

Standards-Based Performance Assessment Inventory

Language: Spanish **Level:** I **Theme/Important Question:** ¿Es una tortilla? Dining in a Spanish Speaking Country

GOALS/OBJECTIVES: What should students know and be able to do by the end of the unit?

1. Language: SWBAT make a reservation, order at a restaurant, and pay for a meal.
2. Language: SWBAT order from and read an authentic menu.
3. Language: SWBAT describe a restaurant and its food.
3. Culture: SWBAT recognize culturally authentic foods and identify dining norms.
4. Learning Strategy: SWBAT compare dining norms from their culture to the Spanish culture.

How will students demonstrate what they know and can do?

Communication →	Select one: Interpersonal task Interpretive task Presentational task	Select one: Interpersonal task Interpretive task Presentational task	Select one: Interpersonal task Interpretive task Presentational task
Performance Assessment → (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	Students will answer food and restaurant related questions from an authentic menu.	Students will discuss and order a meal from an authentic menu through a role play. The teacher will act as the waiter.	Students will create an advertisement or commercial to feature the new restaurant in town.
Cultures (Products – Practices – Perspectives)	Students will gain insight into culturally authentic foods and restaurant norms.		
Connections (to and from other subjects)	Students will revisit the geography of Spanish speaking countries. Students will convert euros to dollars.		
Comparisons (language and culture)	Students will compare dining norms and food in Hispanic cultures to their own.		
Communities (beyond the classroom; lifelong learning)	Students will look for someone from a Spanish speaking country and find out about authentic food. Students will find two foods they are already familiar with and two new foods.		

Standards-Based Performance Assessment Inventory

What do students need in order to successfully complete the performance assessment?				
Language Functions	Structures/Patterns	Essential Vocabulary	Key Activities	Materials/Resources
<p><u>Expressing Likes and Dislikes</u></p> <p><u>Giving Information</u></p> <p><u>Making Recommendations</u></p> <p><u>Requesting</u></p> <p><u>Asking for/giving information</u></p>	<p>Gustar</p> <p>Verb Combination</p> <p>Stem-Changers</p> <p>Stem-Changers</p> <p>Question Formation</p>	<p>Food and Restaurant Vocabulary</p> <p>Querer Necesitar Hacer (Time Vocabulary – Recycled)</p> <p>almorzar costar encontrar pedir poder servir volver</p> <p>¿Quién? / ¿Quiénes? ¿Qué? ¿Cuándo? ¿Dónde? ¿Por qué? ¿Cómo? ¿Cuál? / ¿Cuáles? ¿Cuánto? / ¿Cuántos? ¿Cuánta? / ¿Cuántas?</p>	<p>Create questions and answers for a restaurant.</p> <p>Interviews about favorite foods and drinks.</p> <p>Tell a story as a class.</p> <p>Work in groups to create and present a short restaurant scene.</p> <p>Write a restaurant review.</p> <p>Call a restaurant and order something to go for a group.</p> <p>Look through a menu and answer questions.</p> <p>Match pictures with captions.</p> <p>Fill out a restaurant review</p> <p>Answer questions about advertisements.</p> <p>Watch a commercial and answer questions.</p> <p>Vocabulary Quiz</p>	<p>Infografías En Castellano (photos)</p> <p>Jefferson County Public Schools Performance Assessment Rubric</p> <p>Fayette County Public Schools (rubric)</p> <p>Avancemos: Unidad 3 Lección 1.</p> <p>Zachary Jones: Zambombazo:</p> <p>Telepizza.es</p> <p>Authentic menus</p> <p>Quiz</p> <p>Restaurant review</p> <p>Spanish Commercial</p>

Standards-Based Performance Assessment Inventory

How will students be evaluated on their performance?

PERFORMANCE TASK TWO

MODE:

Interpersonal

Interpretive

Presentational

TASK DESCRIPTION: Students will discuss and order a meal from an authentic menu through a role-play. The teacher will act as the server.

WHAT COUNTS?

- Students will need to read and order from a menu.
- Students will need to ask about a dish from a menu.
- Student will need to recommend a meal.

HOW WILL YOU EVALUATE THE PERFORMANCE?

Scoring guide

Rubric

RUBRIC

Non-negotiables	Criteria
Use only Spanish Respond to the greeting of the server. Ask about a dish from the menu. Order from the menu. Recommend a meal for your tablemates.	Task Completed Comprehensibility Comprehension Accuracy of language Variety of vocabulary Fluency

Standards-Based Performance Assessment Inventory

Analytic Rubric Template

	Exceeds Expectations Novice-High: 4	Meets Expectations Novice-Mid: 3	Approaches Expectations Novice-Low: 2	Below Expectations Novice-Low: 0-1	Total
Task How well do I complete the task?	<ul style="list-style-type: none"> I complete the task by using a variety of statements and questions. I can elaborate. 	<ul style="list-style-type: none"> I complete the task by using some simple learned statements and questions. 	<ul style="list-style-type: none"> I complete the task by using memorized words and high frequency phrases. 	<ul style="list-style-type: none"> I complete the task by using only a few very basic memorized words. 	
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> I can be easily understood. The message is clear. 	<ul style="list-style-type: none"> I can be understood. The message is mostly clear. 	<ul style="list-style-type: none"> I can be somewhat understood. The message is partially clear. 	<ul style="list-style-type: none"> I can be understood only with great effort. The message is not clear. 	
Comprehension How well do I understand others?	<ul style="list-style-type: none"> I can understand a variety of simple questions and answers. 	<ul style="list-style-type: none"> I can understand some simple questions and answers. I sometimes need repetition. 	<ul style="list-style-type: none"> I can understand memorized words and some high frequency phrases. I often need repetition. 	<ul style="list-style-type: none"> I can only understand a few basic memorized words. I always need repetition. 	
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> I consistently use extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> I use adequate vocabulary to complete the task. 	<ul style="list-style-type: none"> I use limited and/or repetitive vocabulary. 	<ul style="list-style-type: none"> I use extremely limited and/or repetitive vocabulary. My native language interferes. 	
Language Control How accurate is my language?	<ul style="list-style-type: none"> I correctly use grammatical structures appropriate to the task most of the time. Errors do not interfere. 	<ul style="list-style-type: none"> I use grammatical structures appropriate to the task some of the time. Errors occasionally interfere. 	<ul style="list-style-type: none"> I rarely use grammatical structures appropriate to the task. Errors frequently interfere. 	<ul style="list-style-type: none"> I do not use grammatical structures appropriate to the task. Errors usually interfere. 	
Fluency/Communication Strategies How well do I keep the conversation going?	<ul style="list-style-type: none"> I keep the conversation going with a few pauses. 	<ul style="list-style-type: none"> I keep the conversation going with some pauses. I sometimes ask for clarification. 	<ul style="list-style-type: none"> I have some difficulty keeping the conversation going. I have frequent pauses. 	<ul style="list-style-type: none"> I do not keep the conversation going. I have many long pauses. 	

(taken from <http://tsdwlstandards.wikispaces.com/TSD+new+district+rubrics>)

Standards-Based Performance Assessment Inventory

DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Activity: Students create questions and answers they would hear, ask, and answer at a restaurant.</p> <p>Purpose: Prepare students to order in Spanish.</p>	<ol style="list-style-type: none"> 1. Students will form groups of 3. 2. Students will create 7 or more questions they might hear at a restaurant in Spanish. 3. Students will share questions with the class in carousel fashion until they have exhausted all questions. 4. As homework, students will answer each question.
<p>Activity: Interviews classmates about favorite foods and drinks.</p> <p>Purpose: Practice speaking and vocabulary. Practice question formation.</p>	<ol style="list-style-type: none"> 1. Students will make a list of foods and drinks. 2. In groups of two or three students will ask about their favorite foods and drinks. 3. Students will share and tally results to discover the classes most and least favorite foods and drinks. 4. Extension: Students will compare the classes results with another class or a class in another country.
<p>Activity: Tell a story as a class.</p> <p>Purpose: Practice speaking and vocabulary.</p>	<ol style="list-style-type: none"> 1. Individually, students will brainstorm a list of restaurant vocabulary on a sheet of paper. 2. One student will begin the story. 3. Every student must add at least one sentence to the story. 4. As homework, students will write their own story or create their own ending. <p>Modifications: Class could be split into two or three groups.</p>

Standards-Based Performance Assessment Inventory

How will students be evaluated on their performance?

PERFORMANCE TASK ONE

MODE:

Interpersonal

Interpretive

Presentational

TASK DESCRIPTION: Students will answer food and restaurant related questions from an authentic menu.

WHAT COUNTS?

- Students will read and comprehend the vocabulary.
- Students will answer questions about an authentic menu.
- Students will pick which food they like and explain why.

HOW WILL YOU EVALUATE THE PERFORMANCE?

Scoring guide

Rubric

SCORING GUIDE EXPLANATION:

The students will have to complete five vocabulary and comprehension questions, answer five questions about the menu in complete sentences, and explain what they would order and why totaling 18 points. There are five points for the vocabulary, five points for answers, and 8 points for completing an order with a drink, tapa, main meal, and dessert and explaining why.

Standards-Based Performance Assessment Inventory

DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Activity: Look through a menu and answer questions.</p> <p>Purpose: Practice reading and understanding an authentic menu. Discuss likes and dislikes.</p>	<ol style="list-style-type: none">1. Each student receives an authentic menu and worksheet.2. Students complete worksheet the worksheet using the menu.3. Discuss answers as a class.
<p>Activity: Match pictures with captions.</p> <p>Purpose: Practice vocabulary.</p>	<ol style="list-style-type: none">1. Each student receives a worksheet with pictures and captions.2. Students practice matching the picture and phrase.3. Discuss answers in class.
<p>Activity: Answer questions about an advertisement.</p> <p>Purpose: Practice using vocabulary.</p>	<ol style="list-style-type: none">1. Each student receives an advertisement and questions.2. Students answer questions using the advertisement.3. Discuss answers in class.

Standards-Based Performance Assessment Inventory

How will students be evaluated on their performance?

PERFORMANCE TASK THREE PRESENTATIONAL MODE: Interpersonal Interpretive **Presentational**

TASK DESCRIPTION: Students will create an advertisement and commercial to feature the new restaurant in town.

WHAT COUNTS?

- Students will describe a restaurant.
- Students will describe the type of food a restaurant serves.
- Students will create an eye catching advertisement and convincing commercial.

HOW WILL YOU EVALUATE THE PERFORMANCE? Scoring guide **Rubric**

RUBRIC

Non-negotiables	Criteria
Use only Spanish. Choose a type of restaurant. Create a name for the restaurant. Include two meals a person could order. Include the price of at least one item in the appropriate currency. Include a reason to go to the restaurant. Include the location. Appropriate Visuals.	Task Completed Comprehensibility Variety of vocabulary Accuracy of language Communication Strategies Impact/Mechanics

Standards-Based Performance Assessment Inventory

Analytic Rubric Template for Commercial

	Exceeds Expectations Novice-High: 4	Meets Expectations Novice-Mid: 3	Approaches Expectations Novice-Low: 2	Below Expectations Novice-Low: 0-1	Total
Task How well do I complete the task?	<ul style="list-style-type: none"> I complete the task with learned and recombined phrases. 	<ul style="list-style-type: none"> I complete the task with basic words and some memorized high frequency phrases. 	<ul style="list-style-type: none"> I complete the task with some isolated words. 	<ul style="list-style-type: none"> I complete the task with a few isolated words. 	
Comprehensibility How well does the audience understand me?	<ul style="list-style-type: none"> I can be easily understood. The message is clear. 	<ul style="list-style-type: none"> I can be understood. The message is mostly clear. 	<ul style="list-style-type: none"> I can be somewhat understood. The message is partially clear. 	<ul style="list-style-type: none"> I can be understood only with great effort. The message is not clear. 	
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> My presentation consistently uses extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> My presentation uses adequate vocabulary to complete the task. 	<ul style="list-style-type: none"> My presentation uses somewhat limited and/or repetitive vocabulary. 	<ul style="list-style-type: none"> My presentation uses extremely limited and/or repetitive vocabulary. 	
Language Control How accurate is my language?	<ul style="list-style-type: none"> I correctly use grammatical structures appropriate to the task most of the time. Errors do not interfere. 	<ul style="list-style-type: none"> I correctly use grammatical structures appropriate to the task some of the time. Errors occasionally interfere. 	<ul style="list-style-type: none"> I rarely use grammatical structures appropriate to the task. Errors frequently interfere. 	<ul style="list-style-type: none"> I do not use grammatical structures appropriate to the task. Errors usually interfere. 	
Communication Strategies How well do I organize the presentation?	<ul style="list-style-type: none"> My presentation is well-organized. My main ideas are supported with examples and elaboration. There are some sequencing and transition words. 	<ul style="list-style-type: none"> My presentation is organized. My main ideas are supported with examples. There are a few sequencing and transition words. 	<ul style="list-style-type: none"> My presentation is somewhat organized. My main ideas are not supported with examples. 	<ul style="list-style-type: none"> I present information randomly. 	
Impact How well do I capture and maintain my audience's attention?	<ul style="list-style-type: none"> I use appropriate gestures and/or visuals and eye contact to maintain my audience's attention. My tone of voice is varied and impacts the audience. 	<ul style="list-style-type: none"> I use some appropriate gestures and/or visuals and some eye contact to maintain my audience's attention. My tone of voice is somewhat varied and somewhat impacts the audience. 	<ul style="list-style-type: none"> I use few appropriate gestures and/or visuals and little eye contact to maintain my audience's attention. My tone of voice barely impacts the audience. 	<ul style="list-style-type: none"> I do not use appropriate gestures, visuals, or eye contact to maintain my audience's attention. My tone of voice is not varied and does not impact the audience. 	

(taken from <http://tsdwlstandards.wikispaces.com/TSD+new+district+rubrics>)

Standards-Based Performance Assessment Inventory

Analytic Rubric Template for Advertisement

	Exceeds Expectations Novice-High: 8	Meets Expectations Novice-Mid: 7, 6, 5	Approaches Expectations Novice-Low: 4, 3	Below Expectations Novice-Low: 2, 1	Total
Task How well do I complete the task?	<ul style="list-style-type: none"> I complete the task with learned and recombined phrases. 	<ul style="list-style-type: none"> I complete the task with basic words and some memorized phrases. 	<ul style="list-style-type: none"> I complete the task with some isolated words. 	<ul style="list-style-type: none"> I complete the task with a few isolated words. 	
Comprehensibility How well does the audience understand me?	<ul style="list-style-type: none"> I can be easily understood. The message is clear. 	<ul style="list-style-type: none"> I can be understood. The message is mostly clear. 	<ul style="list-style-type: none"> I can be somewhat understood. The message is partially clear. 	<ul style="list-style-type: none"> I can be understood only with great effort. The message is not clear. 	
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> I consistently use extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> I use adequate vocabulary to complete the task. 	<ul style="list-style-type: none"> I use limited and/or repetitive vocabulary. 	<ul style="list-style-type: none"> I use extremely limited and/or repetitive vocabulary. My native language interferes. 	
Language Control How accurate are my grammatical structures?	<ul style="list-style-type: none"> I correctly use grammatical structures appropriate to the task most of the time. Errors do not interfere. 	<ul style="list-style-type: none"> I correctly use grammatical structures appropriate to the task some of the time. Errors occasionally interfere. 	<ul style="list-style-type: none"> I rarely use grammatical structures appropriate to the task. Errors frequently interfere. 	<ul style="list-style-type: none"> I rarely use grammatical structures appropriate to the task. Errors usually interfere. 	
Communication Strategies How well do I organize my writing?	<ul style="list-style-type: none"> My writing is well-organized. My main ideas are supported with examples and elaboration. There are some sequencing and transition words. 	<ul style="list-style-type: none"> My writing is organized. My main ideas are supported with some examples. There are a few sequencing and transition words. 	<ul style="list-style-type: none"> My writing is somewhat organized. My main ideas are not supported with examples. 	<ul style="list-style-type: none"> My writing is not organized. Information is presented randomly. 	
Mechanics How accurately do I use correct spelling, capitalization, and punctuation?	<ul style="list-style-type: none"> I make no or almost no errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> I make occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> I make frequent errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> I make little or no attempt to use correct spelling, capitalization, and punctuation. 	

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Standards-Based Performance Assessment Inventory

DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK: (Presentational)

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Activity: In groups, prepare and present a short restaurant scene.</p> <p>Purpose: Prepare students to order and ask questions at a restaurant.</p>	<ol style="list-style-type: none"> 1. In groups, students work together to preform a two-minute restaurant skit. 2. Students will have 10-15 minutes to prepare a skit. 3. Students present.
<p>Activity: Work with a partner to talk about a restaurant and its menu.</p> <p>Purpose: Prepare students to have a conversation at a restaurant about the restaurant itself and the menu.</p>	<ol style="list-style-type: none"> 1. In groups of two, students will look over a menu and answer questions. 2. Students will discuss the menu based on guidelines from teacher. 3. Students will share comments with the class.
<p>Activity: Call a restaurant and order something to go for a group.</p> <p>Purpose: Practice ordering food.</p>	<ol style="list-style-type: none"> 1. Students will choose a meal from an authentic menu. 2. Students will find out what two other friends would like from the restaurant. 3. Students will call in the order to go.