

Performance Standards

*International Language
and Culture
Nine-year Program:
A Resource for Teachers*

Grade 5

2009

we encourage

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Introduction

Purpose

This resource is a companion to the guides to implementation for each of the international language and culture nine-year programs of study. Teachers can use the performance standards and accompanying student exemplars, after all evidence of learning is gathered, to determine how well, or to what extent, students demonstrate grade-level achievement standards. This resource can be used by individual teachers or by a group of teachers as the basis of a collaborative professional development experience.

The student exemplars in this resource were collected from Grade 5 students in Spanish language and culture classes (see page 4) and represent different levels of performance related to the achievement of specific Grade 5 outcomes from the *Applications, Language Competence, Global Citizenship* and *Strategies* components in the international language and culture nine-year programs of study.

Although the student exemplars are sourced from Grade 5 Spanish language and culture classes, the performance standards illustrated in this resource can be used for Grade 5 classes in all international language and culture programs.

Background

A committee comprised of a consultant and Grade 5 Spanish language and culture teachers collaborated over a six-month period to prepare this resource, using the following process.

Step 1

Linkages among the performance standards; the Spanish Language and Culture Nine-year Program, Grades 4–5–6; the *Spanish Language and Culture Grade 5 Classroom Assessment Materials* (September 2007 Draft) and the *Common Curriculum Framework for International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* were made to guide/inform:

- classroom instruction
- administration of the selected assessment tasks that represent the *Applications, Language Competence, Global Citizenship* and *Strategies* components in the international language and culture programs of study
- the evaluation of student performance in the selected assessment tasks
- the selection of illustrative student exemplars.

Step 2

An orientation to these linkages was provided to a committee of Grade 5 Spanish language and culture teachers. They were guided in the selection of two assessment tasks from the *Spanish Language and Culture Grade 5 Classroom Assessment Materials* (September 2007 Draft). Necessary adaptations were made to the task, Just for Fun, to ensure consistent administration of the tasks.

Step 3

Teachers administered the first selected assessment task, Just for Fun, and collected all student work.

Step 4

Teachers met and participated in guided judging of student work from the first task. They selected illustrative exemplars, discussed implementation challenges and prepared for the administration of the second task.

Step 5

Teachers administered the second assessment task, Lunch Program Problem, and collected all student work.

Step 6

Teachers met and participated in guided judging of student work from the second task. They selected illustrative exemplars and validated and identified possible revisions to project processes and documents.

Step 7

The consultant compiled and refined the work of the committee into this resource.

The Performance Standards

The performance standards are a series of statements that describe student performance as it pertains to the achievement of specific Grade 5 outcomes from the *Applications*, *Language Competence*, *Global Citizenship* and *Strategies* components in the international language and culture programs of study. Performance levels used in this document include:

- meets the standard of excellence
- approaches the standard of excellence
- meets the acceptable standard
- approaches the acceptable standard.

The performance standards are best used for periodic reports of student performance; i.e., after a unit of study, a semester or an entire year. They represent an overall professional judgement by the teacher that involves consideration of a comprehensive body of evidence; e.g., student self-assessments, teacher observations and student work. The evidence needs to represent student achievement in the full range of general outcomes from the international language and culture programs of study.

Performance Levels with Descriptors

A student who meets the standard of excellence:

- expresses **pertinent** information that **clearly** communicates the context and purpose of the communication (*Applications*)
- utilizes elements of language in an **error-free** manner that **enhances** the clarity and impact of the intended message (*Language Competence*)
- demonstrates **insightful** awareness and respect for elements of the culture and **eagerly** engages in cultural experiences (*Global Citizenship/Community Membership*)
- articulates an **extensive** range of language learning strategies and **consistently** applies them appropriately (*Strategies*).

A student who approaches the standard of excellence:

- expresses information that is **appropriate** for the context and purpose of the communication (*Applications*)
- utilizes elements of language, with **no major errors**, that **support** clarity of the intended message (*Language Competence*)
- demonstrates **thoughtful** awareness and respect for elements of the culture and **willingly** engages in cultural experiences (*Global Citizenship*)
- articulates a **broad** range of language learning strategies and **frequently** applies them appropriately (*Strategies*).

A student who meets the acceptable standard:

- expresses **general** information that is **related to** the context and purpose of the communication (*Applications*)
- utilizes elements of language with **some major and minor errors** but still **generally supports** the intended message (*Language Competence*)
- demonstrates a **basic** awareness and respect for elements of the culture and **hesitantly** participates in cultural experiences (*Global Citizenship*)
- articulates a **sufficient** range of language learning strategies and **occasionally** applies them appropriately (*Strategies*).

A student who approaches the acceptable standard:

- expresses **unrelated** information that **misrepresents** the context and purpose of the communication (*Applications*)
- utilizes elements of language in an **inaccurate** manner that **interferes with** the intended message (*Language Competence*)
- demonstrates **limited** awareness and respect for elements of the culture and **reluctantly** participates in cultural experiences (*Global Citizenship*)
- articulates a **limited** range of language learning strategies and **rarely** applies them appropriately (*Strategies*).

Judging the Quality of Student Work

Although the performance standards are not intended to be used to judge individual pieces of student work, key words from the performance standards can be used by teachers to sort work samples into performance categories. The suggested key words are as follows.

Meets Excellence	Approaches Excellence	Meets Acceptable	Approaches Acceptable
1. Accurate/Clear	1. Systematic	1. Somewhat Correct	1. Vague
2. Pertinent	2. Relevant/Appropriate	2. Related	2. Unrelated/Irrelevant
3. Meaningful	3. Mostly Meaningful	3. Partly Meaningful	3. Insignificant
4. Detailed/Extensive	4. Broad	4. General/Adequate	4. Incomplete/Limited
5. Original/Unique	5. Imaginative	5. Predictable	5. Imitative
6. Insightful	6. Thoughtful	6. Satisfactory	6. Superficial
7. Consistent	7. Frequent	7. Occasional	7. Inconsistent/Rarely
8. Controlled/Fluent	8. Quick	8. Halting	8. Slow
9. Excellent	9. Very Good	9. Acceptable	9. Basic
10. Effective	10. Mostly Effective	10. Somewhat Effective	10. Ineffective
11. Enthusiastic/Eager	11. Willing/Supportive	11. Hesitant	11. Reluctant

Decisions about student work need to be based on observable evidence of what students, as beginning second-language learners, understand, know and can do. Most importantly, whenever a student's work is on the borderline between two categories of performance, it is critical to give more weight to the principal outcomes than the supporting outcomes of a task.

Organization of Tasks

This resource is organized into two sections that contain information from the two tasks administered to students. (A detailed description of the tasks is available in each of the classroom assessment materials documents at <http://www.education.alberta.ca/teachers/com/interlang/assessment.aspx>. Each section includes:

1. outcomes from the program of studies
2. notes identifying the administrative procedures that teachers agreed on to ensure a higher degree of consistency in administering the tasks across participating classrooms
3. the task description and teacher and student evaluation tools
4. criteria and a rubric and/or rating scale for student work
5. exemplars of student work.

Selection of Student Exemplars

Participating teachers were asked to collect all student and teacher products that were generated in their classrooms during the implementation of each task. When the committee met, each type of product, e.g., checklist, self-assessment, student work, was examined separately. The student samples of each task were sorted by quality into four performance categories. The teachers reviewed the samples in each category and generated descriptors to explain why student work belonged in a particular category. The rubrics evolved out of these descriptors. The student work that teachers felt most clearly represented the curriculum outcomes at each level of quality were selected as exemplars for this resource.

The student exemplars in this document were created by students in Edmonton School District No. 7 and Edmonton Catholic Separate School District No. 7. They are included here with the permission of the students and their parents.

As both tasks were adapted, only the Evaluation Tools for the adaptation have been included.

Using the Exemplars

When implementing the Grade 5 international language and culture program, teachers will find the exemplars helpful in several ways. The exemplars:

- are concrete examples of assessment tasks related to specific outcomes from the program of studies
- illustrate what students, as beginning second-language learners, know, understand and can do, relative to the outcomes
- illustrate what is expected from a specific task
- can be used when explaining to students, parents and other educators why specific judgements were made regarding student performance
- can be used as evidence when providing feedback about the next steps in a student's learning process.

Task 1: Adaption of *Just for Fun*

Student's Performance Task Description

The principal of your school has asked your Spanish class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Principal Outcomes*	
A-6 <i>For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun a. use the language for fun <input type="checkbox"/> A-6.2 creative/aesthetic purposes a. use the language creatively <input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment
Supporting Outcomes*	
LC-2 <i>Interpret and produce texts</i>	<input type="checkbox"/> LC-2.5 written production a. produce simple written sentences in guided situations <input type="checkbox"/> LC-2.7 representation a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
LC-4 <i>Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-4.1 cohesion/coherence a. sequence elements of a simple story, process or series of events <input type="checkbox"/> LC-4.2 text forms a. recognize some simple oral and written text forms
S-2 <i>Language use</i>	<input type="checkbox"/> S-2.3 productive a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide details

Materials

- Examples of various simple comic strips
- Materials to create original comic strips

* The terms Principal Outcomes and Supporting Outcomes are not used in the program of studies.

Task 1: Adaption of *Just for Fun*

Performance Task Description

The principal of your school has asked your Spanish class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Instructions

1. Look at the examples of different comic strips to get ideas for writing your own comic strip.
2. Brainstorm some humorous situations with your classmates.
3. Choose one of these situations and think about how you could tell this story.
4. Create your own comic strip, using simple Spanish sentences and pictures to express your message.
5. Submit your comic strip to the teacher.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Peer-assessment Rating Scale
- Rubric

Task 1: Adaptation of *Just for Fun* : Teacher Rating Scale

Nombre: _____

Fecha: _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	<ul style="list-style-type: none"> demonstrate humour and creativity 			
LC-2.5a	<ul style="list-style-type: none"> use simple sentences, in Spanish, to describe the events of a simple story 			
LC-4.1a	<ul style="list-style-type: none"> sequence events in a logical way 			
LC-2.7a	<ul style="list-style-type: none"> use visuals to express meaning 			



Para divertirse / Just for Fun: Teacher Rating Scale

Nombre: _____

Fecha: _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	<ul style="list-style-type: none"> demonstrate humour and creativity 			
LC-2.5a	<ul style="list-style-type: none"> use simple sentences, in Spanish, to describe the events of a simple story 			
LC-4.1a	<ul style="list-style-type: none"> sequence events in a logical way 			
LC-2.7a	<ul style="list-style-type: none"> use visuals to express meaning 			

Task 1: Adaptation of *Just for Fun* : Self-assessment Rating Scale and Teacher Feedback

Nombre: _____

Fecha: _____

Para Divertirse / Just for Fun: Self-assessment Rating Scale

In the comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	<ul style="list-style-type: none"> • write a simple story 			
A-6.1a, A-6.2a	<ul style="list-style-type: none"> • use the language in a fun and creative way 			
S-2.3a	<ul style="list-style-type: none"> • use illustrations to go with my story 			
A-6.3a, LC-4.2a	<ul style="list-style-type: none"> • show a humorous situation 			
LC-4.2a, LC-2.7a	<ul style="list-style-type: none"> • use pictures and captions to tell my story 			

When I think about making a comic strip, I ...

What I would do next time is ...

Para Divertirse / Just for Fun: Teacher Feedback

Based on the criteria above, I ...

Task 1: Adaptation of *Just for Fun* : Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

I am giving my feedback to: _____

You can ...		Yes	A Good Start	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none"> use the language creatively and for fun 				
LC-2.5a, LC-2.7a, LC-4.2a	<ul style="list-style-type: none"> tell a story that makes sense in your comic strip 				
LC-2.7a, S-2.3a, A-6.3a	<ul style="list-style-type: none"> use pictures to tell your story and make it funny 				
Something I really liked about your comic strip was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

Task 1: Adaptation of *Just for Fun* : Rubric

Nombre: _____

Fecha: _____



Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ...					
A-6.1a, A-6.2a •uses the language to express creativity and for fun	uses the language in an original way to express creativity and for fun <input type="checkbox"/>	uses the language imaginatively to express creativity and for fun <input type="checkbox"/>	uses the language predictably to express creativity and for fun <input type="checkbox"/>	uses routine language to express creativity and for fun <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
LC-2.5a, LC-4.1a •writes simple sentences to sequence events	writes simple, error-free sentences to sequence events in logical manner <input type="checkbox"/>	writes simple sentences with no major errors to sequence events in a mostly logical manner <input type="checkbox"/>	writes simple sentences with some errors to sequence events in a simplistic manner <input type="checkbox"/>	writes inaccurate simple sentences and/or the sequence of events is confusing <input type="checkbox"/>	
LC-2.7a, S-2.3a •uses visuals to support presentation	uses engaging and unexpected visuals to support the presentation <input type="checkbox"/>	uses relevant visuals to support the presentation <input type="checkbox"/>	uses appropriate visuals to support the presentation <input type="checkbox"/>	uses visuals that do little to support the presentation <input type="checkbox"/>	

Task 1: Adaptation of *Just for Fun* : Administrative Notes

These notes were used to identify the administrative procedures that teachers agreed on to ensure a higher degree of consistency across the participating classrooms.

Teacher Notes

Prior Knowledge of Benefit to Students

- Define funny and humorous.
- Brainstorm appropriate and inappropriate situations; e.g., students using offensive language or behaviour.
- Define a comic strip; e.g., *una tira cómica*: purpose, structure (beginning, middle, end), presentation (colourful, drawing and printing are legible), components (frame boxes: *las viñetas*, speech bubbles: *las bocadillas*, types of *bocadillos*: speech  or thought bubbles ).
- Brainstorm authentic situations, using the stem "What happened to you?"; e.g., what has happened to the student at home, at school or in the neighbourhood.
- Share examples of comic strips from Spanish-language, or other language, Web sites, including Activity 20 from each unit of the *iHola Amigos!* Web site (available at <http://www.LearnAlberta.ca>, click on Grade 5, International Languages). Ask administrators for a username and password.

Before the Task

- Have students practise sequencing premade comics that have been scrambled.
- Have students practise creating comic strips on blank templates through a teacher-led activity and/or in small groups.
- Review expressive language commonly used in comics.
- Have students self-assess their practice comic strips, using the Self-assessment Rating Scale.
- Remind students to complete the comic strip in the target language.

During the Task

- Give students a copy of the rubric prior to commencing the comic strip.
- Inform the students that the comic strip should be between three and five frames long.
- Have students plan and write the dialogue and/or storyboard (beginning, middle and end) first.
- Have students complete the assignment during class time.
- Complete the Teacher Rating Scale.
- Have students produce the comic strip vertically on a blank, white piece of 8 ½ x 11 paper.
- Have students use a black fine-tipped pen to write their captions.

After the Task

- Have students complete the Self-assessment Rating Scale and the Peer-assessment Rating Scale.
- Collect all student work.

Task 1: Adaptation of *Just for Fun* : Administrative Notes - continued

Note: Participating teachers shared the following observations.

- Approximately 5 to 10 periods of 30 minutes are required to administer this assessment task (including the brainstorming session).
- Students may experience difficulties with expressing humour and may therefore ask for translations from the teacher (see <http://www.freetranslations.com>). An important question is "How much help do I provide the student?"
- Comics do not usually require complete sentences but do require proper use of dialogue. Idiomatic expressions and written sound effects in Spanish (*jajaja* [funny] *jejeje* [sneaky]) need to be taught to students first.
- Language errors should not be assessed as it is not a criteria found in the rubric; e.g., Student 1-A, *bolar* instead of *volar*.

Task 1: Adaptation of *Just for Fun* : Rubric

Rubric for Task 1

The following rubric was developed during the collaborative process of judging student work.

The assessment criteria for the activities in *Just for Fun* reflect specific outcomes from the *Applications* and *Language Competence* components in the program of studies. Students will:

- use the language in a fun and creative way
- produce simple sentences in guided situations
- sequence elements in a story
- use a variety of visuals to express meaning in guided situations.

Rubric for Grade 5 Activities	
Performance Levels	Descriptors
Meets the standard of excellence	<ul style="list-style-type: none"> • Uses the language in an original way to express creativity and for fun. • Writes simple, error-free sentences to sequence events in a logical manner. • Uses engaging and unexpected visuals to support the presentation.
Approaches the standard of excellence	<ul style="list-style-type: none"> • Uses the language imaginatively to express creativity and for fun. • Writes simple sentences with no major errors to sequence events in a mostly logical manner. • Uses relevant visuals to support the presentation.
Meets the acceptable standard	<ul style="list-style-type: none"> • Uses the language predictably to express creativity and for fun. • Writes simple sentences with some errors to sequence events in a simplistic manner. • Uses appropriate visuals to support the presentation.
Approaches the acceptable standard	<ul style="list-style-type: none"> • Uses routine language to express creativity and for fun. • Writes inaccurate simple sentences and/or the sequence of events is confusing. • Uses visuals that do little to support the presentation.

Task 1: Adaptation of *Just for Fun*

Exemplars for Task 1: Student 1-A

The work of Student 1-A **meets the standard of excellence** because the student:

- uses the language in an **original** way to express creativity and for fun; e.g., *3002 Recetas para cocinar pescado*: obvious food choice for a cat
- uses **clear** and **precise** language in character development and the portrayal of personalities
- includes a **logical** sequence of a beginning, middle and an end
- uses **engaging** and **unexpected** visuals to aid comprehension, with the use of many details in the drawings; e.g., fish in pot, flames.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story		✓	
LC-4.1a	• sequence events in a logical way	✓		
LC-2.7a	• use visuals to express meaning	✓		

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• write a simple story	✓		
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
S-2.3a	• write sentences in Spanish to go with my story	✓		
A-6.3a, LC-4.2a	• show a humorous situation		✓	
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story	✓		
<p>When I think about making a comic strip, I ... <i>try to make it funny and make it so people will like it.</i></p> <p>What I would do next time is ... <i>to try and make it a bit more funny.</i></p>				
Para Divertirse / Just for Fun: Teacher Feedback				
		Yes <input type="checkbox"/>	Yes, but ... <input checked="" type="checkbox"/>	No, but ... <input type="checkbox"/>
<p>Based on the criteria above, I can use the pictures to clearly tell story. Some parts are not necessary to the story. The humor needs further development.</p>				

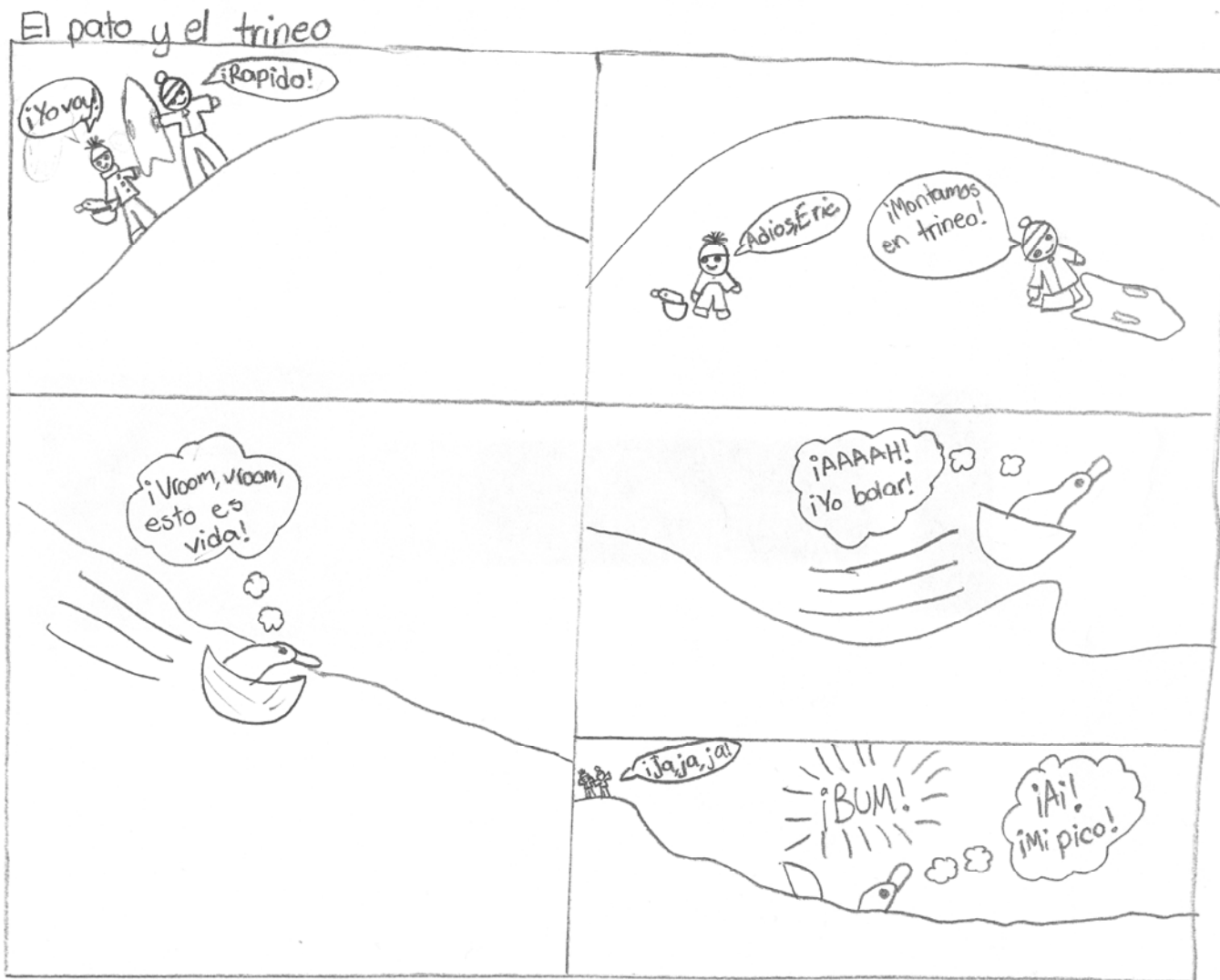
Task 1: Adaptation of *Just for Fun*

Exemplars for Task 1: Student 1-B

The work of Student 1-B **meets the standard of excellence** because the student:

- uses language in an **inspired** way to express creativity and for fun, using dialogue that includes expressions **appropriate** for comics; e.g., *ijajaja!*, *iBUM!*, *i...esto es vida!*
- has a beginning, middle and an end, using a straightforward sequence
- uses visuals that **clearly** help tell the story; e.g., drawings of the duck and the sleigh are detailed
- uses **engaging** visuals, e.g., speech bubbles, to demonstrate speech, thoughts and sound effects.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story		✓	
LC-4.1a	• sequence events in a logical way	✓		
LC-2.7a	• use visuals to express meaning	✓		

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• tell a simple story	✓		
A-6.1a, A-6.2a	• write a funny story	✓		
S-2.3a	• write sentences in Spanish to go with my story			✓
A-6.3a, LC-4.2a	• show a funny situation	✓		
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story	✓		

When I think about making a comic strip, I ... Was going tobogganing with my friend. She had brought her stuffed animal and put it in her helmet. Then we turned around and Eric the stuffed duck slipped down the hill in her helmet, went off the bump and landed in the snow.
 What I would do next time is ... I would arrange the boxes more evenly and I would color it if I could.

Para Divertirse / Just for Fun: Teacher Feedback

Yes Yes, but ... No, but ...

Based on the criteria above, I ... consider that you have mastered the art of writing a simple story (with a beginning, middle and end) that shows a humorous situation. Both the pictures and the speech bubbles complement each other in the telling of the story. Your sentences are simple but complete, with an excellent use of Spanish onomatopoeias (woah vroom bum)

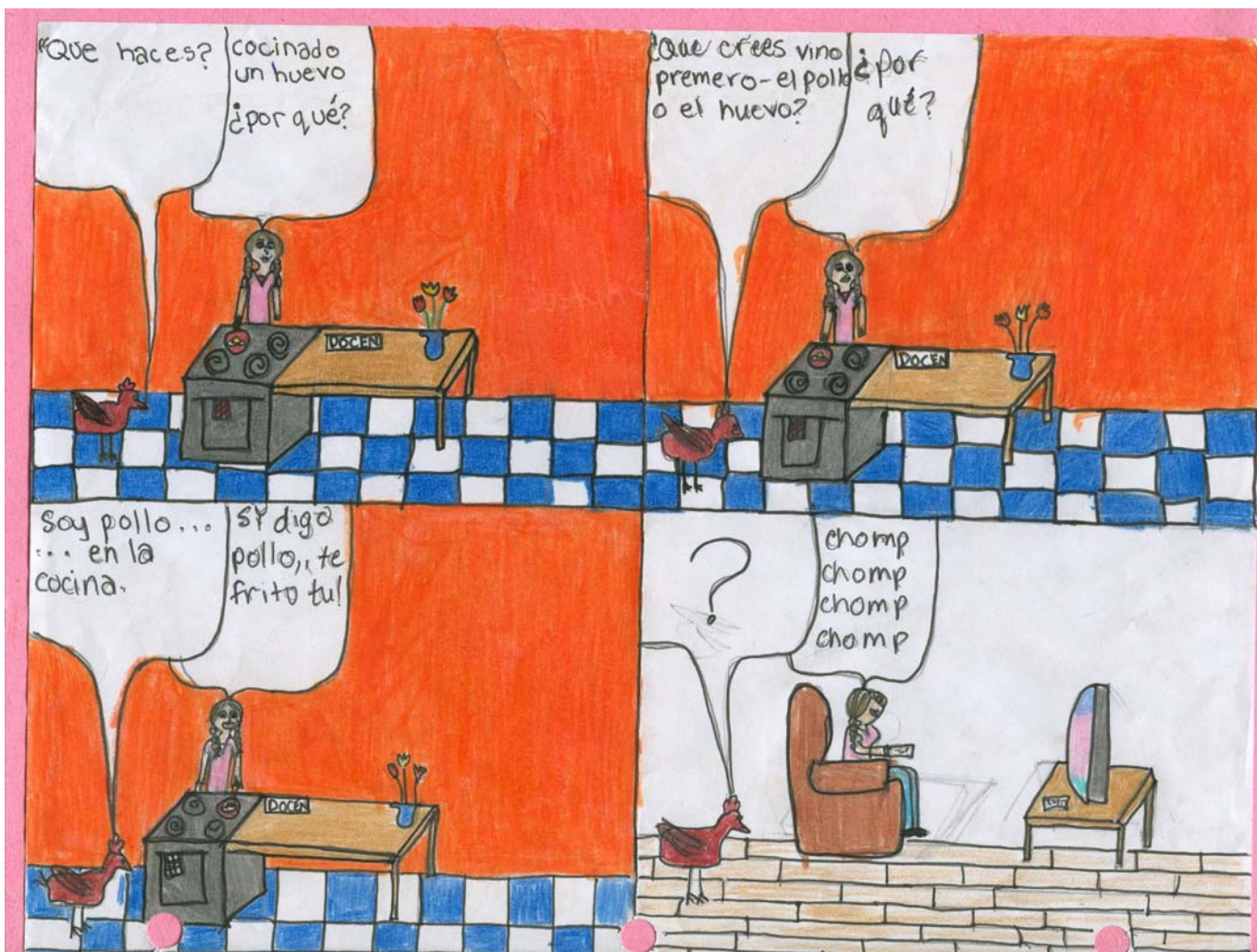
Task 1: Adaptation of *Just for Fun*

Exemplars for Task 1: Student 1-C

The work of Student 1-C **approaches the standard of excellence** because the student:

- uses language **imaginatively** and for fun, e.g., *Soy pollo...en la cocina*, using some creative and humorous expressions; e.g., *si digo pollo, te frito tu!*
- builds the story on a humorous situation; e.g., the chicken or the egg came first?
- uses a **mostly logical** sequence of events
- uses **relevant** visuals to support the presentation
- left the last frame **unclear** and open to misinterpretation that affected the clarity of the ending of the story.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	<ul style="list-style-type: none"> use the language in a fun and creative way 	✓		
LC-2.5a	<ul style="list-style-type: none"> use simple sentences, in Spanish, to describe the events of a simple story 		✓	
LC-4.1a	<ul style="list-style-type: none"> sequence events in a logical way 		✓	
LC-2.7a	<ul style="list-style-type: none"> use visuals to express meaning 		✓	

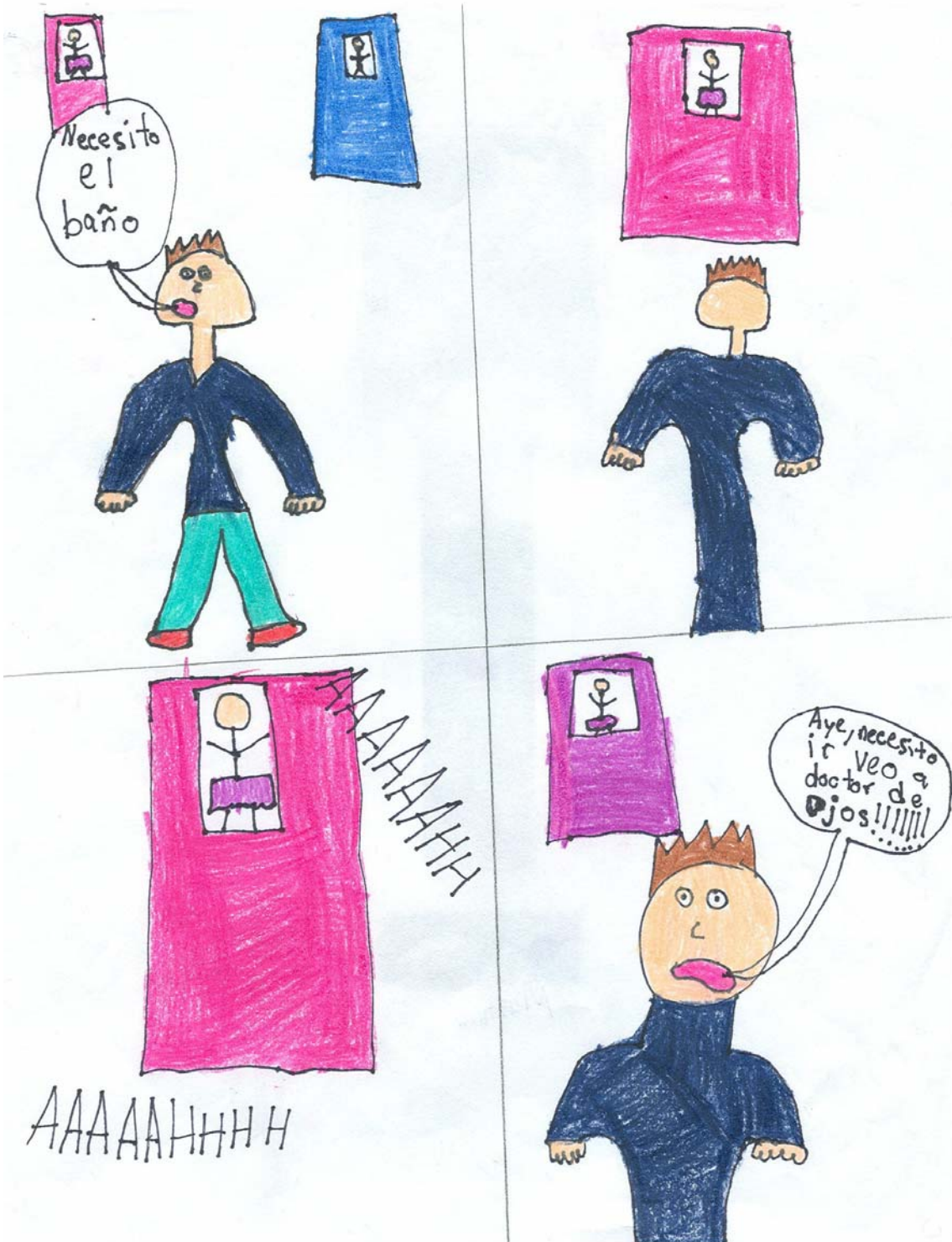
In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	<ul style="list-style-type: none"> write a simple story 	✓		
A-6.1a, A-6.2a	<ul style="list-style-type: none"> use the language in a fun and creative way 		✓	
S-2.3a	<ul style="list-style-type: none"> write sentences in Spanish to go with my story 	✓		
A-6.3a, LC-4.2a	<ul style="list-style-type: none"> show a humorous situation 	✓		
LC-4.2a, LC-2.7a	<ul style="list-style-type: none"> use pictures and captions to tell my story 	✓		
<p>When I think about making a comic strip, I ... <i>Think of funny things and what I should draw and if its appropriate or not.</i> What I would do next time is ... <i>make mine a little funnier and colour my background in more.</i></p>				
Para Divertirse / Just for Fun: Teacher Feedback				
Yes		Yes, but ...		No, but ...
<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
<p>Based on the criteria above, I <i>understand the sequence, but not all events are relevant, and make the overall comic confusing especially the end. Some humor is demonstrated. Visuals could be larger to aid comprehension.</i></p>				

Task 1: Adaptation of *Just for Fun***Exemplars for Task 1: Student 1-D**

The work of Student 1-D **approaches the standard of excellence** because the student:

- uses a **creative** and **humorous** presentation of a possible daily event; e.g., using the wrong washroom
- writes a story based on a **humorous** situation
- creates **simple** sentences based on the use of simple language; e.g., *Necesito el baño*
- uses **relevant** visuals to support the presentation and that are **easily** understood.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story	✓		
LC-4.1a	• sequence events in a logical way	✓		
LC-2.7a	• use visuals to express meaning	✓		

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• write a simple story	✓		
A-6.1a, A-6.2a	• use the language in a fun and creative way		✓	
S-2.3a	• write sentences in Spanish to go with my story		✓	
A-6.3a, LC-4.2a	• show a humorous situation	✓		
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story	✓		

When I think about making a comic strip, I ... *always use caption/speak bubbles*

What I would do next time is ... *get more writing in my comic*

Para Divertirse / Just for Fun: Teacher Feedback

Yes Yes, but ... No, but ...

Based on the criteria above, I ... *You did an excellent job and creating a situation that many people can relate to. I really liked your use of vocabulary and visuals. You did a very good job.*

Task 1: Adaptation of *Just for Fun***Exemplars for Task 1: Student 1-E**

The work of Student 1-E **meets the acceptable standard** because the student:

- uses language that is **general** and **repetitive** but supports the story; e.g., *¡Hola! ¿Cómo esta?*
- depicts a simple and/or **predictable** story that may be interpreted humorously
- sequences the story in a **simple** way
- uses **ordinary** visuals to support the story/presentation; e.g., visuals in each frame are very similar.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way		✓	
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story		✓	
LC-4.1a	• sequence events in a logical way	✓		
LC-2.7a	• use visuals to express meaning	✓		

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• write a simple story	✓		
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
S-2.3a	• write sentences in Spanish to go with my story	✓		
A-6.3a, LC-4.2a	• show a humorous situation	✓		
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story	✓		
<p>When I think about making a comic strip, I ... <i>like to do humorous stuff</i></p>				
<p>What I would do next time is ... <i>a bit more drawing</i></p>				
Para Divertirse / Just for Fun: Teacher Feedback				
Yes		Yes, but ...		No, but ...
<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
<p>Based on the criteria above, I ... <i>noticed that you used very basic language. You use good use of punctuation. Good start.</i></p>				

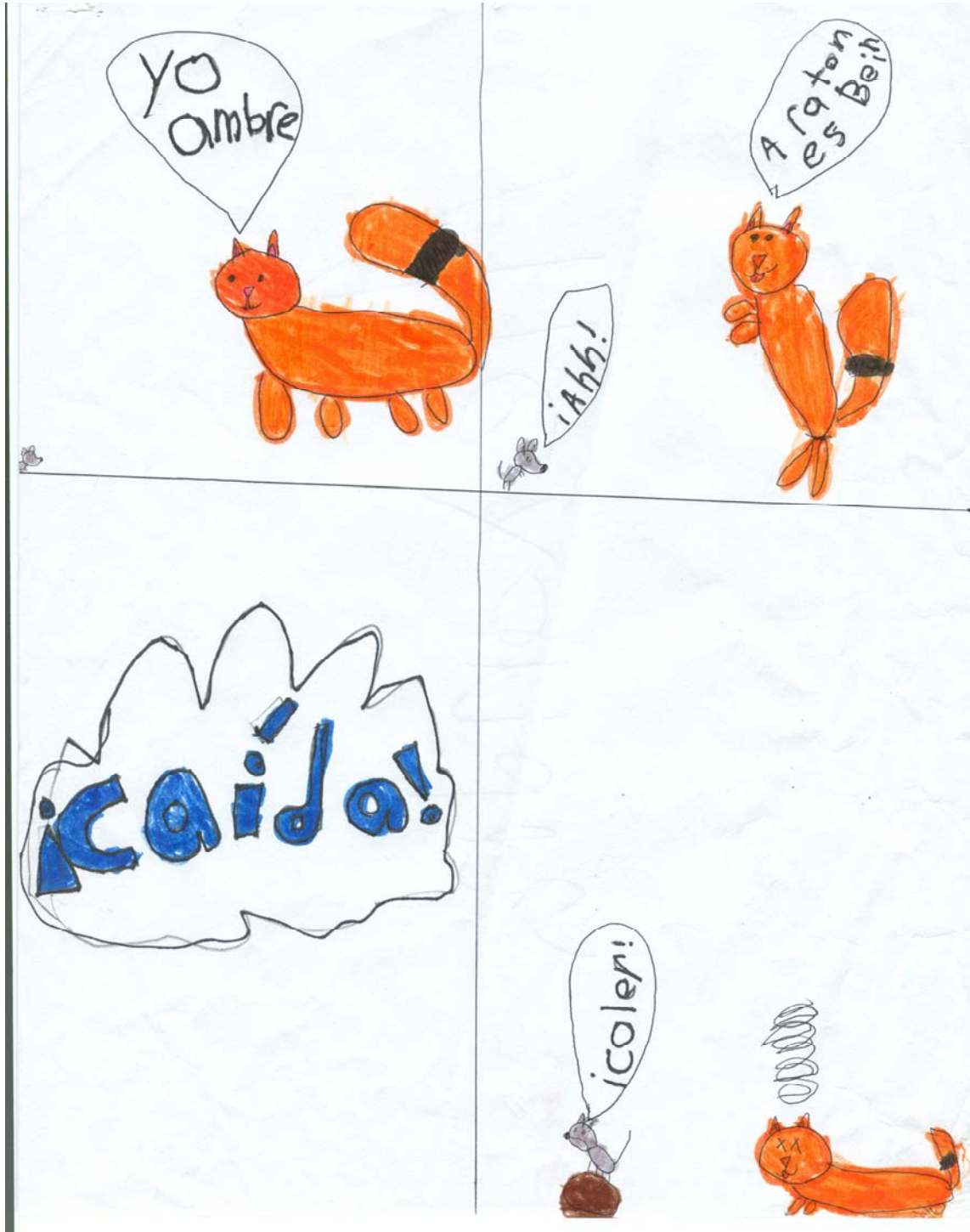
Task 1: Adaptation of *Just for Fun*

Exemplars for Task 1: Student 1-F

The work of Student 1-F **approaches the acceptable standard** because the student:

- uses the language **ineffectively**; e.g., *¡Caída!*
- implies some humour that needs to be further developed and supported by more details
- uses a simple sequence of events that is somewhat **confusing**
- uses visuals that do **not** aid in comprehension **nor** support the comic strip.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way			✓
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story			✓
LC-4.1a	• sequence events in a logical way		✓	
LC-2.7a	• use visuals to express meaning		✓	

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• write a simple story	✓		
A-6.1a, A-6.2a	• use the language in a fun and creative way		✓	
S-2.3a	• write sentences in Spanish to go with my story		✓	
A-6.3a, LC-4.2a	• show a humorous situation			✓
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story		✓	
<p>When I think about making a comic strip, I ... think of the next thing to write</p> <p>What I would do next time is ... put a little more talking talking a little more detail.</p>				
Para Divertirse / Just for Fun: Teacher Feedback				
Yes Yes, but ... No, but ... <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>				
<p>Based on the criteria above, I ... Yes I noticed that you have a clear sequence of events and some good visuals but at times the language you used was hard to understand. Be sure to look over your work and proof read it.</p>				

Task 1: Adaptation of *Just for Fun*

Exemplars for Task 1: Student 1-G

The work of Student 1-G **approaches the acceptable standard** because the student:

- uses **minimal** and **ineffective** language; e.g., *Mama, mimeta es conseguir una A en mi exam*
- expresses a **limited** use of humour
- sequences the events in a **simplistic** manner and does **not** offer details to support the story line
- uses visuals that **do little** to support the presentation.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story	✓		
LC-4.1a	• sequence events in a logical way		✓	
LC-2.7a	• use visuals to express meaning	✓		

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• write a simple story	✓		
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
S-2.3a	• write sentences in Spanish to go with my story		✓	
A-6.3a, LC-4.2a	• show a humorous situation	✓		
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story		✓	

When I think about making a comic strip, I ...

Think of things kids like and don't like

What I would do next time is ...

describe more

Para Divertirse / Just for Fun: Teacher Feedback

Yes



Yes, but ...



No, but ...



Based on the criteria above, I ... *really liked your story ideas. One extra frame would have been helpful to explain the story better.*

Task 1: Adaptation of *Just for Fun***Exemplars for Task 1: Student 1-H**

The work of Student 1-H **approaches the acceptable standard** because the student:

- uses the language **ineffectively** with dialogue that does **not** tell a story and language that is **confusing**; e.g., *Me gusta el invierno. Porque? ¡Correr Correr! ¡Si Si!*
- **poorly** sequences events that leads to **confusion**
- uses visuals that do **not** aid in comprehension **nor** support the presentation
- does **not** express humour.

Task 1: Adaptation of *Just for Fun*



Task 1: Adaptation of *Just for Fun*

In their comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• use the language in a fun and creative way			✓
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story			✓
LC-4.1a	• sequence events in a logical way			✓
LC-2.7a	• use visuals to express meaning			✓

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• write a simple story	✓		
A-6.1a, A-6.2a	• use the language in a fun and creative way	✓		
S-2.3a	• write sentences in Spanish to go with my story	✓		
A-6.3a, LC-4.2a	• show a humorous situation		✓	
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story	✓		
<p>When I think about making a comic strip, I ... think I could have done better drawing.</p> <p>What I would do next time is ... take my time</p>				
Para Divertirse / Just for Fun: Teacher Feedback				
Yes Yes, but ... No, but ... <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				
Based on the criteria above, I ... noticed that ^{you} used ^{general} basic words. do A lot of the sentences appear confusing ex. "Gracias" - "Parada"				

Task 2: Adaptation of *Lunch Program Problem*

Student's Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to attend the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Spanish class to discuss the problem and come up with possible solutions.

Principal Outcomes*

A-5 *To extend their knowledge of the world*

- A-5.2 gather and organize information**
 - b. record and share personal knowledge of a topic
- A-5.3 solve problems**
 - a. identify a problem and search for solutions
 - b. choose from alternative solutions

Supporting Outcomes*

LC-1 *Attend to form*

- LC-1.3 lexicon**
 - a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

LC-2 *Interpret and produce texts*

- LC-2.5 written production**
 - a. produce simple written sentences in guided situations

Materials

- A menu of the school lunch program, featuring unhealthy foods

Alternative Assessment Task

Your Spanish teacher has noticed that many of your classmates are spending class time discussing friendship issues; e.g., "My friend will not share his or her MP3 player" or "My friend only ever wants to play his or her favourite sport or game." Your teacher has offered to help you discuss these problems and find solutions. Discuss the problems, their possible solutions and choose a solution to present to your friends.

★ The terms Principal Outcomes and Supporting Outcomes are not used in the program of studies.

Task 2: Adaptation of *Lunch Program Problem*

Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to attend the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Spanish class to discuss the problem and come up with possible solutions.

Instructions

1. Read the current school lunch menu.
2. Write down any problems you see with the food choices on the menu.

Sample phrases

- *El problema es* _____. / The problem is _____.
- *La comida es* _____. / The food is _____.
- *Yo veo que* _____. / I see _____.
- _____ *no es sano.* / _____ is unhealthy.

3. In a small group, write a healthy menu in Spanish.
4. Share the menu with the rest of the class.
5. Decide which menu(s) should be presented to the Parent Council.

Evaluation Tools

- Teacher Rating Scale
- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting

Task 2: Adaptation of *Lunch Program Problem* : Teacher Rating Scale

Fecha: _____

Student	A-5.2b records and shares personal knowledge about healthy foods				LC-1.3a, produces simple sentences in guided LC-2.5a situations			
	correctly	mostly correctly	somewhat correctly	incorrectly	almost error-free	few errors	some errors	many errors
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30.								

Task 2: Adaptation of *Lunch Program Problem* : Teacher Checklist

Fecha: _____

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
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Task 2: Adaptation of *Lunch Program Problem* : Self-assessment Rating Scale and Goal Setting

Nombre: _____

Fecha: _____

	When solving the problem, I could ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	<ul style="list-style-type: none"> say what the problem was 				
A-5.3a	<ul style="list-style-type: none"> help suggest solutions to the problem 				
A-5.3b	<ul style="list-style-type: none"> pick a solution to the problem 				
LC-1.3a	<ul style="list-style-type: none"> tell someone else what I know about healthy foods 				
LC-1.3a	<ul style="list-style-type: none"> use food vocabulary on a menu 				
LC-1.3a	<ul style="list-style-type: none"> say simple words and phrases verbal, not written 				
<p>The next time I help solve a problem in Spanish, I will ...</p> 					

Task 2: Adaptation of *Lunch Program Problem* : Administrative Notes

These notes were used to identify the administrative procedures that teachers agreed on to ensure a higher degree of consistency across the participating classrooms.

Teacher Notes

- Teachers administering this task need to observe the cultural diversity of their classroom. Food choices of students of diverse cultural backgrounds may be affected.
- This task may be completed individually, in partners or in small groups.
- To assess student understanding of healthy choices, it is recommended that students create a lunch menu for three consecutive days.

Prior Knowledge of Benefit to Students

- Discuss *Canada's Food Guide* and note both the choices in each of the four food groups and the serving sizes.
- Review food vocabulary (students may create visual cues of popular choices).
- Review what it means to have a balanced diet.
- Have students observe and take note of their lunch over three to five days. Discuss what constitutes a good lunch.
- Observe hot lunch choices at the school (if available) and discuss if the choices are appropriate.

Before the Task

- Review food vocabulary for a lunch menu.
- Explore cultural differences in staple foods; e.g., beans and rice (*los frijoles y el arroz*) in South American Spanish-speaking countries.
- Share a poorly planned menu and an appropriate menu and discuss the differences.
- Work through a lunch menu in a guided discussion.
- Review synonyms/antonyms (e.g., healthy: *bueno para la salud, saludable, sano, beneficioso*; nonhealthy: *malo para la salud, no es sano, perjudicial*; quantifiers: *mucho/poco*) and substantive adjective gender and number agreement.

During the Task

- Discuss what the task is asking.
- Have students create the lunch menu on the computer or by hand.
- Have the students complete the assignment during class time.

Task 2: Adaptation of *Lunch Program Problem* : Administrative Notes - continued

- Inform students that they are to create a lunch menu for three days to show the nutritional value of foods on that menu.
- Have students identify foods with poor nutritional values before suggesting a new menu.
- Review the evaluation tools with students so they know what is expected of them.
- Remind students to use all resources that are available to them; i.e., dictionaries, personal dictionaries, visual cues in the classroom, *Canada's Food Guide* (in Spanish), books, the Internet.
- Offer the sentence starters on page 42 of this document (p. 54 of the classroom assessment materials) and others; e.g., *Mi menú es _____ porque (no) tiene _____.* *Mi almuerzo / comida es*

After the Task

- Students complete the Self-assessment Rating Scale and Goal Setting form (p. 45).
- Collect all student work.
- Complete the Teacher Rating Scale on page 43 of this document (p. 55 of the classroom assessment materials) while students are working on the task (observations and anecdotal notes).

Note: Participating teachers shared the following observation.

- Approximately 5 to 7 periods of 30 minutes are required to administer this assessment task.

Task 2: Adaptation of *Lunch Program Problem*

Rubric for Task 2

The following rubric was developed during the collaborative process of judging student work.

The assessment criteria for the activities in Lunch Program Problem reflect specific outcomes from the *Applications* and *Language Competence* components in the program of studies. Students will:

- identify one or more nutritional problems with food choices on a menu
- develop a list of alternatives and choose a solution
- organize information to produce a healthy menu
- use food vocabulary
- produce words, phrases and/or written sentences in guided situations.

Rubric for Grade 5 Activities	
Performance Levels	Descriptors
Meets the standard of excellence	<ul style="list-style-type: none"> • Uses pertinent details to identify the problem. • Chooses precise solutions to the problem. • Organizes the information thoroughly. • Uses a broad variety of detailed food vocabulary. • Writes simple error-free sentences.
Approaches the standard of excellence	<ul style="list-style-type: none"> • Uses varied details to identify the problem. • Chooses appropriate solutions to the problem. • Organizes the information thoughtfully. • Uses a variety of food vocabulary. • Writes simple sentences with few errors.
Meets the acceptable standard	<ul style="list-style-type: none"> • Uses basic details to identify the problem. • Chooses a simple solution to the problem. • Organizes the information in a satisfactory manner. • Uses general food vocabulary with little detail. • Writes simple sentences with some errors.
Approaches the acceptable standard	<ul style="list-style-type: none"> • Uses confusing or unrelated details to identify the problem. • Does not identify solutions. • Organizes the information in an unclear and a vague manner. • Uses limited food vocabulary. • Writes simple sentences with many errors.

Task 2: Adaptation of *Lunch Program Problem*

Exemplars for Task 2: Student 2-A

The work of Student 2-A **meets the standard of excellence** because the student:

- identifies problems with the use of **pertinent** and **specific** examples; e.g., *Yo veo que hay muchos dulces y no hay los cuatros grupes de comida*
- chooses **precise** solutions and provides **many** healthy food options to choose from; e.g., *frutas: uvas, plantano, pera, las fresas, la manzana, naranja*
- organizes the information **thoroughly** through the use of instructions on how to use the menu, chart, list and visuals
- uses **accurate** vocabulary; e.g., *carne con queso ravioles*
- writes **mostly error-free** simple sentences to describe the problem; e.g., *El menú tiene mucho calorías y sal.*

Task 2: Adaptation of Lunch Program Problem

La Cafetería

El problema es que hay poca variedad. El menú es desequilibrado. La cafetería no tiene frutas. Yo veo que hay muchos dulces y no hay los cuatro grupos de comida. El menú tiene mucho calorías y sal.

Note: -Carne es discecional.
-Por favor escoga: un comida, un refresco y fruta y/o yogur.

opc- opción

días	opción uno	opción dos 2	opción tres 3	opción cuatro 4
lunes	Tuna pez sandwich 	surtido sandwich con opc. salmon, opc. escabache, opc. mayonesa, zanahorias, lechuga 	mantequilla cacahuete y jela sandwich. 	hamión y queso Sandwich 
martes	pasta con tomate salsa 	carne o queso ravioles 	fideos y carne 	Taco vegetales o carne y vegetales 
fiesta comida viernes	fajita -vegetales -vegetales y carne 	frijoles y queso quesadilla 	Nachos con salsa y queso 	gaspacho 

Refrescos

- el agua 
- la leche 
- chocolate o blanco
- el jugo 

Frutas

- uvas 
- plátano 
- pera 
- las fresas 
- la manzana 
- naranja 

Yogur

- fresa 
- melocotón 
- frambuesa 
- moré 

Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-A	√		√	
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Task 2: Adaptation of Lunch Program Problem

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was	✓			I think I did well on saying what the problem was.
A-5.3a	• help suggest solutions to the problem	✓			I can write what things we could do better on the menu
A-5.3b	• pick a solution to the problem	✓			I didn't really pick a solution except give more fruits.
LC-1.3a	• tell someone else what I know about healthy foods		✓		I don't think I need to improve
LC-1.3a	• use food vocabulary on a menu	✓			All of it was in español.
LC-1.3a	• say simple words and phrases	✓			Yes I think I did a good job.
The next time I help solve a problem in Spanish, I will use more Spanish words to describe the problem.					

Task 2: Adaptation of *Lunch Program Problem***Exemplars for Task 2: Student 2-B**

The work of Student 2-B **meets the standard of excellence** because the student:

- identifies problems **clearly**, specific to each day of the week; e.g., *lunes: papas y calamares es fritos*
- chooses **clear** and **precise** solutions to the problem
- organizes information **effectively** in charts, using lists and bullets
- uses **specific** food vocabulary; e.g., *ensalada de fruta, rodillos del resorte*
- produces **mostly error-free** sentences; e.g., *papas, calamares y Hamburguesa es mucho grasa.*

Note: The student who completed this task participated in a before-task brainstorming activity with the entire class.

Task 2: Adaptation of Lunch Program Problem

lunes	miercolés-	viernes -
<ul style="list-style-type: none"> • Papas fritos • Calamares Fritos • Hamburguesa • Torta de Manzana • Soda De Naranja 	<ul style="list-style-type: none"> • Los platanos fritos • Espaguetis con carne y chorizo • Tres Leches • Soda De Uva 	<ul style="list-style-type: none"> • Arroz con Leche • Arroz con Pollo • Sopa De Pollo • Coca Cola
		

¿por qué el menú es no sano?

lunes

- > papas y Calamares es Fritos.
- > Soda de naranja es Calorias. no tienen valor.
- > papas, Calamares y Hamburguesa es mucho grasa.

miercolés

- > platanos es fritos.
- > Soda de uva es calorias no tienen valor.
- > Espaguetis con carne y chorizo es no tiene vegetals.

viernes

- > Coca Cola es calorias no tienen valor y mucho Calorias.
- > Sopa de pollo es no tiene frutas

Task 2: Adaptation of *Lunch Program Problem*

lunes	miercoles	viernes
	<p>Queso</p> 	<p>Fresas</p> 
<p>Bocadillo de queso</p> <p>Sopa de pollo</p>	<p>Ensalada de fruta</p> 	<p>Bocadillo de jamon y queso</p> 
	<p>Leche</p> 	<p>Jugo de manzana</p> 
<p>Agua</p> 	<p>Pan y mantequilla</p> 	<p>Rodillos del resorte</p> 

Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-B	√		√	
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Task 2: Adaptation of *Lunch Program Problem*

Nombre: _____

Fecha: _____

	When solving the problem, I could ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3d	• say what the problem was	✓			
A-5.3a	• help suggest solutions to the problem		✓		
A-5.3b	• pick a solution to the problem	✓			
LC-1.3a	• tell someone else what I know about healthy foods		✓		
LC-1.3a	• use food vocabulary on a menu			✓	
LC-1.3a	• say simple words and phrases	✓			
<p>The next time I help solve a problem in Spanish, I will ... <i>think about the problem more.</i></p>					

Task 2: Adaptation of *Lunch Program Problem*

Exemplars for Task 2: Student 2-C

The work of Student 2-C **approaches the standard of excellence** because the student:

- identifies problems **thoughtfully**; e.g., *muchas comidas que no son sanas*
- chooses **appropriate** solutions that **specifically** address the problem; e.g., *poner 100% jugo de frutas o leche en lugar de sodas*
- organizes the information in a **thoughtful** way, using a chart, lists and bullets
- uses **specific** and **detailed** food vocabulary, including some descriptions of portions/servings; e.g., *un pedozo de piña*
- uses words, phrases and sentences with **few errors**; e.g., *Trozos de papa*.

Task 2: Adaptation of *Lunch Program Problem*

El problema es que el menu Tiene muchas comidas que no son sanas y muchas comidas fritas.

La solucion al problema es:

1. poner mas frutas y vegetales en el menu.
2. poner 100% jugo de frutas o leche en lugar de sodas.
3. No poner tantas comidas grasosas.

Task 2: Adaptation of Lunch Program Problem

<u>MENU</u>		
LUNES	MIERCOLES	VIERNES
<ul style="list-style-type: none"> • Trozos de papa asada con carne • un huevo hervido. • una manzana • un yogur congelado • 100% jugo de naranja 	<ul style="list-style-type: none"> • Pavo envuelto en tortilla. • sopa de vegetales. • un pedozo de piña • una barra de cereal • 100% jugo de manzana 	<ul style="list-style-type: none"> • pure de papa • hobicvelas con Pollo • un trozo de queso • Leche con chocolate

Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-C	√		√	
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Task 2: Adaptation of *Lunch Program Problem*

Nombre: _____

Fecha: _____

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was	✓			say a little more
A-5.3a	• help suggest solutions to the problem	WAT	✓		say a little more
A-5.3b	• pick a solution to the problem	✓			Pick a little more course
LC-1.3a	• tell someone else what I know about healthy foods	✓			could tell more people
LC-1.3a	• use food vocabulary on a menu	✓			?
LC-1.3a	• say simple words and phrases	✓			?
The next time I help solve a problem in Spanish, I will ...					

Task 2: Adaptation of *Lunch Program Problem***Exemplars for Task 2: Student 2-D**

The work of Student 2-D **approaches the standard of excellence** because the student:

- identifies **more** than one problem and provides **detailed** examples; e.g., ... *tiene mucho azucar, ... muchas calorías*
- provides **appropriate** solutions to the problem, although contradicts himself or herself when discussing *la sopa*
- organizes information in a **logical** way, using a table with a list and bullets
- uses **details** to qualify food vocabulary; e.g., *bistec* instead of just *carne*, *jugo de manzana* rather than *jugo*
- produces sentences and words that **rarely** impede understanding; e.g., *colorias: calorías*.

Task 2: Adaptation of *Lunch Program Problem*

EL Menú

El problema es la comida tiene mucho azúcar. El azúcar tiene muchas calorías y no es sano. La comida, como las sopas, tiene mucho sodio.

<p><u>Montes</u></p> <ul style="list-style-type: none"> • chile • queso de emparedada • chorizo • uvas • jugo de manzana • leche 	<p><u>Jueves</u></p> <ul style="list-style-type: none"> • sopo • pepino • maíz • salchichón • jugo de naranjo • Leche 	<p><u>Viernes</u></p> <ul style="list-style-type: none"> • pescado • fresa • Zoro horio • bistec • jugo de naranjo • Leche 
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Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-D	✓		✓	
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Task 2: Adaptation of *Lunch Program Problem*

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was	✓			give more reasons.
A-5.3a	• help suggest solutions to the problem		✓		suggest healthy choices
A-5.3b	• pick a solution to the problem		✓		Tell what would happen if menu was changed
LC-1.3a	• tell someone else what I know about healthy foods		✓		give facts about vitamins and minerals
LC-1.3a	• use food vocabulary on a menu			✓	Tell what word means
LC-1.3a	• say simple words and phrases	✓			add more sentences.
The next time I help solve a problem in Spanish, I will ...					

Task 2: Adaptation of *Lunch Program Problem*

Exemplars for Task 2: Student 2-E

The work of Student 2-E **meets the acceptable standard** because the student:

- identifies the problems with the menu in a **simplistic** manner
- uses **some details** to describe new food choices; e.g., *sandía, una rodajas de piña*
- organizes the information **satisfactorily**, using a list
- uses **general** food vocabulary; e.g., *pan, leche*
- produces **repetitive** sentences; e.g., *No bastante comida que sana, necesidades más comida que sana.*

Task 2: Adaptation of *Lunch Program Problem*

El problema es el menu tiene mas comida que no es sana.
Tiene mas soda, comida fritos, y comida que no es sana.

No bastante comida que sana, necesidades más comida que sana.

lunes

pollo

Juga de naranja

sandía

torta de manzana

miercoles

leches

arroz con pollo

pan

manzana

banano

viernes

helado

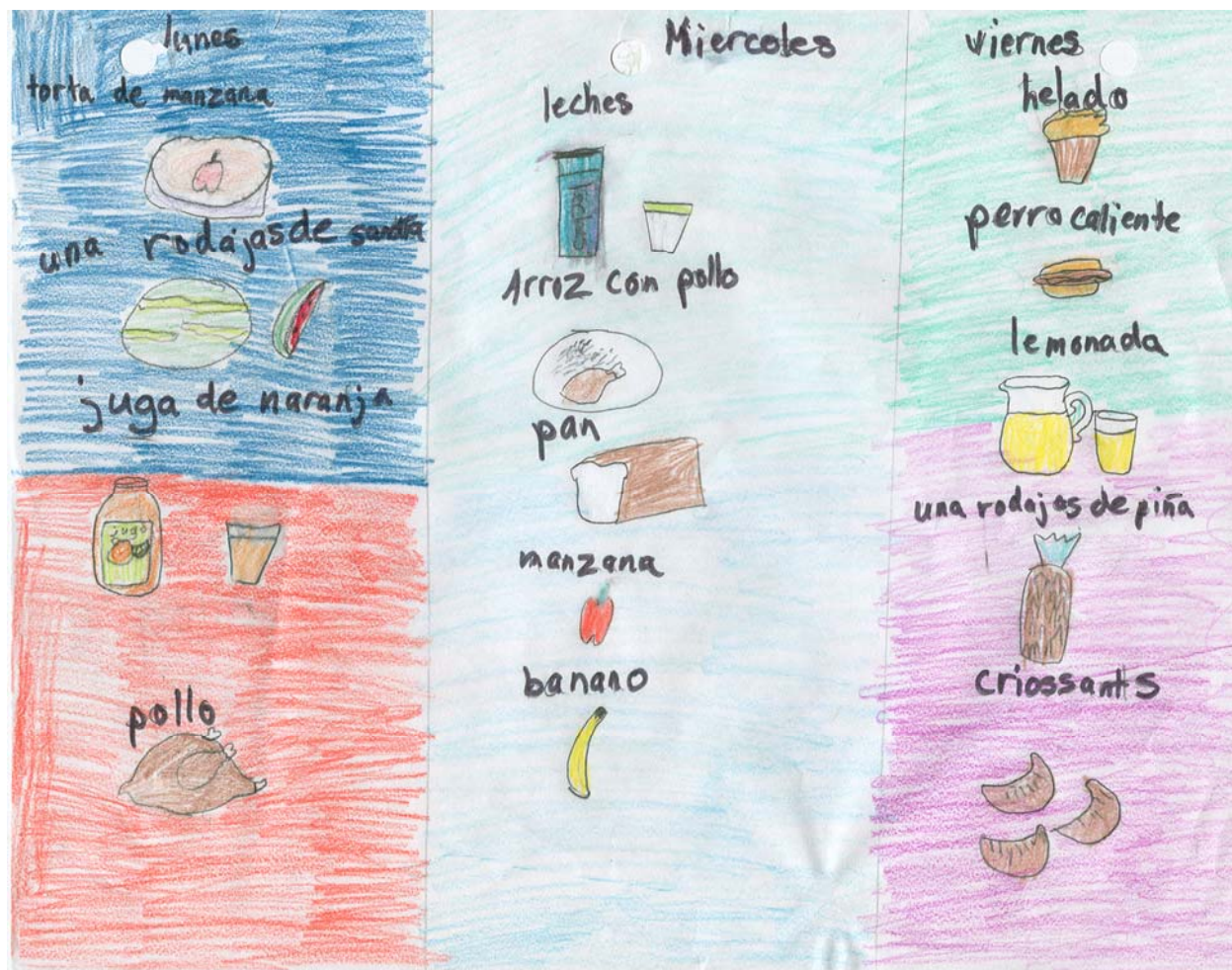
perro caliente

lemonada

una rodajas de piña

croissants

Task 2: Adaptation of *Lunch Program Problem*



Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-E	✓			✓
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Task 2: Adaptation of *Lunch Program Problem*

	When solving the problem, I could ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was	✓			write neater
A-5.3a	• help suggest solutions to the problem	✓			write more
A-5.3b	• pick a solution to the problem	✓			write more
LC-1.3a	• tell someone else what I know about healthy foods	✓			tell them more
LC-1.3a	• use food vocabulary on a menu	✓			more food
LC-1.3a	• say simple words and phrases	✓			smaller sentences
The next time I help solve a problem in Spanish, I will ... tell people about it.					

Task 2: Adaptation of *Lunch Program Problem*

Exemplars for Task 2: Student 2-F

The work of Student 2-F **meets the acceptable standard** because the student:

- identifies a **sufficient number** of the problems with the menu; e.g., *No tiene producto con leche*
- provides **basic** solutions
- organizes **basic** information, using a table
- uses vocabulary that is **simple** and at times **confusing** due to the translations; e.g., *té de hielo* (iced tea), *jugo anaranjado*, *grano de Nurtri*
- uses **simple** sentences with **little variation**; e.g., *La comida no tiene fruta, no tiene variedad, no tiene agua.*

Note: The student who completed this task participated in a before-task brainstorming activity with the entire class.

Task 2: Adaptation of *Lunch Program Problem*

lunes	miercolés-	viernes -
<ul style="list-style-type: none"> • Papas fritos • Calamares Fritos • Hamburguesa • Torta de Manzana • Soda De Naranja 	<ul style="list-style-type: none"> • Los platanos fritos • Espaguetis con carne y chorizo • Tres Leches • Soda De Uva 	<ul style="list-style-type: none"> • Arroz con Leche • Arroz con Pollo • Sopa De Pollo • Coca Cola 

por qué el menú es no sano?

no tiene producto con leche

mucho azucar, mucho grasa,

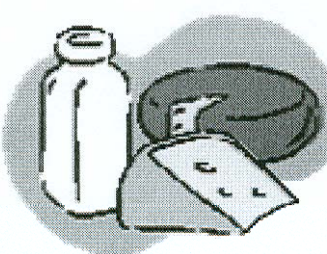


no tiene vegetals, y mucho salada,

no tiene fruitas, mucho comida,

La comida no tiene fruta, no tiene

variedad, no tiene agua

Task 2: Adaptation of *Lunch Program Problem*

lunes	miercoles	viernes
<p><i>Tortilla Espanola</i> <i>Ensalada Verde</i> <i>Leche</i></p> 	<p><i>Té del hielo</i> <i>Espagueti</i> <i>Agua</i> <i>Ensalada de Ceaser</i></p> 	<p>Jugo anaranjado Sopa del brócoli Grano de Nurtri té</p> 

Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-F		√		√
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Task 2: Adaptation of *Lunch Program Problem*



When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was	✓			
A-5.3a	• help suggest solutions to the problem		✓		
A-5.3b	• pick a solution to the problem		✓		
LC-1.3a	• tell someone else what I know about healthy foods		✓		
LC-1.3a	• use food vocabulary on a menu		✓		
LC-1.3a	• say simple words and phrases	✓			
The next time I help solve a problem in Spanish, I will ... know what the words mean					

Task 2: Adaptation of *Lunch Program Problem***Exemplars for Task 2: Student 2-G**

The work of Student 2-G **approaches the acceptable standard** because the student:

- provides **basic** support for the problem
- chooses an **overly simple** solution; e.g., *quesadilla, tortilla*
- organizes information in a **limited** and **superficial** manner
- uses **general** food vocabulary and needs further details; e.g., *tortilla, vaderas*
- uses **simple** sentences **poorly**; e.g., uses *y...y...y...* in one run-on sentence.

Task 2: Adaptation of Lunch Program Problem

D	bebida	Comida	merienda	Postre	
Lunes	Naranja Jugo	Arroz con verduras	Yogur	manzana	
Martes	leche	Sopa de Pollo	Verduras	Pastal de Chocolate	
Miércoles	Manzana Jugo	quesadilla	tortilla	Naranja	

El problema con el otro menú fue desequilibrado y fue tenfo tiene muy grasa y azucar y muy salado.



Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-G		√		√
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Task 2: Adaptation of Lunch Program Problem


	When solving the problem, I could ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was	✓			very good
A-5.3a	• help suggest solutions to the problem		✓		I did a bit but not a lot
A-5.3b	• pick a solution to the problem			✓	not I did not
LC-1.3a	• tell someone else what I know about healthy foods	✓	✓		not much but I did
LC-1.3a	• use food vocabulary on a menu	✓			Yes but not perfect
LC-1.3a	• say simple words and phrases		✓		not good I could have but pritty done better
<p>The next time I help solve a problem in Spanish, I will ... add more details and make it more ^{more} understandable for everyone so I'd make</p>					

Task 2: Adaptation of *Lunch Program Problem***Exemplars for Task 2: Student 2-H**

The work of Student 2-H **approaches the acceptable standard** because the student:

- identifies **few** problems in a **confusing** manner that impedes understanding; e.g., *macho graso*
- identifies solutions that are **minimal** and **repetitive**
- organizes information by including all food groups
- uses **limited** vocabulary and **incorrect** translations; e.g., *Danés*: Danish person, not food
- writes one **simple** run-on sentence.

Task 2: Adaptation of Lunch Program Problem

<p>Problema El Problema Con El Menu Qué hay mucho Comida Salada tiene mucho grasa.</p>	<p>El Menu</p> 						
	Pan	Fruta	lechería	refresco	Carne	Postre	Vegetales
Lunes	Danés	Piña	Queso	Juego de Uvas	Carne de vaca	limón semilla de ama pollo	ensalada
Martes	Danés	Uvas	Queso	Juego de Piña	Panomita se de pollo	fruta con nuta	escabeche
Miércoles	Danés	Naranja	basterade Queso	Juego de mazana	Panomitas amarón	helado	longosta ensalada

Task 2: Adaptation of *Lunch Program Problem*

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1. Student 2-H		√		√
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Task 2: Adaptation of *Lunch Program Problem*

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was		✓		I could describe what the problem was more.
A-5.3a	• help suggest solutions to the problem		✓		I would have put more suggestions.
A-5.3b	• pick a solution to the problem		✓		Say something I could do about the menu.
LC-1.3a	• tell someone else what I know about healthy foods		✓		I could say what kind of stuff I know about healthy foods.
LC-1.3a	• use food vocabulary on a menu	✓			I would have used more descriptive words.
LC-1.3a	• say simple words and phrases	✓			I could ...
<p>The next time I help solve a problem in Spanish, I will ... try to add some suggestions to la problema and more problems.</p>					