

Julie Call
Assessment Plan 1

Content Objective: Students will define the concepts of setting, utilizing new and familiar vocabulary words (i.e. time, place, past, present, future).

Language Objectives: Students will

- 1) write definitions of setting vocabulary (writing)
- 2) discuss the settings of various pictures (speaking)
- 3) listen to a short passage and identify the setting (listening)
- 4) read a short passage and identify the setting (reading)

Assessment: Written definitions of setting vocabulary

Performance Options:

	Performance Options
Early / Pre-production	<ul style="list-style-type: none">▪ Students will receive new vocabulary written in L1 and L2, accompanied by visual depictions▪ Students work in groups using L1 to determine the setting in provided pictures▪ Students will be given a copy of the short passage (to be read aloud in class) in L1 and L2▪ Students will receive copy of short passage (to be read on their own) in L1 and L2▪ Students may write definitions in L1, and/or use one-word descriptors provided in English▪ Students may use visual depictions to assist in their written definitions
Speech Emergent	<ul style="list-style-type: none">▪ Students will receive new vocabulary written in L1 and L2▪ Students work in groups using a combination of L1 and L2 to determine the setting in provided pictures▪ Students are given copy of short passage (to be read aloud) in L1 and L2▪ Students will receive copy of the short passage (to read on their own) in L1 and L2▪ Students will write definitions in L1 using one-word descriptors and/or simple sentences
Fluent / Intermediate	<ul style="list-style-type: none">▪ Students will receive new vocabulary written in L2▪ Students will work in groups using L2 to determine setting in provided pictures▪ Students will receive copy of short passage (to be read aloud) in L2▪ Students will read short passage in L2▪ Students will write definitions using L2

Rubric:

	Excellent!	Acceptable	Needs Work (Redo)
Early / Pre-production	Definitions demonstrate understanding of all 5 concepts, and may be written in native language accompanied with visual depictions, and/or use one-word descriptors in English Student discusses concepts in small group, using native language	Definitions demonstrate understanding of 4 out of 5 concepts, and may be written in native language accompanied with visual depictions and/or one-word descriptors in English Student discusses concepts in small group, using native language	Definitions demonstrate understanding of less than 4 concepts using native language, visual depictions, and/or one-word descriptors in English Student does not participate in group discussion
Speech Emergent	Written definitions demonstrate understanding of all 5 concepts, and may be written using one-word descriptors in English and/or simple sentences in English Student discusses concepts in small group using both native language and English	Written definitions demonstrate understanding of 4 out of 5 concepts, and may be written using one-word descriptors in English and/or simple sentences in English Student discusses concepts in small group using both native language and English	Written definitions demonstrate understanding of less than 4 concepts using one-word descriptors in English and/or simple sentences in English Student does not participate in group discussion
Intermediate / Fluent	Definitions are written in English and demonstrate understanding of all 5 concepts Student discusses concepts in small group using English	Definitions are written in English and demonstrate understanding of 4 out of 5 concepts Student discusses concepts in small group using English	Definitions are written in native language and/or demonstrate understanding of less than 4 concepts Student does not participate in group discussion