gutenberg ist heute, 3.2.1468 gestorben. Er wurde im Jahre 1400 in Mainz geboren, aber der Tag seiner Geburt ist nicht erkannt. Er hat in Mainz gewohnt, und er hat da als Goldschmied gearbeitet. Im Jahre 1438, hat er eine Partnerschaft mit Andreas Dritzehn geföhrt. Die zwei Männer haben mit Pressen Proben gemacht. Er hat später eine andere Partnerschaft mit Johann Fust gemacht. Die zwei haben eine Drückpresse erfunden, und sie haben die Bibel gedrückt. Diese Bibel hieß die Gutenberg Bibel.

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 Gutenbergs Patron.

Wir werden Gutenberg viel vermissen.

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

Obituary

“Meets”

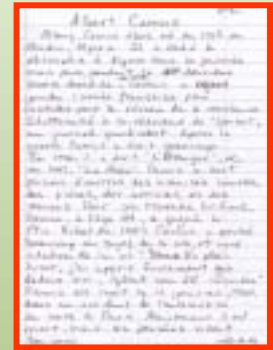
Albert Camus

5th

Albert Camus était né en 1913 en Mondovi, Algérie. Il a étudié la philosophie à Alger dans sa jeunesse mais puis, pendant la ~~6th~~ deuxième Guerre Mondiale, ^{en 1943,} Camus a rejoint l'armée française pour combattre pour le réseau de la résistance. Il travailla à co-rédacteur de "Combat", un journal gauchiste. Après la guerre, Camus a écrit beaucoup. En 1942, il a écrit "L'Étranger", et, en 1947, "La Peste". Camus a écrit plusieurs d'autres des histoires courtes, des pièces, des articles, et des romans. Pour son travail brillant, Camus, à l'âge 34, a gagné le Prix Nobel en 1954. Camus a pensé beaucoup au sujet de la vie, et une citation de lui est "Mais En plein hiver, j'ai appris finalement que dedans moi, il y avait une été invincible". Camus est mort le 4 janvier, 1960, dans un accident de l'automobile en route à Paris. Maintenant il est mort, mais ses pensées vivent toujours.

29D-HM

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

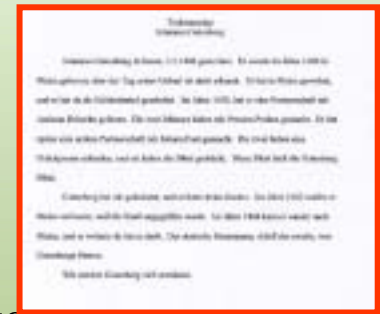
Johannes Gutenberg ist heute, 3.2.1468 gestorben. Er wurde im Jahre 1400 in Mainz geboren, aber der Tag seiner Geburt ist nicht erkannt. Er hat in Mainz gewohnt, und er hat da als Goldschmied gearbeitet. Im Jahre 1438, hat er eine Partnerschaft mit Andreas Dritzehn geformt. Die zwei Männer haben mit Pressen Proben gemacht. Er hat später eine andere Partnerschaft mit Johann Fust gemacht. Die zwei haben eine Drückpresse erfunden, und sie haben die Bibel gedrückt. Diese Bibel hieß die Gutenberg Bibel.

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 Gutenbergs 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

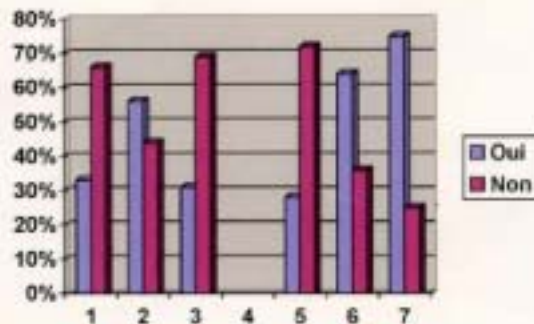
Resources

- 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 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?



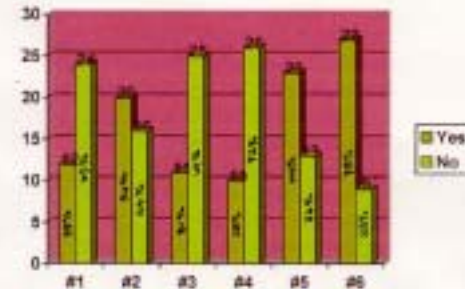
Je crois que les élèves américains et les élèves français sont ressemblent. Je pense que la grande différence est que les américains ne boivent pas des boissons alcoolique avec repas. Aussi, les français fument plus. Les français et les américains doivent manger plus des légumes et des fruits, et ils doivent faire plus d'exercice. Notre hygiène est très important.

UN SONDAGE CULTUREL

Les Questions

- 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 prends des boissons alcoolisées avec des repas?
- 5) Est-ce que tu prends des boissons alcoolisées en dehors des repas?
- 6) Est-ce que tu vois le médecin une fois par an?

Les Résultats



Mes Opinions

Tout d'abord, je suis surpris que les étudiants français soient si francs et honnêtes. Bien, quelques de leurs habitudes sont le contraire des nôtres. Les Américains, je crois, sont toujours prêts à fumer les gens et j'ai remarqué que ne mangent que les collations. Alors, peut-être que nous ne mangeons pas de fruits et légumes assez que nous devrions être qui nous consommons beaucoup de légumes dans le régime traditionnelle des Américains. Il est curieux (ou malin pour nous Américains) que les Français boivent des boissons alcoolisées avec des repas, mais je sais que l'Amérique et la France les deux pratiquent les jeunes qui prennent des boissons alcoolisées sans repas aussi bien que les jeunes qui fument. Finalement, je comprends pourquoi les Américains font de l'exercice plus souvent que les Français. C'est parce que nous faisons les sports après l'école tous les jours et eux, en comparaison, ne peuvent pas le faire parce que ils ont plus de devoirs assignés. Dans l'ensemble, il était intéressant de voir les statistiques contrastant de France.

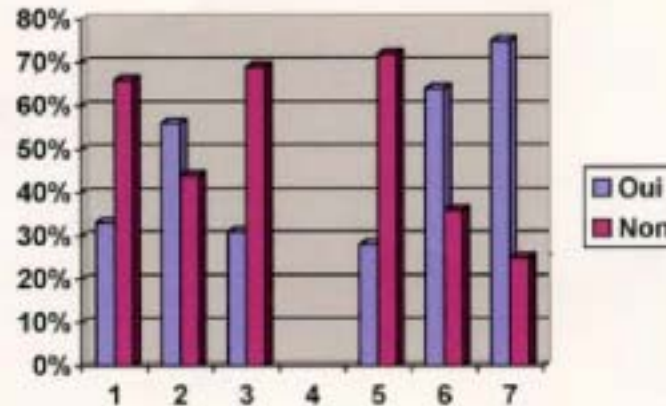
Wait until the activity is finished before moving to the next slide.

What's Your Fitness I.Q.?

“Meets”

“Meets”

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Je crois que les eleves americains et les eleves francais sont ressemblent. Je pense que la grande difference est que les americains ne boivent pas des boissons alcoolique avec repas. Aussi, les francais fument plus. Les francais et les americains doivent manger plus des legumes et des fruits, et ils doivent faire plus d'exercice. Notre hygiene est tres 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”

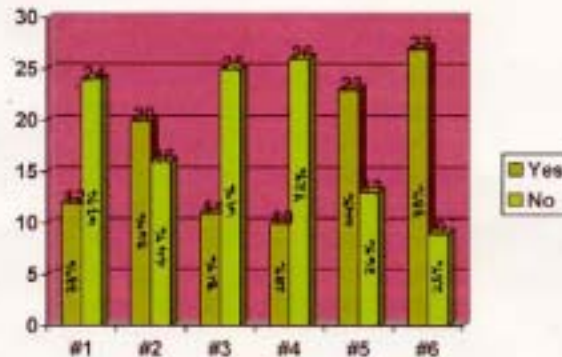
“Exceeds”

UN SONDAGE CULTUREL

Les Questions

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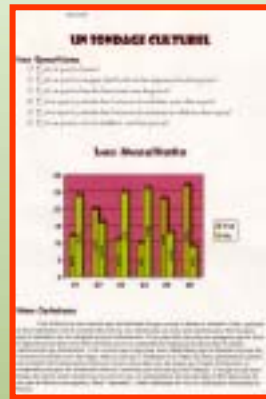
Les Résultats



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Tout d'abord, je suis surprise que les étudiants français soient si francs et honnêtes. Bien, quelques de leurs habitudes sont le contraire des vôtres. Les Américains, je crois, sont notoirement pour être les gens gros et paresseux qui ne mangent que les cochonneries. Alors, peut-être que nous ne mangeons pas de fruits et légumes assez que nous devrions bien que nous consommons beaucoup de lipides dans la salade traditionnelle des Américains. Il est curieux (au moins pour nous Américains) que les français boivent des boissons alcoolisées avec des repas, mais je sais que l'Amérique et la France les deux présentent les jeunes qui prennent des boissons alcoolisées aux heures aussi bien que les jeunes qui fument. Finalement, je comprends pourquoi les Américains font de l'exercice plus souvent que les Français. C'est parce que nous faisons les sports après l'école tous les jours et eux, en comparaison, ne peuvent pas le faire parce que ils ont plus de devoirs exigeants. Dans l'ensemble, il était intéressant de voir les statistiques contrastant de France.

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

