

## Standards-Based Performance Assessment Inventory--Annie Hasan

Language Arabic Level 3 Theme/Important Question What my family did on vacation

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

1. Students will be able to describe places, weather, people, and actions.
2. Students will be able to narrate in past tense to explain travel experience.
3. Students will be able to make recommendations to others of places they should visit.
4. Students will be able to describe the products, practices, and perspectives of vacation in the Arab world as it relates to environment, holidays, religion, and time of year.

### **How will students demonstrate what they know and can do?**

<b>Communication</b> →	<b>Select one:</b> Interpretive task	<b>Select one:</b> Interpersonal task	<b>Select one:</b> Presentational task
<b>Performance Assessment</b> → (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 watch and observe a video of a student traveling from Amman, Jordan Aqaba, Jordan (a traditional vacation spot for Arabs living in Amman) and fill out a chart which details the events of the Arab student's vacation.	Students will discuss in pairs a recent vacation they took. Students will be given approximately 5-10 minutes to do exercise. Students will be given a question and answer guide to help guide them through the discussion.	Students will create a PowerPoint Presentation of a trip or vacation they took, using images and video clips journaling the events of their trip and they places they visited. Students will be expected to make recommendations to other students to visit either specific places or to try to convince them to take the trip themselves.
<b>Cultures (Products – Practices – Perspectives)</b>	Students will be able to describe the products, practices, and perspectives of vacation in the Arab world as it relates to environment, holidays, religion, and time of year.		
<b>Connections (to and from other subjects)</b>	Objectives will connect to other disciplines such as social studies, home economics, and math, Student will be able to map out and label maps of a place they traveled, describe the ingredients in the different meals they tried, and describe the conversion rate and/or the budget they had and where they spent their money while on vacation.		
<b>Comparisons (language and culture)</b>	Students will be able to compare traditional vacation spots and practices between Kansas and the Arab world, and understand how Ramadan, wedding celebrations, and the school calendar affect vacation practices.		
<b>Communities (beyond the classroom; lifelong learning)</b>	Not emphasized in this unit.		

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What do students need in order to successfully complete the performance assessment?				
Language Functions	Structures/Patterns	Essential Vocabulary	Key Activities	Materials/Resources
<p>Expressing preferences for locations, foods, hotels, forms of transportation, and activities.</p> <p>Create an itinerary or video of a past vacation or imaginary vacation and make recommendations for future travel</p> <p>Expressing interest or lack of interest, and support it with reason</p> <p>Describes location, time, people involved, food, and method of transportation.</p>	<p><b><u>Past tense Structures:</u></b></p> <p>First Person Singular and Plural</p> <p>Second Person singular, dual, plural</p> <p>Third Person singular, dual, plural</p> <p><b><u>Connectors:</u></b></p> <p>Then Because When Until Due to</p>	<p><b><u>Verbs:</u></b></p> <p>أراد أن أفضل أن رأى شاهد دخل سافر خرج ساعد ركب أخذ حمل</p> <p>Wanted to Preferred to Saw Watched Entered Traveled Exited Helped Rode Took Carried</p> <p><b><u>Nouns/Adjectives:</u></b></p> <p>حديقة مخبز متحف شاطئ بحر فندق طائرة قطار فاخرة</p> <p>Park Bakery Museum Beach Sea Hotel Airplane Train Fancy, Deluxe, Luxurious</p>	<p>Review past tense structures, by going over what students did over the weekend</p> <p>Review foods by having students keep a food diary to share with the class</p> <p>Have students map out a city and major locations of the city in Arabic</p> <p>Students watch a video of Arab student describing vacation, and fill in chart</p> <p>Students discuss and work in pairs to talk about a recent vacation they took.</p> <p>Students will create a presentation (either a video or PPT) presentation that includes both written and spoken elements which have been practiced and polished.</p>	<p>Video of a student on a trip to the beach <a href="http://www.youtube.com/watch?v=V4H9QvB29WE">http://www.youtube.com/watch?v=V4H9QvB29WE</a></p> <p>Chart which helps organize the details students find in the video they watch.</p> <p>Question and Answer guide for pair work, when discussing a recent vacation a student took.</p> <p>An example of a completed PPT presentation modeling the necessary requirements and expectations for students in order to complete the assignment.</p>

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### How will students be evaluated on their performance?

PERFORMANCE TASK ONE

MODE: Interpretive

#### TASK DESCRIPTION:

Students, as a class, will watch a video of an American student studying Arabic in the Arab world. The video can be found:  
<http://www.youtube.com/watch?v=V4H9QvB29WE>

Students and teacher will discuss what the students were able to determine and understand on their own without guidance first.

Teacher will hand out worksheet. Teacher and students will read the questions on the worksheet to determine what the questions are looking for.

Students will watch video again fill in a worksheet chart which follows the story the student shares.

The chart will ask students to interpret the following from the video: name of student, destination, time of year, location, people who went, items brought with her, time of day, and reason why she went.

#### WHAT COUNTS?

- Students participate in discussion after first listening opportunity.
- Students will be able to answer approximately 80 % of the guided questions after the second viewing of the video.
- With some scaffolding, students will be able to answer the remainder of the questions on the worksheet.

HOW WILL YOU EVALUATE THE PERFORMANCE?

Scoring guide

#### SCORING GUIDE EXPLANATION:

**See attachment at the end of this SPA Unit.**

## Standards-Based Performance Assessment Inventory--Annie Hasan

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

## Interpretive Activities

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Teacher will bring in suitcase of items taken on a trip to a beach location in the Arab world (al Lathiqiyya, in Syria). Teacher will unpack the suitcase slowly, talking about the reasons for packing each item.</p> <p>This is a preparatory activity that combines review items, such as clothes, while at the same time introducing new vocabulary specific to the beach (sun block, sun glasses, swimsuit, umbrella)</p>	<p>Students will be given a packing list the teacher has prepared for them. Teacher will take out the suitcase and begin unpacking the bag because she is certain she forgot something! Students will help the teacher find out what it is she is missing for her trip. Teacher will unpack the suitcase slowly, talking about the reasons for packing each item. Students will mark off each item from the list as they go through the list. Students will then be left with one item on the list that was not in the bag. Oh no! There is a problem though, the teacher has everything she needs, but now the bag is overweight. Students will then have to help the teacher decide which items to leave behind.</p>
<p>Students will listen to the dialogue and answer the questions on the accompanying worksheet. The purpose of the activity is to review clothing and food items as they relate to special occasions.</p> <p>This will help prepare them for describing the clothes they took with them and the food they ate while they were on vacation.</p>	<p>Students will be taken to the computer lab, where they will be given earphones to listen on their own at each computer stations. Students will be directed to go to the following website :<a href="http://www.learnnc.org/lp/editions/arabic1/6760">http://www.learnnc.org/lp/editions/arabic1/6760</a>. Students will be handed a worksheet to answer as they watch the video. The worksheet is there as a guide for them to practice looking for the important information they hear from the people on the screen. Students will be encouraged to complete the assignment on their own and at their own pace. By having separate ear phones for each students, students can replay the listening assignment multiple times to practice listening and understanding the dialogue.</p>
<p>Students will draw what they hear.</p> <p>Purpose to practice some of the new vocabulary, so that they become more familiar with application of vocabulary.</p>	<p>During the first five to ten minutes of class, students will take out their dry erase board and teacher will share a word in Arabic, related to the lesson, and students will draw the on board.</p> <p>Teacher will repeat each term twice or three times, but shuffled in between other terms. Students will then work in pairs and do the same with their neighbors for practice.</p>

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## How will students be evaluated on their performance?

PERFORMANCE TASK TWO

MODE: Interpersonal

### TASK DESCRIPTION:

Students will discuss in pairs a recent vacation they took.

Students will be given approximately 5-10 minutes to do exercise.

Students will be given a question and answer guide to help guide them through the discussion. Students will be assessed on their performance based on a rubric.

### WHAT COUNTS?

- Student is using and applying new vocabulary.
- Student is using and even adding dialogue to the discussion guide.
- Student's focus is on meaningful conversation and performing task.
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HOW WILL YOU EVALUATE THE PERFORMANCE?

Rubric

<b>Non-negotiables</b>	<b>Criteria</b>
Students must converse and ask questions of one another. Topics students must discuss and describe include: food, clothes and packing, locations they stayed, who went on the trip, what was the best part of the trip, what was the worst part of the trip, and how much they spent. Must participate to receive any points.	See attached Holistic Rubric.

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## Holistic Rubric Template

	Description
Strong Performance	<p>Speaks with confidence and clarity. Speaks with clear intent, and expressing opinion when appropriate. Creative, rich, and effective use of new vocabulary. Pronunciation is clear and understandable. In control of basic language structures. Initiates and invites communication from others. Uses appropriate cultural body language and hand gestures when speaking. Speech is continuous with limited pausing. Responds appropriately.</p>
Meets Expectations	<p>Speaks with clarity and intent. Adequate and effective use of vocabulary. Clear pronunciation. Few hesitations in speech and manages to complete thoughts. Responds well, and puts forth effort to initiate conversation. Uses appropriate cultural body language when appropriate.</p>
Approaching Expectations	<p>Speech is choppy and slow. Some incomplete thoughts. Responses are not always comprehensible, and at times require some interpretation from the listener. Some adequate use of vocabulary. Pronunciation interferes at times with communication. Language structure is basic and lacks fluency.</p>

## Standards-Based Performance Assessment Inventory--Annie Hasan

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

## Interpersonal Activities

ACTIVITY AND PURPOSE	DESCRIPTION
<p>ASK and TELL activity</p> <p>Purpose is to empower students to ask others questions in the target language, in relationship to the discussion they are already having.</p>	<p>Teacher hands out a sheet with two columns. The left column is labeled “tell” and the right column is labeled ask. Projected on the screen is a scene of a beach. Students first right down things that they can say about the picture. We share them out and collect some on the board. Then the students write down questions they could ask about the picture. Again, we share out and collect some on the board. Then students do a 20-minute creative free write, during which they run with one of the statements or questions.</p>
<p>Bob, The imaginary Fly (Jamal the Camel)</p> <p>Purpose is to model the type of conversation that is expected from the students.</p>	<p>Teacher begins by stating that "Jamal went on vacation this summer too." In Arabic of course.</p> <p>Teacher then begins to narrate the events of Jamal's vacation. This allows students to hear and absorb the new grammatical third person past tense structures be repeated over and over again.</p> <p>Topics teacher touches on include: food, clothes and packing, locations they stayed, who went on the trip, what was the best part of the trip, what was the worst part of the trip, and how much they spent.</p>
<p>Students come up with questions and answers.</p> <p>Purpose again is to empower students to use new vocab and structures in preparation for the interpersonal activity planned.</p>	<p>In pairs, students will come up with a list of 20 questions and 20 answers to those questions regarding information they would want to know about a person's trip.</p> <p>Topics include: food, clothes and packing, locations they stayed, who went on the trip, what was the best part of the trip, what was the worst part of the trip, and how much they spent.</p> <p>Students will then pick the top 10 questions they came up with, and meet with another group of two students and compare. As a group of four, they will come up with a set of their top five choices and submit the questions to the teacher to be handed out with the discussion guide.</p>

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## How will students be evaluated on their performance?

PERFORMANCE TASK THREE

MODE: Presentational

### TASK DESCRIPTION:

Students will create a PowerPoint Presentation or a video of a trip or vacation they took. Students will use images and video clips journaling the events of their trip and the places they visited. Students will be expected to make recommendations to other students to visit either specific places or to try to convince them to take the trip themselves.

Students will write out their polished speech and hand in rough drafts before creating a final copy. Once students have their polished final draft, students will narrate their presentation/video.

### WHAT COUNTS?

- Students will write out a polished speech for their presentation/narration.
- Students will include all non-negotiables in their presentations.
- Students will make recommendations for food to try, places to go, or things to do on this vacation.

HOW WILL YOU EVALUATE THE PERFORMANCE?

Rubric

### RUBRIC

Non-negotiables	Criteria
<ul style="list-style-type: none"> <li>• Must include at least 7 locations on presentation</li> <li>• Must include: Who, what, where, when, why, and how</li> <li>• Must consist of 25 slides or pictures</li> <li>• Must be narrated</li> <li>• Must have captions on every slide</li> <li>• Must make 3 recommendations to your peers</li> <li>• Must include at least 3 activities or things other members in your family did, that you did not participate in</li> <li>• Must include a reference slide (where did you get the pictures? If you created a fantasy vacation, you must cite all your sources correctly)</li> </ul>	<p>Must fall within the expectations of the Analytic rubric that is attached.</p>



**Standards-Based Performance Assessment Inventory--Annie Hasan  
Analytic Rubric Template**

	<b>Strong Performance</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Content</b>	Captions and spoken portions include relevant details that enrich the presentation. Writing clearly describes the images and focuses on details of the vacation. Clear and creative.	Includes captions and spoken delivery that describe the images and events. Clear in communicating with audience.	Writing and narration explains events. Captions do not include full sentences. Ideas leave audience with more questions to clarify content.
<b>Vocabulary Usage</b>	Rich use of vocabulary. Effective and purposeful use of terms. Shows a strong grasp and understanding of vocabulary usage.	Uses new and old vocabulary well. Shows an understanding of the vocabulary.	Mostly adequate use of vocabulary. Has some inconsistency and inadequate use of vocabulary.
<b>Mechanics and Structure</b>	No errors in structure and mechanics (spelling, punctuation, conjugation). Uses grammatical structures correctly. Applies past tense appropriately. Incorporates other tenses in speech when appropriate.	Few or no errors in structure and mechanics. Uses grammar structures well, with few errors. Incorporates past tense. Does not include other tenses.	Errors in structure and mechanics. Inaccurate spelling, punctuation, conjugation. Includes only past tense, but still includes errors.
<b>Comprehensibility</b>	Text and speech is understood by audience. Engages the reader or viewer.	Text and speech is understood by the viewer or reader.	Text and speech is mostly understood. Leaves reader or viewer with questions regarding content.
<b>Organization</b>	Includes a strong beginning, middle, and end. Has clear and organized transitions. Engages audience and creative.	Includes a clear beginning, middle, and end. Uses transitions appropriately.	Confusing or loosely organized. Lacks either a clear beginning, middle, or end. Transitions are weak or lacking.

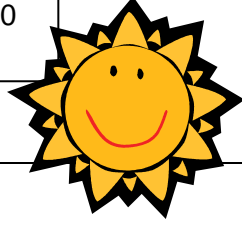
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**DESCRIPTION OF ACTIVITIES THAT WILL HELP PREPARE STUDENTS FOR THE PERFORMANCE TASK**  
**Presentational Performance Tasks**

ACTIVITY AND PURPOSE	DESCRIPTION
<p>Describing a photograph of a location on the beach.</p> <p>Purpose of the activity is to practice writing and describing the items in the photograph, along with narrating possible events in the photograph to better prepare them for their own presentations.</p>	<p>Students will each be given a different photo/picture in which they need to describe the photograph in writing.</p> <p>Students will then hide the image they have, and hand the description to a partner. The partner is then to draw out the photo based off of the information provided in writing. If the writing is clear enough (presentation of information), then the student's drawing should come close.</p> <p>Students will then share new images with their partners and compare. They can then discuss the aspects in the paragraph they felt were unclear. Then make those changes as necessary.</p>
<p>Students will watch a video on "what not to do during Ramadan" and discuss how it could relate to traveling and vacationing in the Arab world.</p>	<p>Students will watch the following video: <a href="http://www.youtube.com/watch?v=l-soE9vTcUM">http://www.youtube.com/watch?v=l-soE9vTcUM</a>. Students will discuss with the teacher and class what people cannot do during the month of Ramadan, and what the possible consequences will be if they did.</p> <p>Students will then make a list of things they can do on vacation during the month of Ramadan, and offer some alternatives for their travel itinerary so that travel is still possible and at the same time respectful towards the locals in that community.</p>
<p>Students will watch a video created by their teacher for clarity of the assignment, and class discussion based on what they watched.</p>	<p>Teacher will play video, and have students take notes on the events of the trip. As a class, students will retell the events of the trip as a chain (one student right after the other, each adding a new detail to the information before it).</p> <p>Students will then write down 2 questions to ask the teacher about the trip. Teacher will offer limited information with each question, but slowly revealing more and more information with each added question from the students.</p> <p>This will allow students to exercise their new skills, practice for presentation day, and will help guide their own presentations.  <a href="http://www.youtube.com/watch?v=b-Luej2_dFo">http://www.youtube.com/watch?v=b-Luej2_dFo</a></p>

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Interpretive Task Scoring Guide Attachment:

Total Points \_\_\_\_\_ / 20



## رحلة إلى الشاطئ

اسم \_\_\_\_\_

Points Possible	سؤال والجواب	رقم السؤال
____/ 2	ما اسم الطالبة؟ وإلى أين سافرت؟	1
____/3	ما اسم البحر؟ ماذا ترى بجانب البحر؟	2
____/ 1	كيف الطقس هناك؟	3
____/ 2	ماذا لبست؟	4
____/ 1	ماذا نسيت؟	5

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___/3	ماذا فعلت في العقبية؟	6
___/2	لماذا سقطت؟	7
___/3	ماذا فعلت في بقية اليوم؟ (3)	8
___/2	مع من كانت تجلس؟	9
___/1	هل استمتعت بالاجازة؟	10

