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).

Assessment: The step-by-step process written on the task sheet.

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

	math symbols and define each step in complete sentences.

Rubric:

	GOOD	**FAIR**	**POOR**
Pre and Early Production	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.	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.	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.
Speech Emergence	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.	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.	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.
Intermediate and Fluent Production	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.	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.	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.