Rusty Rigby

ASSESSMENT TWO

Content Objective: Students will use a computer program to divide fractions.

Language Objectives: Students will:

- Listen to a lecture on the overhead (Listening).
- Students will discuss the process of dividing fractions in small groups (Speaking and listening).
- Students will use a computer program to solve fraction division problems (Reading).
- Students will write down the problem step-by-step that they do on the computer onto a task sheet that is provided (Writing).


Performance Options:

| Early and Pre-Production | • Students will be provided an outline of the lecture in their native language.  
| | • Students will be provided a step-by-step outline of the division process in their native language.  
| | • Students can participate in group work using their native language.  
| | • The computer program will be in their native language and English.  
| | • Students can draw pictures to depict the topic along with one-word descriptors to define the steps. |
| Speech Emergence | • Students will be provided an outline of the lecture.  
| | • Students will be provided a step-by-step outline of the division process.  
| | • Students can participate in group work using a combination of their native language and English.  
| | • The computer program will be in their native language and English.  
| | • Students will write down the process using appropriate math symbols and define the steps using incomplete sentences. |
| Intermediate and Fluent | • Students will be provided an outline of the lecture.  
| | • Students will be provided a step-by-step outline of the division process.  
| | • Students can participate in group work using English.  
| | • The computer program will be in English.  
| | • Students will write down the step-by-step process with appropriate
rubric:

<table>
<thead>
<tr>
<th></th>
<th><strong>GOOD</strong></th>
<th><strong>FAIR</strong></th>
<th><strong>POOR</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Pre and Early Production</strong></td>
<td>The student completed nine out of ten problems on the task sheet. On each problem they showed detailed step-by-step process, used pictures to depict the idea, and effective use of one-word descriptors to define the steps.</td>
<td>The student completed six out of ten problems on the task sheet. On half of the problem they showed the step-by-step process, used pictures to depict the idea, and one-word descriptors to define the steps.</td>
<td>The student completed three out of ten problems on the task sheet. They did not show the step-by-step process or use pictures to depict the idea and ineffective use of one-word descriptors to define the steps.</td>
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<tr>
<td><strong>Speech Emergence</strong></td>
<td>The students completed nine out of ten problems on the task sheet. On each problem they showed detailed step-by-step process, used appropriate math symbols, and effective use of incomplete sentences to define the steps.</td>
<td>The students completed six out of ten problems on the task sheet. On each problem they showed the step-by-step process, mostly used appropriate math symbols, and attempted to use incomplete sentences to define the steps.</td>
<td>The students completed three out of ten problems on the task sheet. They did not show a detailed step-by-step process, occasionally using appropriate math symbols, and little use of incomplete sentences to define the steps.</td>
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<tr>
<td><strong>Intermediate and Fluent Production</strong></td>
<td>The students completed nine out of ten problems on the task sheet. On each problem they showed detailed step-by-step process, always using appropriate math symbols, and effective use of complete sentences to define the steps.</td>
<td>The students completed six out of ten problems on the task sheet. On each problem they showed the step-by-step process, often using appropriate math symbols, and use of complete sentences to define the steps.</td>
<td>The students completed three out of ten problems on the task sheet. They did not show a detailed step-by-step process, occasionally using appropriate math symbols, and little use of complete sentences to define the steps.</td>
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