

World Language Assessment: Get in the Mode!

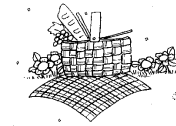
Planning Assessment for Learning

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Grades 3 and 4 French

Unit: OUISCONSIN: Early French Explorers and Fur Trade in Wisconsin (1634-1735) Grades 3/4



SAMPLE PLANNING TEMPLATES



- Integrated Performance Assessment (IPA)
- Thematic Unit Plan Inventory (UPI)
- Sample Lesson Plan Activities



INTEGRATED PERFORMANCE ASSESSMENT (IPA)

Adapted from Planning Curriculum for Learning Languages (2002)

Thematic Unit: **OUISCONSIN: Early French Explorers and Fur Trade in Wisconsin (1634-1735)**

Grade(s) **3/4**

Targeted Proficiency Level: LWL p. 30-31 **Beginning** -----X----- **Developing** **Transitioning** **Refining** ▶

Key Question: LWL pp. 52-53 Who am I? Who are you? **Theme:** LWL pp. 52-53 Self and Community: Interests / Shopping **Topic(s):** LWL pp. 52-53 What I like to eat / What I like to do

Communication Mode: LWL pp. 7-8	Interpersonal Interpretive 1 Presentational	Interpersonal Interpretive 2 Presentational	Interpersonal Interpretive 3 Presentational
Assessment Task: LWL pp. 26-29 Language Functions: LWL pp. 256-258	Listen to a series of sentences and categorize them according to whether they describe a food or an activity. -----X----- <ul style="list-style-type: none"> • Use context clues for comprehension • Use linguistic clues for comprehension 	Write and present a concrete poem that shows something you like to do or eat. Describe your drawing. OR Demonstrate how to make maple syrup or recipe using maple syrup. -----X----- <ul style="list-style-type: none"> • Provide information • Describe with adjectives • Tell simple sequences 	In groups of 3-4, set a date for a canoe trip on small, local lake and picnic at Père Marquette Park in Milwaukee. Decide who will take each position in the canoe using a French counting rhyme. Then shop for the foods (including French items) at a pretend grocery store (LE VIEUX POSTE DE TRAITE). -----X----- <ul style="list-style-type: none"> • Ask questions • Maintain conversation • Make arrangements
Wisconsin Communication Standards <i>What students know and should be able to do</i> LWL pp. 228-230	B1: Listening: Students will understand spoken language on familiar topics that has strong visual support. B5: Strategies: Students will use previous classroom experience with the language to understand its spoken and written forms.	C1: Oral Presentations: Students will dramatize student-created and/or authentic short plays, stories, skits, poems and songs.	A1: Conversations: Students will carry on a short conversation about personal interests, including what they have done, are doing and planning to do. A3: Opinions: Students will state personal preferences and feelings. A5: Comprehension: Students will ask for repetition and repeat to ensure understanding.
Links to the other Wisconsin standards: <ul style="list-style-type: none"> ✓ Culture LWL pp. 231-232 ✓ Connections LWL p. 233 ✓ Comparisons LWL p. 234 ✓ Communities LWL p. 235 Evidence <i>How these standards are incorporated in the thematic unit</i> <input type="checkbox"/> Standards highlighted in yellow include evidence specifically linked to this assessment. Evidence of all four are incorporated in the unit (UPI).	CULTURE (Evidence – UPI: <i>Les Fourriers des Grands lacs, Le castor, L'eau d'érable</i> illustrated texts; fantasy trip simulations: Voyageurs; collecting maple syrup; voyageurs songs) E3: Mutual Influences: Students will identify some historical and contemporary influences in their own culture, such as explorers and settlers, music and sports. E4: Geography: Students will identify countries, regions and geographic features where the target language is spoken. CONNECTIONS (Evidence – UPI: Social Studies, Language Arts, Art, Music, Drama activities based on texts listed in Culture) F1: Speaking and Writing: Students will use topics and skills from other school subjects to discuss and/or write in French. F2: Reading and Listening: Students will read material, listen to and/or watch programs in French on topics from other classes. COMPARISONS (Evidence – UPI: graphic organizers to understand text and spoken language with interpretive mode activities; diorama to compare/contrast harvesting maple syrup by Native Americans and current Canadian practices) H1: Structures: Students will identify cognates, root words, prefixes, suffixes and sentence structure to derive meaning. H5: Phonetics: Students will compare sound-symbol association of English to French I1: Cultural Variations: Students will discuss the meaning of perspectives, products and practices in different cultures. COMMUNITIES (Evidence – UPI: 3/4 Program: Pourquoi Story presentation; Ensemble: interactive songs and dance with audience) J1: Service: Students will provide service to their school through such activities tutoring, teaching, etc. K3: Understanding: Students will deepen their understanding of other cultures through various avenues such as cuisine, sports, theater, dance and art.		
Structures and Vocabulary (LWL pp. 56-57) <i>What needs to be taught for students to be successful in the Performance Assessment</i>	Interrogatives: Who, When, Does, What, How much/many Verb Forms: present, conditional 1 st , 2 nd , 3 rd person & infinitives; affirmative/negative: <i>like, want, buy, eat, is/are, have, cost, need</i> Vocabulary: canoeing positions, parts of canoe, paddle, oar, towel, blanket, life jacket, water activities (swimming, water skiing, building sand castle), store/supermarket, lunch foods and drinks, time expressions		



Communication Mode:	Interpersonal Interpretive Presentational 1	Interpersonal Interpretive Presentational 2	Interpersonal Interpretive Presentational 3
<p>LWL p. 237</p> <p>Assessment of Target Performance</p> <p>Key elements from Performance Guidelines to consider in rubric development</p> <p><i>How well students perform</i></p> <p>LWL p. 238</p> <p>LWL p. 239</p> <p>LWL p. 240</p>	<p>Content</p> <p>Situation <i>Comprehension check via responses to quiz</i></p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Content</p> <p><u>Written</u> <u>Spoken</u></p> <p>Complexity/Sophistication Complexity/Sophistication Vocabulary Vocabulary</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Content</p> <p>Spontaneity Situation</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>
	<p>Accuracy</p> <p><i>Comprehension check of language and/or social studies content recall via responses to quiz</i></p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Accuracy</p> <p><u>Written</u> <u>Spoken</u></p> <p>Spelling Ease Pronunciation</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Accuracy</p> <p>Ease Pronunciation</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>
	<p>Communication Strategies</p> <p>Comprehension <i>Comprehension check via responses to quiz</i></p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Communication Strategies</p> <p><u>Written</u> <u>Spoken</u></p> <p>Impact Comprehensibility Monitoring Impact</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Communication Strategies</p> <p>Monitoring Clarification Impact</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>
	<p>Cross-Cultural Applications</p> <p>Awareness <i>Comprehension check via responses to quiz</i></p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Cross-Cultural Applications</p> <p><u>Written</u> <u>Spoken</u></p> <p>Not assessed Not assessed</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>	<p>Cross-Cultural Applications</p> <p>Not assessed</p> <p><i>See sample tasks and rubrics for specific criteria.</i></p>



THEMATIC UNIT PLAN INVENTORY (UPI)

Curtain and Dahlberg (2004) Adapted with permission

TITLE OF UNIT: OUISCONSIN: Early French Explorers and Fur Trade in Wisconsin (1634-1735) **LEVEL:** Beginning Developing Transitioning Refining **GRADE(S):** 3/4

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Activities highlighted in yellow are featured in video, **World Language Assessment: Get in the Mode! Assessment for Learning**

COMMUNICATION Language Functions	CULTURE	CONNECTIONS Subject Content	VOCABULARY	STRUCTURES Grammar	MATERIALS	* LESSON TOPICS * ACTIVITIES * PERFORMANCES
<p>Describe people/places: Physical description</p> <p>Describe events: Use sequence words (ordinal numbers) & tell simple sequences</p> <p>Make comparisons: Compare two things</p> <p>Express feelings/opinions: Tell likes/dislikes; agree/disagree using simple expressions</p> <p>Ask/answer questions: Yes/no, "tag," use question words</p> <p>Ask for clarification: Repeat words, express lack of comprehension</p> <p>Use linguistic clues for comprehension: Identify cognates, root words, prefixes, rhyming words</p> <p>Make arrangements: Make a date</p>	<p>Culture Standard French/Canadian products, practices, perspectives (past): exploring New World –WI: Fur trade; maple syrup (recipe); French settlers; French place names in WI; Native American legends</p> <p>Cultural Fantasy ● Re-enact a voyageur experience in WI (fur trading; portage) replayed in different seasons. ● Re-enact Native Americans collecting maple sugar</p> <p>(CONNECTIONS)</p> <p>Music - CD: <i>Songs of the Voyageurs</i> Sing: <i>C'est l'aviron, Alouette, Mon merle, À la claire fontaine</i></p> <p>Drama - Gouin Series charades - Role-playing, skits to model interpersonal communication in context of French fur traders interacting with Native Americans.</p> <p>Art - Pourquoi Story illustrations - Diorama (Shadow boxes – Joseph Cornell)</p>	<p>Language Arts</p> <ul style="list-style-type: none"> • <i>Les fourriers et les Grands lacs</i>: - Matching text with pictures - Sequencing text - Graphic organizer to categorize vocabulary: <i>Person/Animal/Food/Place/Action</i> • <i>Le voyageur fatigué</i> (story; video) Gouin series (illustrate / add 2) • Comptine, <i>Bateau ciseau</i> and voyageur songs as poems to identify rhyme, vowel combinations, silent letters • <i>Le castor</i> - Graphic organizer to identify habitat, family, diet, actions, physical characteristics - Guided Pourquoi Story <i>Pourquoi le castor dort le jour</i> <p>Social Studies</p> <ul style="list-style-type: none"> - WI Early Explorers, fur trade, Voyageurs, French settlers - Water routes (France-Canada-WI): Atlantic Ocean, St. Laurence, Great Lakes) - Mapping voyageur route in WI; Canoe positions - Trading post activity 	<p>ANIMALS large and small animals used for fur and skins (i.e., deer, bear, beaver, raccoon)</p> <p>CLOTHING (Seasonal) shirt, pants, dress, belt socks, shoes, boots hat, coat, scarf, gloves bathing suit</p> <p>WEATHER It's nice/nasty It's cold/hot It's raining/snowing</p> <p>CALENDAR days, months, seasons</p> <p>WATER ACTIVITIES <i>canoe, paddle/or</i> lake, river, life preserver (jacket/vest); swimming, water skiing, sailing, fishing</p> <p>NUMBERS - 0-59 - Ordinal numbers</p> <p>TIME</p> <p>FOODS bread, fry bread, sandwich, meat, cheese, peanut butter, jelly, corn, potato, fruit, maple syrup, water, milk, cookies</p> <p>Miscellaneous merchant, trading post, tree, bark, Great, Lakes, supplies, Native American, man/woman, child, skins, guns, blanket, grocery store</p>	<p>Verb Forms (affirmative & negative) 1st, 2nd, 3rd singular, 3rd plural wear, put on paddle/row hunt dry get in (canoe) eat like want (would like – cond.) to be, have, do go to be able bring prepare harvest meet walk/hike</p> <p>Interrogatives when, where, Do you... What time...., How much</p> <p>Adjectives big/small heavy/light wet/dry</p> <p>Adverbs too</p> <p>Comparative & Superlative</p> <p>Idiomatic Expressions to be hungry, thirsty, hot, cold, sleepy</p>	<p>Text - <i>Les fourriers et les Grands lacs</i> - <i>Le voyageur fatigué</i> - Comptine: <i>Bateau, ciseau</i> - <i>Le castor</i> - <i>L'eau d'érable</i></p> <p>Music/Songs - <i>Songs of the Voyageurs</i> - <i>Le calendrier</i> - <i>Si j'ai</i> - <i>Les sandwiches</i></p> <p>Visuals/ Realia/Props - Vocabulary/Structures - Fantasy Trip scenery</p> <p>Manipulatives & Supplies - Magic Box - Felt board & story cut-outs - Canoe (birch & cardboard) - Plastic foods - Voyageur poster - Chart paper, markers, crayons - Clock, calendar</p> <p>Graphic Organizers (Organigrammes) & Activity Templates - Voyageur vocabulary - Fur trade maps - Lotto game and voyageur pictures - Partner Info Gap - Sentence strips - Foods and recreation activities</p>	<p>* LESSON TOPICS * ACTIVITIES * PERFORMANCES</p> <p><i>Ritual, daily opening</i> Calendar; Weather; Menu, Question-Answer BEGINNING - Sing <i>C'est l'aviron, Alouette</i> - <i>Fourrier</i> coloring pages - 12 statements from coloring pages beginning with <i>Voici</i> Organigramme to categorize 12 words - Numbers 0-31 (Lotto) - Info Gap partner activity w/<i>Fourrier</i> words & pictures - Gouin Series: 6 <i>Voyageur fatigué</i> sentences - <i>Le voyageur fatigué</i> story & video - Quizzes: numbers 0-31, calendar, seasons, animals MIDDLE - <i>Sing Mon merle</i> - Match sentences with coloring pages - Numbers 32-59 - Time (Lotto) - Voyageur Fantasy Trip - <i>Qui suis-je</i> game - Charades and skits (trading post) - Map out voyageurs route with legend - Quizzes: Time, Pourquoi Story vocabab - Write Pourquoi Story END - Sing <i>À la Claire fontaine</i> - Maple syrup fantasy trip - Foods: <i>Si j'ai; Les sandwiches</i> - Picnic basket game - Quiz: foods / food expressions</p>
COMPARISONS					ASSESSMENT	
<p>Language: Cognates; French place names in WI; French words for waterways</p> <p>Culture: French/Canadian/American/Native American: food, clothes, music; Harvesting maple syrup past & present</p>					<p><i>Unit Plan Inventory (UPI) link to Lesson Plans and Integrated Performance Assessment (IPA)</i> Activities and performances on which data are collected (content & practice for IPA)</p> <ul style="list-style-type: none"> • Interpersonal, interpretive, presentational performance tasks in lesson plan activities • Quizzes (content, vocabulary & grammar) <p><i>IPA Template</i></p> <ul style="list-style-type: none"> • End of unit Integrated Performance Assessment scenarios and simulations: Interpretive, Presentational – oral / written, Interpersonal 	
COMMUNITIES						
<p>Presentations to other classes, school, parent audience: Wisconsin Tales production, 5/08 – Jean Nicolet, original Pourquoi Story (readers, illustrators, actors), Voyageur song – <i>Mon merle</i></p>						

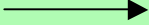
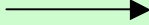




Sample Lesson Plan Activities – Building Repertoire

Lesson Plan Link to Unit Plan Inventory (UPI) and Integrated Performance Assessment (IPA)

OUISCONSIN: Early French Explorers and Fur Trade in Wisconsin (1634-1735) Grades 3/4

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Moving from . . . Building toward	Teacher Controlled <i>RECEPTION</i> <i>Teacher introduces</i>	 <i>Teacher/class practice</i>	 <i>Students practice</i>	Open-Ended <i>RECEPTION & PRODUCTION</i> <i>Students demonstrate</i>
Practiced, Memorized <i>LESSON PLAN CONSTRUCT</i>	Teacher presents vocabulary and pictures from story, <i>Les fourriers et les grands lacs</i> with TPR activities to introduce Ouisconsin.	Teacher presents Gouin Series on voyageurs (based on story, <i>Le voyageur fatigué</i>); Students illustrate Gouin Series.	Students play partner Lotto game with word cards from <i>Les fourriers et les grands lac</i> and the <i>Gouin series</i> .	Interpretive Performance Task Students take illustrated dictée based on Gouin Series.
	Teacher introduces target vocabulary for song, <i>C'est l'aviron</i> (from CD, <i>Songs of the Voyageurs</i>), using realia and TPR.	Students listen to song and raise hand each time they hear target word or phrase.	Students write and/or draw words they understand and compare with partner.	Presentational Performance Task Students recite song by heart adding gestures and/or pictures.
	Teacher demonstrates directions for pop-up page while students make sample.	Teacher explains rubric for pop-up. Students choose content for pop-up page (i.e., facts about the beaver, based on story, <i>Le castor</i>) and make first draft with written content.	Students peer edit pop-up pages.	<i>Peer coached practice</i> Students practice reading pop-up pages in small groups with a student “coach” who gives feedback based on rubric.
Spontaneous, Independent <i>REAL-LIFE APPLICATION</i>	Teacher <u>briefly</u> primes students before making a grocery shopping list reviewing favorite foods.	Students place “foods” (using realia and pictures), including some Native American favorites, in a mock grocery store, LE VIEUX POSTE DE TRAITE.	Partners make a shopping list of foods they would like to bring on a picnic.	Interpersonal Performance Task <i>Students plan outing and go shopping for picnic foods.</i>