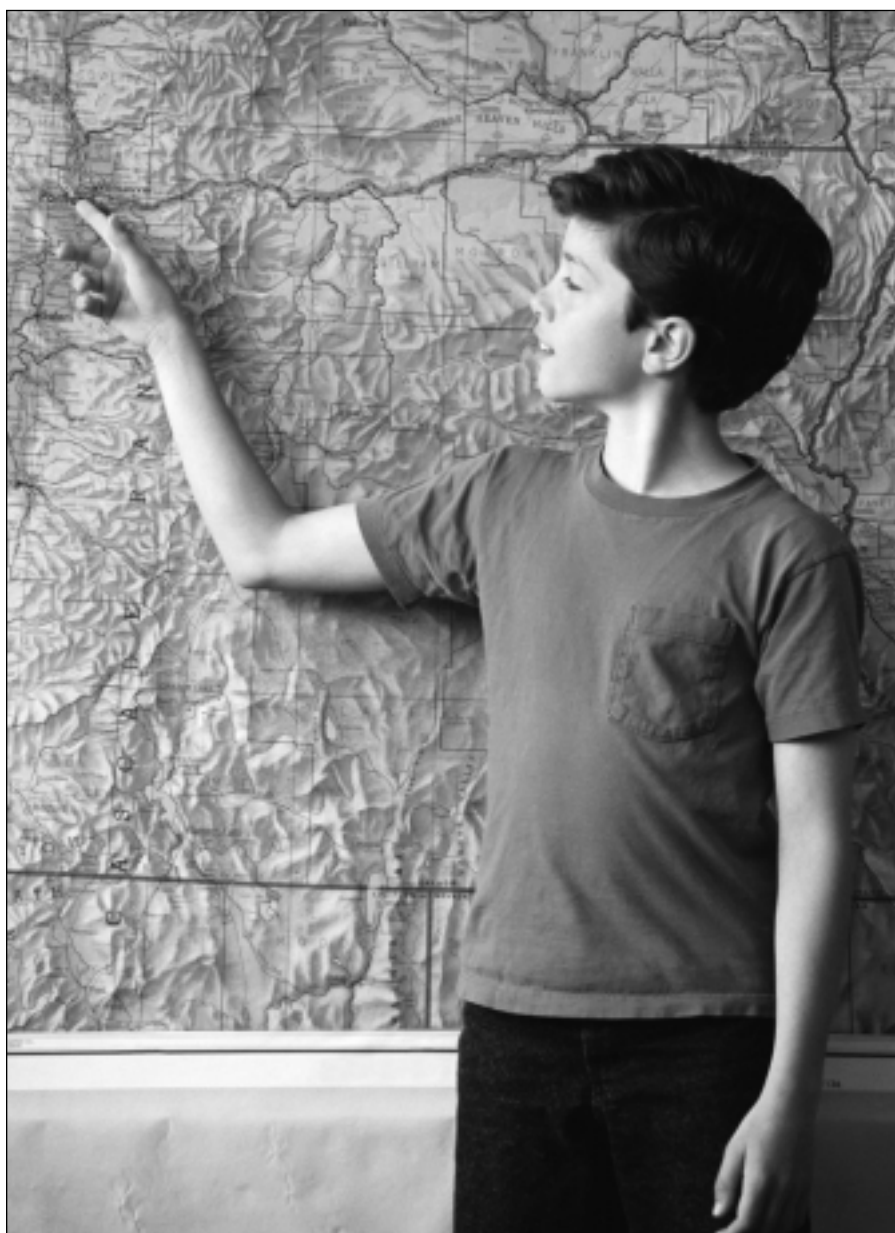




APPENDICES



APPENDICES

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APPENDIX A: ACTFL Guidelines

*Figure 1***ACTFL Performance Guidelines for K-12 Learners**

The guidelines described on the following page were introduced at the ACTFL convention in November 1998. Individual copies are available through ACTFL:

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza Yonkers
NY 10701-6801
Phone: 914-963-8830
Fax: 914-963-1275
Web Site: <http://www.actfl.org>
Email: actflhq@aol.com

ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS TASK FORCE

Elvira Swender, Director, ACTFL
 Greg Duncan, Task Force Chair, InterPrep, Inc.
 Martha Abbott,*Fairfax County (VA) Schools
 Harriet Barnett, Manhattanville College
 Peggy Boyles,*Putnam City (OK) Schools
 Karen Breiner-Sanders, Georgetown University
 Mari Haas, Teachers College, Columbia University
 Eileen Lorenz, Montgomery County (MD) Schools
 John Miles,*Educational Testing Service
 Alisha Reeves, Richland One (SC) School District
 Nancy Rhodes, Center for Applied Linguistics
 Kathleen Riordan, Springfield (MA) Public Schools
 Peggy Singer, Louisiana Department of Education

**section editor*

Figure 1 (continued)

ACTFL Performance Guidelines for K-12 Learners

Why New Guidelines?

For nearly two decades, the *ACTFL Proficiency Guidelines* (1982) have profoundly influenced our profession, first in the area of assessment and second in the area of curriculum development. Even though they were designed to describe language performance of adult-like language users, these guidelines have also been helpful in articulating the kind of language high school users might produce. The *ACTFL Proficiency Guidelines* (1982) assume a certain level of cognitive development with which the language user can perform language tasks and functions and also describe language proficiency regardless of where and how it is acquired.

The *ACTFL Performance Guidelines for K-12 Learners* expand upon the aforementioned guidelines by focusing on second language use by students who participate in elementary, middle and high school foreign language programs. Unlike adult language users, students in the K-12 spectrum are in a continuous process of cognitive development that influences their ability to perform language tasks. Additionally, students acquire their language skills in the controlled and carefully articulated environment of a school classroom. The new *ACTFL Performance Guidelines for K-12 Learners* take these factors into consideration as they set forth characteristics of language users at the various stages or benchmarks of learning and development.

Standards for Foreign Language Learning are the **content standards** that define the “what” of foreign language learning in American classrooms. The *ACTFL Performance Guidelines for K-12 Learners* are the **performance standards** that define the “how well.” Like *Standards for Foreign Language Learning*, the *ACTFL Performance Guidelines for K-12 Learners* are designed to reflect second language learning that begins in kindergarten and continues in an uninterrupted sequence through Grade 12, reflecting a vision for language learning and language use by American students. Clearly, more American school districts now offer longer sequences of foreign language than ever before. However, a 13-year uninterrupted program of foreign language study is not commonly found in this country as the 20th century draws to a close.

While designed to describe language use by students who articulate along the 13-year continuum of language learning set forth by *Standards for Foreign Language Learning*, language professionals whose students do not travel on a 13-year continuum will still find the *ACTFL Performance Guidelines for K-12 Learners* useful since they account for various entry points that reflect most major language sequences

found in the United States. Users of the *K-12 Guidelines* will be able to identify language performance descriptions for their students who fit into any of the following configurations: K-4; K-8; K-12; 5-8; 5-12; 9-10; 9-12.

What are these Guidelines Intended to Do?

Standards for Foreign Language Learning have answered the question of “what” should be taught in American foreign language classrooms. Subsequent efforts by states and local school districts have further defined what should be taught to American students learning foreign languages. Such standards are known as “content standards.” What has heretofore been missing is the answer to the question “how well” should students be expected to do the “what.” These guidelines, or “performance standards,” provide information to teachers and administrators about how well students can be expected to do the “what” from the content standards.

The *ACTFL Performance Guidelines for K-12 Learners* were developed to help foreign language educators better understand the developmental path that second language learning takes when it occurs within a school setting. More exposure to language and culture content, as provided by the classroom teacher, is a major factor in language acquisition by students. Varying learning speeds, biases to certain learning styles and the general language learning ability of students also affect how well a second language is learned. The language performance descriptions contained in these *Guidelines* are designed to help teachers understand how well students demonstrate language ability at various points along the language learning continuum.

Hopefully, using the *ACTFL Performance Guidelines for K-12 Learners* will alleviate the pressure experienced by many foreign language educators to achieve unrealistic goals in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. The hundreds of American foreign language educators who reviewed and responded to these guidelines during their development have verified that the descriptions represent the reality of what students should be able to do with a foreign language after set amounts of time provided that their instruction is both **standards-based** and **performance-based**. That being the case, teachers

Figure 1 (continued)

ACTFL Performance Guidelines for K-12 Learners

should be able to refer this document, reflect on their students' use of language, and feel that they are "on track." Alternatively, teachers may read the descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program to achieve the level of language performance described.

Classical Languages

The *ACTFL Performance Guidelines for K-12 Learners* are also intended to be applied to the classical languages (Latin and Greek). While often falsely assumed that students of Latin and classical Greek spend all of their instructional time reading and translating, the new performance guidelines provide a further context for a more comprehensive view of the instructional components to be found in such classes. The importance of the three modes of communication (Interpersonal, Interpretive and Presentational) as an applicable principle to the learning of the classical languages is evidenced in the following standards found in the *Standards for Classical Languages*:

- Students read, understand and interpret Latin or Greek.
- Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Therefore, while reading and understanding the written messages of the ancient world is a key to communication in the study of Latin and classical Greek, the oral use of the language can also be employed to build student interest and to heighten understanding of and appreciation for the languages and their cultures.

Less Commonly Taught Languages

The *ACTFL Performance Guidelines for K-12 Learners* have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence. Particularly, they describe performance expected in students who study the western languages most commonly taught in American schools. Students whose native language is English find many similarities between English and the languages of the western world, both in oral and written forms. These similarities aid the students in their acquisition of the new language. Conversely, when students encounter the less commonly taught languages such as Arabic, Chinese, Japanese, Korean, and Russian, new hurdles await them: unfamiliar sounds, different writing systems and new grammars. These linguistic features, which oftentimes cannot be

linked to anything the students know in their native language, present challenges and generally tend to extend the language acquisition process. It cannot be expected, therefore, that students learning the less commonly taught languages should reach the same level of performance as those who study the western languages more frequently offered in American schools.

How Are the Guidelines Organized?

Following the organizing principle of *Standards for Foreign Language Learning*, the *ACTFL Performance Guidelines for K-12 Learners* are organized to describe language use as it is characterized by modes of communication: Interpersonal, Interpretive and Presentational. Developers of the standards viewed the use of language "modes" as a richer more natural way of envisioning communication than the traditional four skills of listening, speaking, reading and writing. Additionally, Brecht and Walton (1994) suggest that looking at these language modes places primary emphasis on the context and purpose of the communication rather than concentrating on any one skill in isolation.

The **Interpersonal Mode** is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The **Interpretive Mode** is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpreting the cultural meaning of texts, oral or written, must be distinguished from the notion of reading and listening "comprehension," where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from compre-

Figure 1 (continued)

ACTFL Performance Guidelines for K-12 Learners

hension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture form the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The **Presentational Mode** refers to the creation of messages in manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation for speeches. These examples of “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

These three modes of communication, then, provide the organizing principle for describing language performance, as evidenced by students at the benchmarks labeled Novice Range, Intermediate Range and Pre-Advanced Range. These benchmarks correlate to students enrolled in K-Grade 4 or Grade 5-8 programs; Grade 9-10 programs; K-Grade 8, Grade 9-12 or Grade 5-12 programs; and K-Grade 12 programs, respectively. These benchmarks also reflect language descriptors as set forth in the Novice, and Intermediate sections of the *ACTFL Proficiency Guidelines*.

To provide the user of these guidelines with as much specificity as is possible and helpful, the language performance descriptors are grouped into the following domains within each of the three modes:

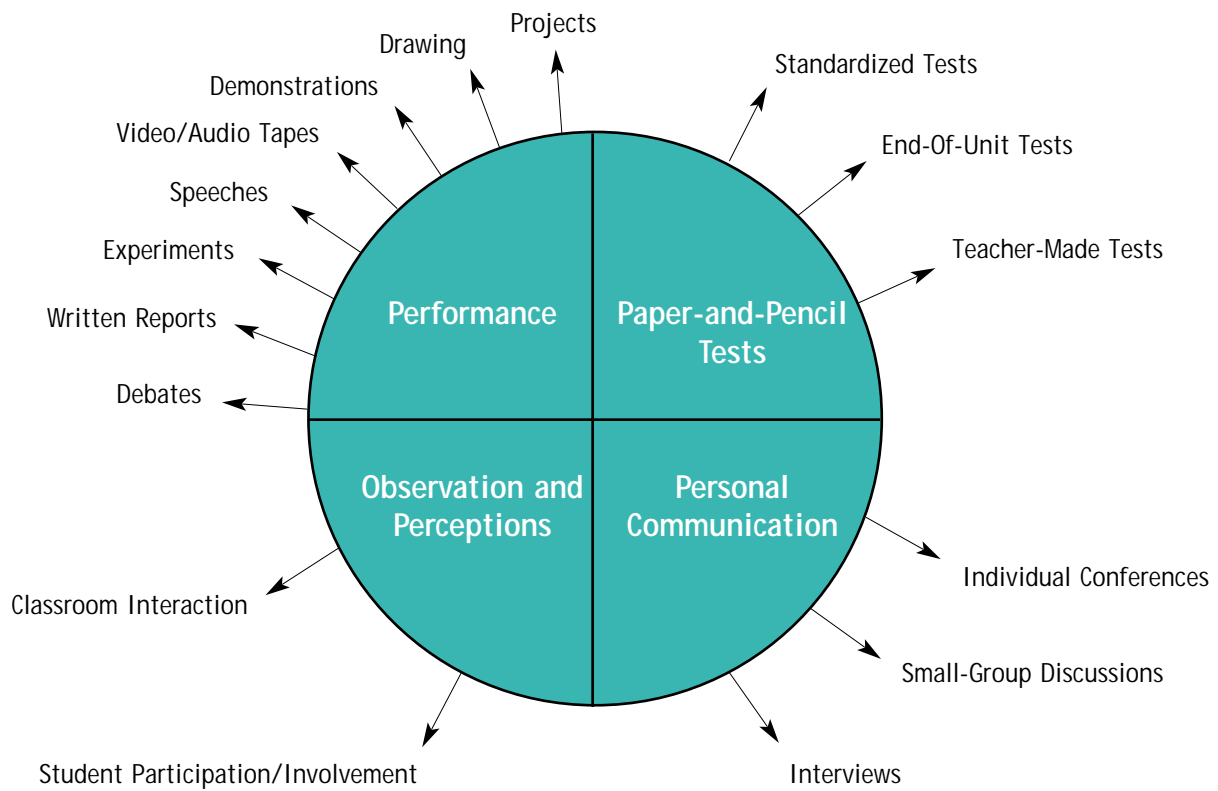
- **Comprehensibility**
(How well is the student understood?)
- **Comprehension**
(How well does the student understand?)
- **Language Control**
(How accurate is the student's language?)
- **Vocabulary**
(How extensive and applicable is the student's vocabulary?)
- **Cultural Awareness**
(How is the student's cultural knowledge reflected in language use?)
- **Communication Strategies** (How does the student maintain communication?)

(Portions of this section taken from *Standards for Foreign Language Learning: Preparing for the 21st Century* with permission.)

APPENDIX B: Assessments

Figure 2

ASSESSMENT PROFILE



Adapted from *Heartland AEA*, 1992

Figure 3

IDEAS FOR EXHIBITIONS AND PROJECTS

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

The list was compiled from a variety of sources (Jacobs, 1995; Maker & Nielsen, 1996); most are ideas from teachers who have used them in the classroom.

World language teachers are encouraged to use this list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the world language classroom, culture is interwoven throughout the products, processes, and performances, as are the communicative skills.

Media/Technology

advertisements	editorials	news reports	slides
cable channels	filmstrips	newsletters	slide shows
CD-ROM creations	infomercials	newspapers	TV shows
clip art	magazines	opinion polls	TV Guide
commercials	marketing campaigns	radio shows	travelogue
computer graphics	movies	screen-plays	videos
computer programs	multimedia presentations	scripts	Web home pages

Visual and Performing Arts

artwork:	dances	music compositions	puppets/shows
• painting	displays	musical instruments	raps, jingle, chants,
• sculpture	drawings	musical performance	cheers
• ceramics	flags	musical plays	record/CD/book covers
banners	flip books	musical symbols	role plays
billboards	flower arrangements	origami	silkscreen prints
block prints	fugues	pantomimes	simulations
bulletin boards	greeting cards	paper	skits
cartoons	illustrations	papier-mâché creations	sociodramas
choral readings	jewelry	photo essays	song writing
chorales	labels	photography	stitchery
clay models	logos	plays	tattoos
clothing design	masks	pop-up books	totem poles
collages	mobiles	posters	wallpaper patterns
comic strips	mosaics	pottery	weaving
costume creation	murals	props for plays	

Speaking/Listening

audio/videotapes	debates	oral reports	seminars
choral readings	discussions	panel discussions	speeches
court-trial simulations	flannel boards	presentations	story boards
cooperative tasks	narratives	scenarios	

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 3 (continued)

IDEAS FOR EXHIBITIONS AND PROJECTS

Reading/Writing/Literature

3-D research papers	expository writing	myths	research reports
ABC books	fables	narrative writing	satires
bibliographies	historical documents	outlines	stories
biographies	histories	persuasive writing	term papers
bookmarks	illuminated manuscripts	poetry	time capsules
books	journal articles	poetry anthologies	time-lines
children's stories	lists of books read	portfolios	written questions
dictionaries of terms	lists of movies seen	position papers	writing systems
encyclopedias	lyrics	reaction papers	
essays	memoirs	reports	

Hands-on/Kinesthetic

collections	floor plans	obstacle courses	synchronized movement
constructions	flower arrangements	physical exercise	terrariums
crafts	games	precision drill team	tools
demonstrations	inventions	project cube	treasure hunts
dioramas	labs	scale models	
environmental studies	learning centers	scavenger hunts	
field trips	models	sewing	
flash cards	museum displays	sports/outdoor activities	

Daily Life

application forms	e-mail	letters of all kinds	receipts
bills	eulogies	manuals	recipe books
boxes/cartoons	family trees	maps	recipes
brochures	foods/cooking	menus	resumes
checks	government forms	messages--voice/written	schedules
cleaning	instructions	obituaries	school
contracts	invitations	pamphlets	scrapbooks
customs	journals	parties	shopping lists
daily routines	junk mail	petitions	spreadsheets
diaries	labels	photo albums	surveys
directions	last wills	prescriptions	work
	laws	questionnaires	

Thinking Skills

analogies	crossword puzzles	graphic organizers	secret codes
categorizing/classifying	decision making	graphs	self-discovery
cause/effect	design experiments	graphs, 3-D	synthesis
charts	diagrams	homework	synthesis of research
compare/contrast	elaboration	lesson and test design	tessellation
comparison charts	evaluation	patterns	Venn diagrams
concepts	evaluation of evidence	plans	visualization
cross-number puzzles	experiments	problem-solving	webbing/mind maps
	extrapolation	puzzles	
	fact files	rating scales	
	goal setting	reflection	

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 4

STUDENT PORTFOLIO ARTIFACTS

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches

Multimedia Presentations

- videotapes
- films
- audiotapes
- slides
- photo essays
- print media
- computer programs
- storytelling
- oral histories
- poetry reading
- broadcasts

Visual and Graphic Arts

- paintings
- storybooks
- drawings
- murals
- posters
- sculptures
- cartoons
- mobiles

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Performances

- role-playing, drama
- dance/movement
- choral readings
- music (choral and instrumental)

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, reports, surveys, essays)
- poetic (poems, myths, legends, stories, plays)

Figure 5

SAMPLE ASSESSMENT RUBRICS

Generic Rubrics for World Languages

Generic Rubric for Collaborative Work				
	4	3	2	1
Workload equality	workload shared equally	workload somewhat unequal	workload unequal—done mostly by one or two students	workload unequal—one student has done all the work
On task	all the time	most of the time	sometimes	little involvement; rarely on task
Interaction	much discussion; shows respect for others	some discussion; respectful of others	little discussion; easily distracted; somewhat disrespectful of others	shows little interest; disrespectful of others

Generic Rubric for Oral Presentations—Simple Answers		
	Yes	No
Accurate pronunciation		
Accurate grammar		

Generic Rubric for Oral Presentations—Cultural Role Play				
	4	3	2	1
Pronunciation	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
Fluency	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
Comprehensibility	easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
Credibility (shows knowledge of culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 5 (continued)

SAMPLE ASSESSMENT RUBRICS

Generic Rubrics for World Languages

Generic Rubric for Written Material–General				
	4	3	2	1
Grammar	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
Vocabulary	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
Spelling	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

Generic Rubric for Written Materials–Creative Writing (3rd- or 4th-year students)			
	Outstanding 3	Satisfactory 2	Poor 1
Spelling/Pronunciation	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
Grammar	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
Effort	more than required	meets requirement	some items missing; work appears hastily assembled
Creativity	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 6

SAMPLE ASSESSMENT RUBRICS

Assessing the Quality of Portfolios

Assessing the Quality of Portfolios				
This rubric suggests standards and criteria that teachers can use to assess portfolios. The standards and criteria should be shared with students before they begin building their portfolios.				
	Superior	Excellent	Good	In Progress
Appearance	extremely eye appealing, professional looking	attractive, neat	somewhat attractive or neat	sloppy, effort not shown
Creativity	creativity abounds, much original thinking and/or elaboration	much creativity, original thinking, and/or elaboration	some evidence of creativity, original thinking or elaboration	little or no evidence of creativity, original thinking or elaboration
Content	all quality artifacts chosen demonstrate a high level of reasoning	quality artifacts chosen demonstrate clear reasoning	some artifacts chosen demonstrate clear reasoning	few or none of the artifacts chosen demonstrate clear reasoning
Organization	striking organization that makes the reading flow smoothly	organized, definite transition between works and parts of the portfolio	fairly organized, good transition in topics	nothing in order, appears thrown together, no transition
Completeness	contains required pieces, shows much extra effort with additional pieces	contains required piece, some additional pieces	contains required pieces	missing some required pieces
Reflection	high level of analytical thinking backed by sound evidence	obvious time on reflection, honest; excellent details	adequate reflection shown	very brief, done hurriedly, not sincere or honest

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 7

SAMPLE ASSESSMENT RUBRICS

Rating Scales

Figure 7A. Example of a Holistic Rating Scale

4 — Exceeds Expectations	No errors in expression (i.e., of likes/dislikes and/or asking/answering questions); near-native pronunciation; use of structures beyond expected proficiency; near-native use of appropriate cultural practices; followed instructions, went beyond expectations.
3 — Excellent	Almost all expressions of likes/dislikes and/or asking/answering questions correct; easily understood with infrequent errors in pronunciation, structures, and vocabulary usage; almost all cultural practices demonstrated and appropriate; followed instructions completely.
2 — Good	Some errors of likes/dislikes and/or asking/answering questions; comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage; some cultural practices demonstrated and appropriate; mostly followed instructions.
1 — Not Yet	Few or no expressions of likes/dislikes and/or asking/answering questions stated correctly; nearly or completely incomprehensible; cultural practices were inappropriate or not demonstrated at all; little evidence of following instructions.

Figure 7B. Example of an Analytic Rating Scale

	4 Exceeds Expectations	3 Excellent	2 Good	1 Not Yet
Expresses likes/dislikes	no errors	almost all correctly expressed	some errors, majority correctly stated	few or none correctly stated
Is comprehensible (pronunciation, structures, vocabulary usage)	near-native pronunciation; use of structure beyond expected proficiency	easily understood, infrequent errors	comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage	nearly or completely incomprehensible
Demonstrates appropriate cultural practices	near-native use of practices	almost all demonstrated and appropriate	some demonstrated and appropriate	inappropriate or none demonstrated
Follows instructions	went beyond expectations	follows instructions completely	mostly follows instructions	little evidence of following instructions

Analytic rating scales give more information about specific criteria and should be used when students and teachers want feedback on the strengths and weakness of a performance, product, or process. Levels of performance (standards) are described for each of the criteria. “An analytic scale requires that raters give separate ratings to different aspects of the work. Criteria incorporating several outcomes are analytic.” (Herman, Aschbacher, & Winters, 1992, p. 70)

Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 8

SAMPLE ASSESSMENT RUBRICS

Rubrics for Assessment of American Sign Language

The following rubrics suggest samples of standards and criteria for assessing the expressive and receptive language skills of students who are learning American Sign Language. These rubrics are *not inclusive* of the comprehensive expressive and receptive language skills that students will need to gain a fluency in American Sign Language, but rather they suggest a general framework for assessment.

Figure 8A: Rubric for Assessment of American Sign Language Expressive Skills

	4 Excellent	3 Very Good	2 Satisfactory	1 In Progress
Formation: Handshape Palm Orientation Movement Location	<ul style="list-style-type: none"> Consistent use of correct signs Clear, easily understood 	<ul style="list-style-type: none"> Self-corrects; few mistakes made Easily understood 	<ul style="list-style-type: none"> Some errors, but is understandable Errors are usually not corrected 	<ul style="list-style-type: none"> Frequent incorrect formation of signs Very difficult to understand signs
Space Referents: Motion/Location of Verbs (includes eye gaze, body shifting, and choice of signs)	<ul style="list-style-type: none"> Extensive use of setting up points in space to refer to objects and people Good eye contact Lively, enthusiastic, uses expressiveness 	<ul style="list-style-type: none"> Frequently sets up points in space to refer to objects and people; makes some errors Maintains some eye contact Some use of expressive behaviors 	<ul style="list-style-type: none"> Limited use of setting up points in space to refer to objects and people; sometimes makes errors Limited eye contact Limited use of expressive behaviors 	<ul style="list-style-type: none"> Difficulty with setting up points in space to refer to objects and people Difficulty with maintaining eye contact Lacks expressive behaviors when signing
Story Grammar—Use of Non-Manual Markers: Yes/No Questions “Wh—” Questions Location Negation Contrastive Structure (referents, time, intensity, etc.)	<ul style="list-style-type: none"> Uses good facial expressions correctly and consistently Uses intensifiers (dramatic use of facial expressions and signs) to match information conveyed Uses all non-manual markers appropriately 	<ul style="list-style-type: none"> Appropriate use of facial expressions when signing Inconsistent use of intensifiers Inconsistent use of non-manual markers 	<ul style="list-style-type: none"> Some appropriate use of facial expressions Limited use of intensifiers Limited use of non-manual markers 	<ul style="list-style-type: none"> Lacks facial expressions when signing Difficulty using intensifiers Difficulty using non-manual markers
Fluency/Accuracy: Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	<ul style="list-style-type: none"> Communicates with fluency and confidence Signs conceptually accurate ideas/messages consistently 	<ul style="list-style-type: none"> Smooth flow of signs with confidence most of the time Signs conceptually accurate ideas/messages the majority of the time 	<ul style="list-style-type: none"> Hesitates and self-corrects when signing Signs conceptually accurate ideas/messages on a limited basis 	<ul style="list-style-type: none"> Jerky hand movements and choppy use of signs Unable to sign conceptually accurate ideas/messages

Figure 8 (continued)

SAMPLE ASSESSMENT RUBRICS

Rubrics for Assessment of American Sign Language

Figure 8B: Rubric for Assessment of American Sign Language Receptive Skills

	4 Excellent	3 Very Good	2 Satisfactory	1 In Progress
Basic Vocabulary	<ul style="list-style-type: none"> Understands all signed vocabulary words Does not need repetition of signed vocabulary words 	<ul style="list-style-type: none"> Understands most signed vocabulary words Rarely requires repetition of signed vocabulary words 	<ul style="list-style-type: none"> Limited understanding of signed vocabulary words Requires some repetition of signed vocabulary words 	<ul style="list-style-type: none"> Very limited understanding of signed vocabulary words Requires frequent repetition of signed vocabulary words
Fingerspelling	<ul style="list-style-type: none"> Understands all fingerspelled words Does not need any repetition 	<ul style="list-style-type: none"> Understands most fingerspelled words Rarely requires repetition of fingerspelled words 	<ul style="list-style-type: none"> Limited understanding of fingerspelled words Requires some repetition of fingerspelled words 	<ul style="list-style-type: none"> Very limited understanding of fingerspelled words Requires frequent repetition of fingerspelled words
Simple ASL Sentences and Simple ASL Questions	<ul style="list-style-type: none"> Understands all simple ASL sentences Understands all simple ASL questions Does not need any repetition of sentences/questions 	<ul style="list-style-type: none"> Understands most simple ASL sentences Understands most simple ASL questions Needs some repetition of sentences/questions 	<ul style="list-style-type: none"> Limited understanding of simple ASL sentences Limited understanding of simple ASL questions Often needs sentences/questions repeated 	<ul style="list-style-type: none"> Very limited understanding of simple ASL sentences Very limited understanding of simple ASL questions Requires frequent repetition of sentences/questions
Complex ASL Sentences and Complex ASL Questions	<ul style="list-style-type: none"> Understands all complex ASL sentences Understands all complex ASL questions Does not need any repetition of sentences/questions 	<ul style="list-style-type: none"> Understands most complex ASL sentences Understands most complex ASL questions Needs some repetition of sentences/questions 	<ul style="list-style-type: none"> Limited understanding of complex ASL sentences Limited understanding of complex ASL questions Often needs sentences/questions repeated 	<ul style="list-style-type: none"> Very limited understanding of complex ASL sentences Very limited understanding of complex ASL questions Requires frequent repetition of sentences/questions
Non-Manual Markers: Yes/No Questions “Wh—” Questions Location Negation Contrastive Structure (referents, time, intensity, etc.)	<ul style="list-style-type: none"> Understands all non-manual markers Responds appropriately to non-manual behaviors 	<ul style="list-style-type: none"> Understands most non-manual markers Responds appropriately to most non-manual behaviors 	<ul style="list-style-type: none"> Understands some non-manual markers; asks for clarification of some non-manual behaviors Responds appropriately to some non-manual markers 	<ul style="list-style-type: none"> Limited understanding of non-manual markers; frequently needs non-manual markers clarified or explained Responds inappropriately to non-manual markers

Figure 9

SAMPLE ASSESSMENT RUBRICS
Oral Activity Self-Evaluation

Rate yourself in each of the following categories:

- ★★★★★ fantastic
- ★★★★ very good
- ★★★ good
- ★★ fair
- ★ needs improvement

	★	★★	★★★	★★★★	★★★★★
Content	★	★★	★★★	★★★★	★★★★★
• The content was complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas were well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility					
• I was comprehensible to my partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I was comprehensible to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary and expressions					
• I used recently learned expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used recently learned new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar					
• I used challenging constructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency					
• I spoke in reasonable quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I spoke with few hesitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Register					
• I used formal or familiar forms of expression, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developed by Karen Jogan, Albright College, Reading, PA

Figure 10

SAMPLE ASSESSMENT RUBRICS

Oral Report Assessment

Speaker: _____

Reviewer: _____

Date: _____ Class: _____

Assignment Title: _____

I understood what the report was about. _____Yes _____Somewhat _____No

I liked the way the speaker _____

To improve, the speaker might _____

Rate the oral report form from 5 (fantastic) to 1 (needs improvement)

Outlines presented	5	4	3	2	1
Key words listed	5	4	3	2	1
Clear organization	5	4	3	2	1
Use of visuals/illustrations	5	4	3	2	1
Minimal reference to written notes	5	4	3	2	1
Appropriate length	5	4	3	2	1
Questions answered	5	4	3	2	1
Speaker appears interested in topic	5	4	3	2	1
Originality, creativity	5	4	3	2	1
Speaker supports an opinion	5	4	3	2	1

Figure 11

SAMPLE ASSESSMENT RUBRICS
Story Evaluation

Name: _____ Date: _____

Rate the story:

★★★★	fantastic
★★★	good
★★	average
★	needs improvement

	★			
	★	★		
	★	★	★	
	★	★	★	★

The story was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story had a beginning, a middle, and an end.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story was interesting and entertaining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story included a variety of expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas in the story were clearly expressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The story was understood by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I liked the story because _____

Developed by Eliason, Eaton, & Jogan, TESOL, 1997

Figure 12

SAMPLE ASSESSMENT RUBRICS
Expressing a Point of View

Name: _____ Date _____ Topic: _____

Rate yourself along the continuum:

	very successful	not very successful
I think I was successful in expressing my opinion.	<input type="checkbox"/>	<input type="checkbox"/>
My opinion had several supporting arguments.	<input type="checkbox"/>	<input type="checkbox"/>
My supporting arguments were well organized.	<input type="checkbox"/>	<input type="checkbox"/>
I was persuasive and convincing.	<input type="checkbox"/>	<input type="checkbox"/>
My sentence structure was grammatically accurate.	<input type="checkbox"/>	<input type="checkbox"/>

The best part of my presentation was _____

I could improve my presentation if I _____

Developed by Eliason, Eaton, and Jogan, TESOL, 1997

Figure 13

SAMPLE ASSESSMENT RUBRICS
Story Retelling Checklist: Self-Assessment

Name: _____ Date: _____

Book Title: _____ Author: _____

Please put an "X" in the box that describes your ability to do the following.

	On my own	With help from a classmate or the teacher	I cannot do this yet
I can name the main characters.			
I can describe the setting.			
I can report the events in chronological order.			
I can identify the main issues or problems.			
I can describe the resolution.			
I can express my feelings about the story and compare it to another story or event in my life.			
I can identify my favorite part of the story or my favorite character and tell why.			

Developed by Karen Jogan, Albright College, Reading, PA

Figure 14

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH FLES Oral Assessment Kit

Availability:	Unrestricted
Current Users:	Columbus Public Schools, OH
Type of FL Program:	FLES
Intended Grade Level:	K-5
Intended Test Use:	Achievement, proficiency
Skills Tested:	Speaking, listening
Test Author:	Karen Kendall-Sperry
Publication Date:	1995
Test Cost:	None
Test Length:	20-25 minutes per child
Test Materials:	Question cards, picture to describe
Test Format:	Short answer, discrete point, picture description
Scoring Method:	Holistic

Description: This individually administered speaking and listening assessment is appropriate for all languages. For ease of administration, the examination is on cards. These cards serve as written or visual prompts for the student, or as aural prompts (the teacher reads the card without showing it to the students). Students are asked to identify objects, guess colors, count, and describe a picture. Answers may or may not be scripted. They are rated using a three-point rubric: answering without hesitation is awarded a plus; answering after repeated prompting is awarded a check. If a student cannot respond, a minus is given. Students are engaged metacognitively by being asked to verbalize their reactions to the test situation. Immediate feedback is provided to the student.

Test Development and Technical Information: This teacher-made assessment instrument was field tested with K-5 students in May 1995.

Parallel Versions in Other Languages: Currently available only in Spanish, but appropriate for all languages

Contact Address:

Dr. Robert Robison
Foreign Languages/ESL Supervisor
Columbus Public School
100 Arcadia Avenue Room 318
Columbus, OH 43202
614-798-1206

Figure 15

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH
(Also: French, German, Japanese)
Student Oral Proficiency Assessment (SOPA)

Availability:	Unrestricted
Current Users:	Various total and partial immersion programs, FLES programs
Type of FL Program:	Immersion (total, partial, two-way), FLES
Intended Grade Level:	1-4
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Authors:	Nancy Rhodes (immersion); Beverly Boyson, Nancy Rhodes, Lynn Thompson (FLES)
Publication Date:	1992, 1996
Test Cost:	none
Test Length:	10-15 minutes per pair of students
Test Materials:	Small pieces of fruit (plastic or rubber eraser type), picture sequence of science concepts, storybook with attractive pictures, the SOPA rating scale, tape recorder, and blank cassette tapes (For FLES version: picture of classroom and colorform house replace the picture sequence and story book)
Test Format:	Immersion: Listening section—physical responses to commands. Speaking section—informal questions. Science concepts and language usage—description, telling a story. FLES: Listening section—physical responses to commands. Speaking section—informal questions, giving commands to partner, describing a picture of a classroom and a doll house.
Scoring Method:	Holistic: each student is rated for comprehension and fluency on a 6-point scale

Description: The SOPA is an oral interview that measures listening and speaking skills of students in Grades 1-4. The immersion form of the test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Two students are assessed at one time by one or two testers in a non-stressful, friendly environment. The listening section is based on commands and physical responses using fruit manipulatives. The informal questions assess comprehension and fluency for basic language concepts. Science concepts and language usage are measured by the students' description of a series of four pictures showing the stages of a seed growing into a tree. In the final part of the assessment, students are asked to tell a story in Spanish (one they already know in English) by describing what is happening in the pictures. Students are rated for comprehension and fluency on a 6-point scale ranging from junior novice low to junior intermediate high. [The scale is a modified version of the one used with the CAL Oral Proficiency Exam, based on the ACTFL proficiency scale.] For FLES students, the same rating scale is used, but the speaking and listening tasks differ somewhat. Rather than assessing science concepts and story telling, the FLES version offers further opportunities to demonstrate listening and speaking skills through the use of a colorform doll house and a classroom scene.

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Figure 16

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH
Grand Blanc Community Schools: Spanish Proficiency Test
4th Grade

Availability:	Not available yet
Current Users:	Grand Blanc Community Schools, MI
Type of FL Program:	FLES
Intended Grade Level:	4
Intended Test Use:	Achievement, proficiency
Skills Tested:	Listening, speaking, reading, writing
Test Authors:	Carol Ashmore, Kathy Kelley, Shelley Lance, Laura Lemke
Publication Date:	1995
Test Cost:	Not reported
Test Length:	36 items
Test Materials:	Test booklets, audiotape
Test Format:	Matching, task completion, multiple-choice, fill-in-the-blank
Scoring Method:	Answer key is used to determine whether a student has mastered content language objectives (i.e., has gotten all items correct) or needs to review.

Description: This Spanish test for a content-based FLES program will be used to test language objectives through five different content areas: reading/language arts, mathematics, social studies, science and health. Sample test objectives include predicting the outcome of a story, using metric measurement, naming three facts about South American culture, identifying four forms of energy, and identifying three body systems.

Test Development and Technical Information: This test and the curriculum on which it was based were piloted in 1994-95. The final form of the test and curriculum were put into official use in September of 1995. A test and curriculum were being developed for fifth grade as of January 1995. These tests and curricula are part of five-year curriculum and test development project undertaken by the Grand Blanc school district. Technical information was not available.

Parallel Versions in Other Languages: none

Contact Address:

Ms. Brenda Barnes
 Foreign Language Coordinator
 Grand Blanc Community Schools
 11920 South Saginaw
 Grand Blanc, MI 48439
 810-694-8211 ext. 216

Reprinted from *Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments*, 1997

Figure 17

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH

Glastonbury FLES Test

Availability:	Restricted
Current Users:	Glastonbury Public Schools, CT
Type of FL Program:	FLES
Intended Grade Level:	5
Intended Test Use:	Proficiency, program/curriculum evaluation
Skills Tested:	Listening, reading, writing, speaking, culture
Test Authors:	Elementary foreign language teachers in Glastonbury Public Schools, CT
Publication Date:	1994; revised 1995 and 1996
Test Cost:	Not reported
Test Length:	74 items plus 10-item speaking segment for a portion of the students
Test Materials:	Test booklet, answer sheets, audio tape
Test Format:	Multiple-choice, matching, filling in information
Scoring Method:	Speaking—4-point scale for each question. Other—number correct

Description: This criterion-referenced, situation-based test evaluates students at the end of fifth grade in all skill areas, including culture. The test is based on a sequential curriculum developed by the teachers. Test tasks are contextualized; all components of the test are built around an American student named Becky, her pen pal Maria Morales, and Maria's family. The student is led through a series of tasks: reading a letter from Maria, going shopping with Maria and her mother, playing a geography game, listening to a radio program with Maria and her siblings, filling out a camp information form, and answering a telephone call from a local radio station. The test has been developed to determine how well students can apply what they have learned during a three-year FLES sequence. The curricula and test are revised as needed.

Test Development and Technical Information: Developed in 1993, this test was revised and re-administered in June of 1994. The test was subsequently revised for administration in 1995 and 1996.

Parallel Versions in Other Languages: There are no other versions, but the test could easily be adapted for other languages.

Contact Address:

Ms. Christine Brown
 Director, Foreign Languages
 Glastonbury Public Schools
 232 Williams Street
 Glastonbury, CT 06033

Reprinted from *Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments*, 1997

Figure 18

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH

Teddy Bear Test: 5th Grade Level

Availability:	Restricted until test has been finalized
Current Users:	Putnam City Schools, Oklahoma City, OK
Type of FL Program:	FLES
Intended Grade Level:	5
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Author:	Peggy Boyles
Publication Date:	1994
Test Cost:	Not reported
Test Length:	10 pages
Test Materials:	Test, pictures, answer sheet
Test Format:	Short answer, matching
Scoring Method:	Rubric (1-5 points) based on comprehension, effort, and completion of task

Description: This test is based on the ACTFL Guidelines (Novice Level) descriptions and draws on a proficiency-based curriculum. The test uses authentic materials and solicits student responses for all skill areas in order to assess what students can do with their second language. Students see several different pictures of teddy bears at work and at play and are asked to answer questions about the pictures, which evoke cultural themes in both the native and target cultures. The purpose of the test is to provide a thematic context for synthesizing novice-level vocabulary in a proficiency-oriented test and to provide an opportunity for students to personalize answers in a testing format.

Test Development and Technical Information: This is the third draft of the Teddy Bear Test. The first draft was field-tested in 1993 with 300 students. The second draft, after revision, was administered to 1,572 students in May 1994. The third draft was field-tested with approximately 1,400 fifth grade students. For a discussion of the high school level Teddy Bear Test, see Boyles, P. (1994). *Assessing the speaking skill in the classroom*. In C. Hancock (Ed.), *Teaching, testing, and assessment: Making the connection*. *Northeast Conference Reports*. Lincolnwood, IL: National Textbook.

Parallel Versions in Other Languages: none

Contact Address:

Ms. Peggy Boyles
 Foreign Language Coordinator
 Putnam City Schools
 5401 NW 40
 Oklahoma City, OK 73122
 405-495-5200 ext. 223

Reprinted from *Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments*, 1997

Figure 19

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH
(Also: Arabic, Chinese, German, Japanese, Russian, Spanish)
CAL Oral Proficiency Exam (COPE)

Availability:	All schools, if they agree to provide test results to CAL for research purposes
Current Users:	Various total and partial immersion programs
Type of FL Program:	Immersion (total, partial, and two-way)
Intended Grade Level:	5-6
Intended Test Use:	Proficiency
Skills Tested:	Listening, speaking
Test Authors:	Shelley Gutstein, Sarah Goodwin, Nancy Rhodes, Gina Richardson, Lynn Thompson, Lih-Shing Wang
Publication Date:	1988
Test Cost:	None
Test Length:	15-20 minutes per pair of students
Test Materials:	COPE rating scale (one per student), COPE cue cards (Dialogs 1-17), instructions for using the COPE, tape recorder, blank cassette tapes
Test Format:	Oral interview/role play
Scoring Method:	Holistic, using the COPE rating scale

Description: Using an oral interview/role play technique with two students at a time, the COPE measures a student's ability to understand, speak, and be understood by others in French. The test measures primarily cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, etc.). The rater evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. Role play/discussion topics include greetings, program of studies, the cafeteria, timelines using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Test Development and Technical Information: The COPE was developed through a federally funded research study that identified the need for oral proficiency tests of Spanish for fifth to seventh grades. Steps in the test development process included a review of the literature on oral proficiency testing and of existing oral proficiency measures; observations of immersion classes; interviews with sixth-grade students and teachers; development and piloting of a trial COPE; and revisions of the COPE based on feedback from the pilot sites. The final COPE was then translated from Spanish into French and other languages. The COPE has a concurrent validity index of .62 when compared to the IDEA Proficiency Test (IPT). Test developers suggest that this provides a fair degree of assurance that the COPE validly measures oral proficiency as intended.

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Figure 19 (continued)

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH
(Also: Arabic, Chinese, German, Japanese, Russian, Spanish)
CAL Oral Proficiency Exam (COPE)

Parallel Versions in Other Languages: Arabic, Chinese, German, Japanese, Russian, Spanish

Contact Address:

Ms. Nancy Rhodes
Co-Director, Foreign Language Education and Testing
Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016

Figure 20

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: SPANISH**Level 1 Proficiency Test**

Availability:	Restricted until test has been field tested for 2 years
Current Users:	Putnam City Schools, Oklahoma City, OK
Type of FL Program:	Content-based FLES program
Intended Grade Level:	8
Intended Test Use:	Proficiency, program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Authors:	Peggy Boyles and Putnam City Schools foreign language teachers
Publication Date:	1995
Test Cost:	Not reported
Test Length:	13 pages
Test Materials:	Test, answer sheet, tape
Test Format:	Taped oral responses, scantron graded listening and reading sections, sentence length responses in written section
Scoring Method:	Rubric based on comprehensibility, effort, risk taking and vocabulary usage

Description: This test is based on the ACTFL Proficiency Guidelines (Novice High) descriptions and draws on a proficiency-based curriculum. The test uses real-life situations that are easily related to students' lives. In most sections, students are given choices as to which task to execute. In the speaking section, students are asked to take the role of a young teenager in a particular situation that would require such things as expressing their likes and dislikes or describing their school and teachers. In the listening sections, students listen to taped conversations by native speakers who are involved in everyday situations that they would encounter at home or at school. They are asked to listen for the main theme of each conversation, as well as for some specific details. In the reading section, students demonstrate understanding of authentic materials such as advertisements or messages by answering multiple-choice questions. In the writing section, they are asked to describe in sentence-length text a friend they have met on the Internet. Only names and ages are given for the e-mail pals on the test sheet, and students must complete their imaginary description with details such as physical characteristics, favorite activities, etc.

Test Development and Technical Information: This is the first draft of the Novice High proficiency test for the district. It was field tested in 1995 with approximately 200 students. The test was scheduled to be given to a larger group in early 1997. The test was developed by a nine-member teacher task force from the Putnam City Schools.

Parallel Versions in Other Languages: none

Contact Address:

Ms. Peggy Boyles
 Foreign Language Coordinator
 Putnam City Schools, 5401 NW 40
 Oklahoma City, OK 73122
 405-495-5200 ext. 223

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Figure 21

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: ALL LANGUAGES**Columbus Public Schools Foreign Language
Oral Assessment Kit, Levels I-III**

Availability:	Contact Robert Robison
Current Users:	Columbus Public Schools, OH
Type of FL Program:	Middle school/high school sequential foreign language
Intended Grade Level:	8-12
Intended Test Use:	Proficiency, achievement
Skills Tested:	Speaking
Test Authors:	Robert Robison et al.
Publication Date:	1991
Test Cost:	\$30.00
Test Length:	Variable
Test Materials:	Test cards, score sheet
Test Format:	Varied—interviews, situation role plays, question/answer, monologues/retelling, object/picture identification, simple descriptions
Scoring Method:	Holistic

Description: This test is based on the new course of study recently adopted by Columbus Public Schools. It is proficiency oriented to determine what students can do with the language but, at the same time, is achievement based to measure to what extent course objectives have been met and to facilitate assigning letter or numerical grades rather than ratings or proficiency levels. Test items are situation based and attempt to test only what the student can realistically be expected to say. The test is administered to small groups or teams. The members of each team are allowed 2-4 minutes to accomplish their task. Teacher uses score sheet to assign grades to each member of the team. Using this method, 24 students can be tested and graded within 25 minutes. Level I kit includes mid-year checklist.

Test Development and Technical Information: Developed by the Columbus Public Schools Level I Foreign Language Oral Assessment Project over a three-year period.

Parallel Versions in Other Languages: Appropriate for all languages

Contact Address:

Dr. Robert E. Robison
Foreign Language Supervisor
Columbus Public Schools
100 Arcadia Avenue
Columbus, OH 43202
614-365-5281

Figure 22

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH
(Also: German, Japanese, Russian, Spanish)
Colorado Proficiency Sample Project (CPSP)

Availability:	Restricted
Current Users:	Colorado Department of Education, Colorado Proficiency Sample Project
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	4-12
Intended Test Use:	Diagnostic (proficiency, achievement), program evaluation
Skills Tested:	Listening, speaking, reading, writing, culture
Test Authors:	Evelyna Donnelly et al.
Publication Date:	1993
Test Cost:	Not reported
Test Length:	Not reported
Test Materials:	Test booklets, audio tapes
Test Format:	Varies: multiple-choice, short answer, task completion
Scoring Method:	Varies with skill area. Speaking—use rubric to assign level. Writing—use flow chart (beginning and intermediate level) and scoring rubric (intermediate level only). Reading and listening—number correct. Culture—completion of cultural tasks.

Description: As part of the Colorado Proficiency Sample Project whose goal is to assess student proficiency and the effectiveness of teaching in a number of foreign languages, various assessment materials have been developed and piloted in several school districts. The materials use a unique flow-chart scoring system where the items or tasks are linked to different levels and thus allow quick diagnosis of student performance. The tests contain both traditional features (e.g., reading passage followed by multiple-choice comprehension questions in English) and alternative features (e.g., giving student a project or creative task to complete).

Test Development and Technical Information: These assessment materials are being developed as the foundation for the development of Colorado State assessments, as part of the effort mandated by the education reform law (Law 93-1313, to which foreign languages were added by House Bill 94-1207). Materials were piloted in several school districts in 1993, then revised using feedback from teachers. Future plans include adding more testing materials in order to offer teachers a larger selection to choose from; creating a high tech dissemination network which will enable foreign language teachers to obtain even the most recent additions to the bank without delay; and forming testing teams of teachers already trained in the use of the materials to conduct random testing at different school sites to evaluate the reliability of the materials.

Parallel Versions in Other Languages: German, Japanese, Russian, Spanish

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Figure 22 (continued)

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH
(Also: German, Japanese, Russian, Spanish)
Colorado Proficiency Sample Project (CPSP)

Contact Address:

Dr. Evelynna Donnelly
Foreign Language and Proficiency Sample Consultant
School Effectiveness Unit
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203
303-866-6757
Fax: 303-830-0793

Figure 23

SAMPLE DISTRICT & STATE ASSESSMENT MODELS: FRENCH (Also: German, Spanish)

Assessment Tasks for French Level I and II

Availability:	Unrestricted
Current Users:	Indiana public and private schools
Type of FL Program:	FLES, middle school/high school sequential foreign language
Intended Grade Level:	6-12
Intended Test Use:	Proficiency, achievement
Skills Tested:	Listening, speaking, reading, writing
Test Authors:	Team of Indiana foreign language teachers
Publication Date:	1993
Test Cost:	\$6.00 per level (package) or \$12.00 per language (two levels)
Test Length:	Series of assessment tasks vary in length
Test Materials:	Two packets of printed materials for each language and eight audio tapes for each language
Test Format:	A variety of communicative assessment tasks, including map-reading, writing a letter to an imaginary pen pal, and situational role plays
Scoring Method:	Suggested scoring rubric included with each task

Description: The packets include a set of assessment tasks based on the learner outcomes of the Indiana Proficiency Curriculum Guide. The tasks require students to respond using all four skills: listening, speaking, reading and writing. These packets also include answer sheets, scoring rubrics for each task, and a tape script for the audio tapes. The listening/speaking tasks require the use of audio tapes. The packets are loose-leaf bound, giving teachers the option to select and combine tasks to meet their particular curriculum needs. Packets are available while the supply lasts.

Test Development and Technical Information: The materials were developed and field-tested by Indiana foreign language teachers under the general direction of Walter H. Bartz, Foreign Language Education Consultant, Indiana Department of Education.

Parallel Versions in Other Languages: German, Spanish

Contact Address:

Dr. Walter H. Bartz
 Consultant Foreign Language Education
 Indiana Department of Education
 Room 229, State House
 Indianapolis, IN 46204-2798317-232-9156
 Fax: 317-232-9121
 wbartz@ideanet.doe.state.in.us

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APPENDIX C:
Methodology for Innovative
Instruction in K-12
World Language Programs

Figure 24

NATURAL APPROACH

A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher discusses pictures and objects using a sequence of meaningful questions. The teacher starts with questions that require simple “yes” or “no” answers, continues with questions that require either/or responses, follows with “what,” “where,” and “who” questions, and eventually culminates the activity with questions that require responses of full sentences or phrases.</p>	<ul style="list-style-type: none"> • engages students’ interest and active participation • gives an authentic experience of using the target language • develops listening and oral comprehension as a continuum within authentic situations • facilitates the natural emergence and development of oral communication in the target language

Figure 25

PASSWORD/LANGUAGE LADDERS

A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher introduces a series of phrases in the target language that the students must speak in order to do a desired activity, such as “Can I go to the bathroom?” “May I sharpen my pencil?” “Can you help me?” The students learn new passwords of increasing complexity in subsequent classes.</p>	<ul style="list-style-type: none"> • engages students’ active participation • gives an authentic experience of using the target language • develops oral comprehension as a continuum within authentic situations

Adapted from the *Florida Curriculum Framework, 1996*

Figure 26

GOUIN SERIES

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.</p>	<ul style="list-style-type: none"> • engages students' interest and active participation • gives an authentic experience of using the target language • develops listening and oral comprehension as a continuum within authentic situations • facilitates the natural emergence and development of oral communication in the target language

Figure 27

DIALOGUE JOURNALS

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. This dialogue can be conducted by e-mail where it is available.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observations in a conversation. In the early stages of learning a language, students can begin by adding a few words and combining them with pictures.</p>	<ul style="list-style-type: none"> • develops communication and writing skills • creates a positive relationship between the teacher and the student • increases student interest and participation • allows the student to direct his or her own learning • provides opportunities to use the target language

Figure 28

TOTAL PHYSICAL RESPONSE (TPR)

A strategy in which students respond with physical activity to increasingly complex sets of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adapted and made more complex for higher level students

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher asks the student to perform a physical activity, and the student demonstrates comprehension by responding with the appropriate physical activity. The teacher encourages active listening by using an unpredictable sequence of commands.</p>	<ul style="list-style-type: none"> • engages students' interest and active participation • gives an authentic experience of using the target language • develops listening comprehension • facilitates the natural emergence and development of oral communication in the target language

Figure 29

TPR STORYTELLING

Based on the Natural Approach, TPR Storytelling combines the effectiveness of TPR with the power of storytelling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.

The following is a brief outline of the sequence of steps for TPR Storytelling:

Step One: Use TPR Practice and Scenarios to Teach Vocabulary

The teacher uses TPR to teach a small group of words. After introducing a word and its associated action, she "plays with" the vocabulary in TPR practice to provide more comprehensible input. Using gestures, manipulatives, pictures, and familiar vocabulary, she then further reinforces new vocabulary by giving students a series of commands to execute and short scenarios to act out.

For example, in a beginning-level story from textbook *Cuéntame más!* (Marsh & Anderson CW Publishing, 1993), the following vocabulary items are taught via TPR: *the coyote, sees, the bird, wants to eat, grabs, offers*. Sample commands might include the following:

- Eat.
- Eat a big plate of spinach. (Yuck!)
- Eat four ice cream cones. (Yum!)
- Eat a small bird and a big coyote.
- Grab the coyote.

Figure 28: Adapted from the *Florida Curriculum Framework*, 1996
 Figure 29: Adapted from *Foreign Language Notes* Vol. 39, No. 2 (Spring, 1997)

*Figure 29 (continued)***TPR STORYTELLING**

Offer it to the students on your right.
 Offer that student a big bird.
 Grab a coyote and put it on that student's head.
 Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is a tiny bird. ("Student bird" takes a bow and says "tweet tweet.") There is a big coyote. ("Student coyote" takes a bow and "howls.") The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief!

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
 (Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

*Figure 29 (continued)***TPR STORYTELLING**

Once the story is internalized, students then retell it to a partner. Students may tell the story from memory or may use illustrations or guide words written up on the board as cues. The class then reconvenes and student volunteers retell the story for other students to act out. The teacher may also help the class revise the story, changing a few details about the plot or characters to create a new revision to the original story line.

Step Four: Teacher Presents a Main Story that Students Retell and Revise

Small groups of mini-stories are designed to prepare students to narrate, read, and write a larger main story that uses the vocabulary from the mini-stories. When the entire group of mini-stories has been mastered by the class, the teacher then repeats Step Three to introduce the main story. Once the main story has been presented and acted out, it is reinforced with readings and exercises for the textbook. As with mini-stories, students build upon the main story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.

Step Five: Students Use New and Old Vocabulary to Create Original Stories

Capitalizing on their creativity, students are given opportunities to write, illustrate, act out, and share original stories. Activities may include drama, essays, videotaping, creating students booklets, contests, group/pair work, illustration exercises, back-to-back communication activities, etc.

These are the simple steps at the heart of a complete and comprehensive methodology that allows students to rapidly acquire, internalize, and produce sophisticated language in a fully communicative approach.

Adapted from *Foreign Language Notes* Vol. 39, No. 2 (Spring, 1997)

Figure 30

INTERVIEWS

A strategy for gathering information and reporting

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.</p>	<ul style="list-style-type: none"> • fosters connections between ideas • develops the ability to interpret answers • develops organizational and planning skills • develops problem-solving skills • provides opportunities to use the target language

Figure 31

CLOZE

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.</p>	<ul style="list-style-type: none"> • provides opportunities for creativity • develops the use of precise vocabulary • focuses on the use of precise and correct communication • increases comprehension skills • provides opportunities to use the target language

Figure 32

CONTINUUMS

A strategy used to indicate the relationship among words or phrases

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Using a selected topic, students place words or phrases on the continuum to indicate a relationship of degree, for example, wee, tiny, little, small, large, huge, enormous, gigantic. This can be accomplished in oral or written form.</p>	<ul style="list-style-type: none"> • acknowledges that others have different perspectives depending on their knowledge and experience regarding the topic • develops the ability to use precise vocabulary • develops critical thinking skills • increases the opportunities to use the target language in authentic situations

Figure 33

INTERACTIVE LANGUAGE TASKS

A strategy in which at least two students work together to accomplish a meaningful target language activity

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher organizes the class into small groups or pairs that then perform a specific task using language. Examples of tasks include finding differences and similarities, identifying objects or persons, arranging things, giving and following directions, interviewing, surveying, choosing, explaining, and solving problems.</p>	<ul style="list-style-type: none"> • fosters interdependence and pursuit of mutual goals • develops communication skills • strengthens listening skills • provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework, 1996*

Figure 34

CULTURAL PRESENTATIONS

A strategy for creating an exhibit that is focused on aspects of the target culture

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students work in groups to create exhibits that represent a particular aspect of the target culture.</p>	<ul style="list-style-type: none"> • develops critical thinking skills • develops the ability to select important high points • encourages creativity and individuality • deepens specific knowledge of the target culture

Figure 35

THE LEARNING CYCLE

A sequence of lessons designed to have students engage in exploratory investigations, construct meaning out of their findings, propose tentative explanations and solutions, and relate target language and culture concepts to their own lives

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher engages the learners with an event or question to draw their interest, evoke what they know, and connect that with new ideas. The students explore the concept, behavior, or skill with hands-on experience. They explain the concept, behavior, or skill and define the terms, then use the terms to explain their exploration. Through discussion, the students expand the concept or behavior by applying it to other situations.</p>	<ul style="list-style-type: none"> • encourages students to construct their own understanding of target language and culture concepts • promotes empathy and understanding for people of other cultures • provides hands-on experience to explore concepts, behaviors, and skills • develops the ability to share ideas, thoughts, and feelings • provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework, 1996*

Figure 36

READ AND RETELL

An all-purpose strategy that involves students retelling a passage in the target language as they remember it

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher asks the students to read a passage. Students can be working together as a class, in small groups, or in pairs, or working alone with the teacher. Then, the teacher asks the students to retell the passage as they remember it, either orally or in writing using the target language.</p>	<ul style="list-style-type: none"> • provides practice in a range of literacy skills in the target language including listening, speaking, reading, writing, interacting, comparing, matching, selecting, remembering, comprehending, and organizing the information • provides an index of growth and development in a wide range of literacy learning • provides opportunities to use the target language

Figure 37

LITERATURE, HISTORY, AND STORYTELLING

A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher locates books, brochures, and tapes relevant to the language being studied and shares them with the class. Another strategy is to ask students to write about their own observations and insights after the lesson is over.</p>	<ul style="list-style-type: none"> • personalizes language learning • allows students to connect language and literature to its social and historical context

Adapted from the *Florida Curriculum Framework, 1996*

Figure 38

COOPERATIVE LEARNING

A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>After organizing students into groups, the teacher thoroughly explains a task to be accomplished within a time frame. The teacher facilitates the selection of individual roles within the group and monitors the groups, intervening only when necessary, to support students working together successfully and accomplishing the task.</p>	<ul style="list-style-type: none"> • fosters interdependence and pursuit of mutual goals and rewards • develops leadership skills • increases the opportunities to use the target language in authentic, communicative situations • increases participation of shyer students • produces higher levels of student achievement, thus increasing self-esteem • fosters respect for diverse abilities and perspectives

Figure 39

BRAINSTORMING

A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students contribute ideas related to a topic. All contributions are accepted without initial comment. After the list of ideas is finalized, students categorize, prioritize, and defend selections.</p>	<ul style="list-style-type: none"> • reveals background information and knowledge of a topic • discloses misconceptions • helps students relate existing knowledge to content • strengthens target language communication skills • stimulates creative thinking

Adapted from the *Florida Curriculum Framework, 1996*

Figure 40

PROBLEM SOLVING

A learning strategy in which students apply knowledge to solve problems

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The students discover a problem; problems can be constructed by the teacher or can be real-world problems suggested by the students. The students define the problem, ask a question about the problem, then define the characteristics of possible solutions, which they research. They choose a promising solution that best fits the criteria stated in the definition of solutions, then test the solution. Finally, they determine if the problem has been solved.</p>	<ul style="list-style-type: none"> • allows students to discover relationships that may be completely new to them • adapts easily for all grade levels and special-needs students • develops the ability to construct new ideas and concepts from previously learned information, skills, and strategies • promotes communicative competence in the target language

Figure 41

REFLECTIVE THINKING

A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Two possible approaches to reflective thinking are (1) students can write in a journal in their own words: the concept learned, comments on the learning process, questions, and interest in further exploration; (2) students can answer an oral questionnaire addressing such questions as <i>Why did you study this? Can you relate it to real life?</i></p>	<ul style="list-style-type: none"> • helps students assimilate what they have learned • helps students connect concepts to make ideas more meaningful • fosters additional opportunities to use the target language in a meaningful setting

Adapted from the *Florida Curriculum Framework, 1996*

Figure 42

FIELD EXPERIENCE

A planned learning experience for students to observe, study, and participate in expressions of the target culture(s) in a setting off the school grounds, using the community as a laboratory

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Before the field trip, teachers and students plan and structure communicative activities to engage in during the visit and engage in follow-up activities after the trip.</p>	<ul style="list-style-type: none"> • develops organizational and planning skills • develops observational skills • gives students an authentic experience of communicating in a foreign language

Figure 43

FREE WRITING


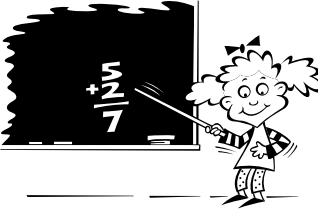


A strategy for encouraging students to express ideas by writing in the target language

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>After reflecting on a topic, students respond in writing for a brief time to a target language prompt, a quote, or a question.</p>	<ul style="list-style-type: none"> • develops the ability to link previous knowledge and experience to a topic • develops creative and critical thinking skills • provides opportunities to express and share ideas in written form • encourages students to value writing in the target language

APPENDIX D: Instructional Strategies

Figure 44

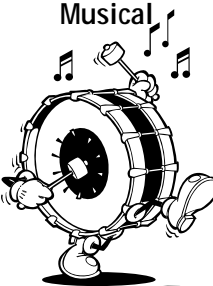



STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
<p>Linguistic ABCDEFGHIJKLM </p>	Verbalizing, hearing, and seeing words	How can I use the spoken or written word?	Creative writing Formal speech Humor or telling jokes Impromptu speaking Journal or diary keeping Oral debate Poetry Storytelling Words—used in reading, writing, speaking
<p>Logical-Mathematical </p>	Conceptualizing it, quantifying it, thinking critically about it	How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills?	Abstract symbols, formulas Calculation Counting Deciphering codes Finding patterns Forcing relationships Graphic organizers Number sequences Outlining Problem solving Syllogisms
<p>Spatial </p>	Drawing it, sketching it, visualizing it	How can I use visual aids, visualization, color, art, or metaphor?	Active imagination Color schemes Designs and patterns Drawing guided imagery Mind mapping Painting pictures Pretending Sculpture/models
<p>Bodily-Kinesthetic </p>	Dancing it, building a model of it, doing a hands-on activity related to it	How can I involve the whole body or use hands-on experience?	Body language Dancing—folk or creative Drama/acting Inventing Martial arts Mime Physical gestures Physical exercises Playing sports and games Role-playing

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 44 (continued)

STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

Intelligence	Students learn best by:	Planning questions for teachers	Learning activities
<p>Musical</p> 	<p>Singing it, chanting it, finding music that illustrates it, putting on background music while learning it</p>	<p>How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?</p>	<p>Creating music Environment sounds Humming Listening to music Music performance Music composition, creation Percussion vibrations Rhythmic patterns Singing Tonal patterns Vocal sounds and tones</p>
<p>Interpersonal</p> 	<p>Working on it with another person or group of people</p>	<p>How can I engage students in peer-sharing, cooperative learning, or large-group simulation?</p>	<p>Collaboration skills Cooperating Cooperative learning Empathy practices Giving Feedback Group projects Intuiting others' feelings Listening Person-to-person communication Receiving feedback Sensing others' motives Talking to others Teamwork/division of labor</p>
<p>Intrapersonal</p> 	<p>Relating it to a personal feeling or inner experience</p>	<p>How can I evoke personal feelings or memories, or give students choices?</p>	<p>Being alone Complex guided imagery "Centering" practices Emotional processing Focusing/concentration skills Higher-order reasoning "Know thyself" practices Metacognition techniques Mindfulness practices Silent reflection methods Telling about feelings Telling about thinking Thinking strategies</p>
<p>Naturalist-Physical World</p> 	<p>Observing it, classifying it, appreciating it</p>	<p>How can I relate the student's learning to the physical world?</p>	<p>Discovering, uncovering Observing, watching Forecasting, predicting Planting Comparing Displaying Sorting and classifying Photographing Building environments</p>

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 45

STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS
Multiple Intelligences Grid of Ideas

MULTIPLE INTELLIGENCES GRID OF IDEAS The Olympic Games or Games of Life							
Verbal	Logical	Spatial	Bodily	Musical	Interpersonal	Intrapersonal	Naturalist
Biographies	Graphic arts	Greek architecture	Fitness	National songs	Teamwork	Individual achievement	Nutrition
Writing about heroes	Biochemistry	Pottery	Sports	Raps	Cooperation	Pride	Health
Historical fiction	Laws of physics	Painting	Practice	Practicing music	Competition	Sense of accomplishment	Wellness
Myths	Statistics	Posters	Routines	Relaxation music	Sportsmanship	Logs	Biochemistry
Literature	Percentages	Photos	Regimens	Meditation	Coaching	Journals	Climate
News reporting	Logical thinking	Graphic organizers	Physical therapy	Composing	Mentoring	Psychology of peak performance	Culture
Expository writing	Sequences	Graphs	Conditioning	Performing	Global relationships		Biofeedback
Features	Cause/effect	Visualization techniques	Experiences	Selecting appropriate music	Conflict management	Endurance	Attitudes

Multiple Intelligences Grid of Life (Fogarty, 1997)

Figure 46

STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS
Planning Model Using Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of thinking. The six levels roughly form a two-tiered arrangement that represents levels of complexity in thinking. Knowledge and comprehension are the lower or more concrete levels of thinking. Analysis, evaluation, and synthesis represent higher or more complex levels of thinking. The application level, which falls between the lower and higher levels, can be very complex depending on the task.

A variety of instructional strategies and products may be categorized for each level of thinking. Teachers who design a variety of learning activities that require different levels of thinking will provide appropriate opportunity for the diverse number of students whose thinking levels range throughout the spectrum.

Figure 46 provides a model for instructional planning based on Bloom's taxonomy of thinking. Also see Figure 47, World Languages and Bloom's Taxonomy.

Level		Definition	Instructional Strategies	Activities, Tasks, & Products
Lower, less complex, more concrete levels	Knowledge	Students recall information, recite, or write	<ul style="list-style-type: none"> ask define describe discover indentify label list listen locate match memorize name observe recite recognize remember research select state tell 	<ul style="list-style-type: none"> books diagrams events exams facts in isolation films film stirps magazine articles models newspapers people plays quiz radio recordings/records tapes text reading vocabulary workbook pages
	Comprehension	Students restate the information in their own words	<ul style="list-style-type: none"> ask change compare convert defend discover distinguish edit explain express extend generalize give example identify illustrate infer interpret listen locate match observe paraphrase predict relate research restate rewrite show symbol summarize transform translate 	<ul style="list-style-type: none"> casual relationship comparison of like/unlike items conclusion/implication based on data diagrams films filmstrips graph magazines models newspapers outline own statement people photograph radio response to questions revisions skit speech story summary tape recording television

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 46 (continued)

STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS
Planning Model Using Bloom's Taxonomy

Level		Definition	Instructional Strategies	Activities, Tasks, & Products
Higher, more complex, more abstract levels	Application	Students apply the information on one or more contexts.	<ul style="list-style-type: none"> • apply • build • change • choose • classify • construct • cook • demonstrate • discover • dramatize • experiment • interview • list • manipulate • modify • paint • prepare • produce • record • report • show • sketch • solve • stimulate • teach • use guides, charts, maps 	<ul style="list-style-type: none"> • artwork • collection • crafts • demonstration • diagram • diorama • diary • drama • forecast • illustration • list • map • meeting • mobile • model • paint • photographs • project • puzzle • question • recipe • scrapbook • sculpture • shifting smoothly from one gear into another • solution • stichery
	Analysis	Students understand component parts to be able to compare and contrast or categorize information.	<ul style="list-style-type: none"> • advertise • analyze • categorize • classify • compare • contrast • differentiate • dissect • distinguish • infer • investigate • point out • select • separate • solve • subdivide • survey 	<ul style="list-style-type: none"> • argument broken down • chart • commercial • conclusion • checked • diagram • graph • parts of propa- ganda statement identified • plan • prospectus • questionnaire • report survey • report • solution • survey • syllogism broken down • word defined
	Synthesis	Students judge what they have analyzed and support their opinions.	<ul style="list-style-type: none"> • combine • compose • construct • create • design • estimate • forecast • hypothesize • imagine • infer • invent • predict • produce • rearrange parts • role-play • write 	<ul style="list-style-type: none"> • advertisement • article • book • cartoon • experiment • formation of a hypothesis or question • game • invention • lesson plan • machine • magazine • new game • new product • new color, smell, taste • news article • pantomime • play • poem • puppet show • radio show • recipe • report • set of rules, principles, or standards • song • speculate on or plan alternative courses of action • story • structure • television show
	Evaluation	Students create and/or gather pieces of information to form a novel thought, idea, product, or perspective.	<ul style="list-style-type: none"> • appraise • choose • compare • consider • criticize • critique • debate • decide • discuss • editorialize • evaluate • give opinion, viewpoint • judge • prioritize • recommend • relate • summarize • support • weigh 	<ul style="list-style-type: none"> • conclusion • court trial • critique • debate • decision • defense/verdict • discussion • editorial • evaluation • group discussion • group • letter • news item • panel • rating/grades • recommendation • self-evaluation • standard compared • standard established • survey • valuing

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 47

STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

World Languages and Bloom's Taxonomy

Knowledge/ Comprehension	Application	Analysis	Synthesis	Evaluation
<p><i>What students will do:</i></p> <ul style="list-style-type: none"> • Write telegrams • Arrange lines of dialogues • Fill out authentic forms for the target country • Explain proverbs, slang • Listen for sequence • Explain the "What? Who? Where? How? Why?" • Give description of scenes from a video presentation • Describe pictures from the target country • Define words • Listen and paraphrase in English a conversation heard in the target language • Draw picture from verbal information of a target culture's scene or object 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> • Dub cartoons, TV shows • Command others step-by-step to prepare a typical cultural dish • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in the target country • Interview classmates on their daily activities • Plan a menu for occasions typical of the target culture • Make shopping lists for various cultural, social events • Apply rules of correct cultural protocol while dining in the target country • Classify words, poems, authentic materials, genre • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> • Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare both cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem, and other authentic materials • Analyze a scene in the target culture • Find evidence to support opinion • Compare students' customs with the target culture's • Conduct a survey and analyze the results • Analyze the typical foods of the target country for nutritional value • Identify the best route to a historic site in the target country • Play the role of a tourist who bargains for merchandise in the target country 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> • Write an alternative ending to a story • Predict consequences if other historical events would have resulted differently • Write titles for a play, story, or article • Write headlines in newspaper style on current issues in the target country • Predict future events • Write a diary of an imaginary trip • Extend a story • Hypothesize the reaction to different situations based on the cultural beliefs • Compose a poem, skit, role-play, advertisement • Create hypothetical real-world situations found in the target culture • Create an infomercial 	<p><i>What students will do:</i></p> <ul style="list-style-type: none"> • Prioritize solutions to cultural dilemmas • Express and justify opinions on creative products of the culture • Give and support opinions about issues • Evaluate TV shows, movies, cartoons • Write an editorial giving and supporting own opinion • Express the pros and cons of policies • Give and support the decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify decisions of sites to visit in the target culture • Read an editorial in a target-country newspaper; respond and send response • Evaluate best World Wide Web pages for source of current events in the target country

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 48

STRATEGIES FOR EXCEPTIONALLY ABLE (GIFTED) STUDENTS

Strategies for Exceptionally Able Students

To ensure success *with exceptionally able students...*

- allow for choice within assignments and projects.
- use compacting.
- allow students to make independent plans for independent learning.
- provide mentoring or apprenticeship with professionals.
- teach entrepreneurship.
- use theory of multiple intelligences.
- use tiered assignments which are more complex or abstract.
- use Socratic questioning.
- use critical and creative questioning strategies.
- use open-ended questioning strategies.
- use interdisciplinary units.
- allow in-depth enrichment learning.
- allow time with like-intellectual peers.
- use accelerated pace of instruction.
- allow dual enrollment or early admission opportunities.
- remove time and space restrictions to allow for a long-term integrated plan of study.
- provide more difficult or abstract resources.
- allow for concrete or real-life investigations and explorations.
- teach coping skills.
- allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
- clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 49

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with speaking...*

- give sentence starters.
- use graphic organizers to organize ideas and relationships.
- use visuals.
- allow extra response time for processing.
- use cues and prompts to help the student know when to speak.
- use partners.
- phrase questions with choices embedded in them.
- use choral reading or speaking.
- use rhythm or music.
- allow practice opportunities for speaking.
- practice role-playing activities.

To ensure success *with assessment...*

- use a variety of authentic assessments.
- establish criteria and expectations prior to instruction.
- teach test-taking strategies.
- teach the format of an upcoming test.
- allow adequate time for test taking.
- allow paper-and-pencil tests to be taken in a different space.
- allow a variety of ways to respond, e.g., orally, pictorially, tape recordings.
- give choices.
- assess learning continuously over time, not just at the end of a unit of study.
- use rubrics.
- use self-assessment tools

To ensure success *when working in groups...*

- teach group rules and expectations.
- teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level.
- teach manageable strategies for moving in and out of groups within the classroom setting.
- post rules and expectations.
- give adequate time but not “fooling around” time.
- be in close proximity to groups as they work.
- teach students to self-monitor group progress.
- assign student roles or responsibilities in the group.
- teach a signal for getting attention of all groups.
- practice and assess students’ behaviors in small-group settings.
- use cooperative learning strategies.
- use a wide variety of groupings; e.g., flexible, cluster, skill.

Figure 49 (continued)

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

The following suggestions are grouped to address specific kinds of learning needs, but the strategies also may be beneficial to other students in the same classroom.

To ensure success *with reading*...

- use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- use before, during, and after reading strategies; e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary.
- provide advanced organizers when showing videos.
- use peer tutoring.
- provide audiotaped materials (text or study guides).
- teach self-questioning.
- paraphrase key points and/or have students paraphrase key points.
- summarize key points and/or have students summarize key points.
- label main ideas.
- label 5Ws—Who? What? When? Where? Why?
- allow highlighting of texts, passages, key words, or concepts.
- use visual imagery.
- explain idioms that appear in reading passages.
- allow silent pre-reading.
- allow partner reading.
- use computer programs or games.
- allow students to quietly read aloud (subvocalization).
- use graphic organizers.
- use preparatory set, i.e., talk through what a reading passage is about using new vocabulary and concepts.

To ensure success *with writing*...

- shorten writing assignments.
- require lists instead of sentences.
- dictate ideas to peers.
- provide note takers.
- allow students to use a tape recorder to dictate writing.
- allow visual representation of ideas.
- provide a fill-in-the-blank form for note taking.
- allow students to use a computer for outlining, word-processing, spelling, and grammar check.
- provide a structure for the writing.
- allow collaborative writing.
- provide a model of the writing.
- allow use of different writing utensils and paper.
- use a flow chart for writing ideas before the student writes.
- brainstorm a word bank of possible words that would be needed prior to the writing activity.
- narrow the choice of topics
- grade on the basis of content; do not penalize for errors in mechanics and grammar.
- allow choices of manuscript, cursive, keyboarding.
- allow different positions of writing paper and/or surfaces.

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 49 (continued)

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with visually-impaired learners...*

- describe what you are doing.
- provide preferential seating.
- provide material in large or braille print.
- give student an individual copy of visual information presented to the group
- use black-and-white printed hand outs.
- use audiotaped books.
- use tactual materials to represent concepts—contact a vision consultant to assist with the design.
- be aware of lighting requirements.
- stand away from window glare when talking to the student.
- allow extra time to complete a task.

To ensure success *with hearing-impaired learners...*

- provide preferential seating.
- use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary).
- face student directly when speaking.
- emphasize key points; don't overload with information.
- repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students.
- highlight text and study guides.
- provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- use peer tutoring.
- use study sheets to organize information.
- pre-teach vocabulary.
- use captioned videos, films, etc.
- show videos or visuals before presenting information to provide a knowledge base for students.
- use alternative testing methods.
- minimize background noise.
- simplify vocabulary.
- use preprinted outline of materials.

To ensure success *with retaining and retrieving information...*

- use multi-modalities (visual, auditory, tactile) to teach the same concept.
- teach vocabulary in context.
- use cues, prompts.
- use graphic organizers.
- use frequent repetition of key points.
- break down instructional units into smaller steps.
- show relationships among concepts through graphs, outlines, and webbing.
- use color coding to show concepts and relationships.
- use peer tutors.
- highlight important information.
- teach mnemonics as a memory tool.
- teach visual imagery.
- use rhythm, music, and movement.
- use lists
- use matrix to organize information; allow students to construct some of their own.
- use pictographs

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 49 (continued)

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success *with understanding new concepts...*

- pre-teach new concepts.
- identify priority learning from less important material.
- provide adequate time.
- provide meaningful practice, review, repetition
- use flow charts.
- connect previous learning to new information.
- use multiple means of learning, the same material (visual, auditory, tactile).
- have student set personal goals.
- use peer tutors.
- use multiple intelligences information to deliver material in a variety of ways.
- use cooperative learning and small groups.
- provide cues.

To ensure success *with attention deficit learners...*

- surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning.
- maintain eye contact with students during verbal instruction.
- make directions clear and concise. Be consistent with daily instructions.
- simplify complex directions. Avoid multiple commands.
- make sure that students comprehend before beginning the task.
- repeat in a calm, positive manner, if needed.
- help students to feel more comfortable seeking assistance. (Most ADD students won't ask for help.)
- assign only one task at a time.
- monitor frequently. Use a supportive attitude.
- modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students.
- make sure you test knowledge and not attention span.
- give extra time for certain tasks. Students with ADD may work more slowly. Don't penalize for needed extra time.
- require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.

Adapted from the list compiled by members of CH.A.D.D. (Children with Attention Deficit Disorders) in *Meeting The Special Needs of Students*. Glencoe/McGraw-Hill 1997, p. 10.

APPENDIX E:

Graphic Organizers

Figure 50

AN INTRODUCTION TO GRAPHIC ORGANIZERS

WHAT IS IT? A strategy in which teachers and students transfer abstract concepts and processes into visual representations.

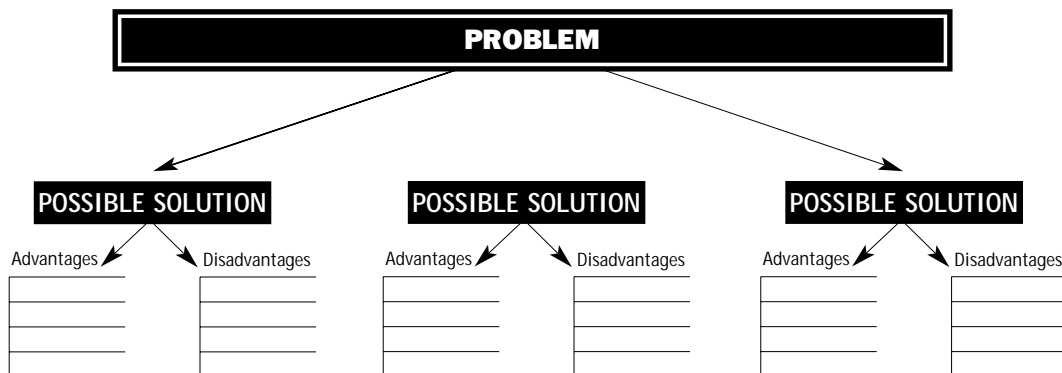
HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher provides a specific format for learning, recalling, and organizing linguistic or cultural concepts learned through the target language.</p>	<ul style="list-style-type: none"> • helps students visualize abstract concepts • helps learners organize ideas • provides a visual format for study

Figure 51

CONSEQUENCE DIAGRAM/DECISION TREES

WHAT IS IT? A graphic organizer strategy in which students use diagrams or decision trees to illustrate real or possible outcomes of different target cultural actions or situations.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students visually depict outcomes for a given problem, by charting various decisions and their possible consequences.</p>	<ul style="list-style-type: none"> • helps in transferring target-language learning to application • aids in predicting with accuracy • develops the ability to identify the causes and effects of decisions • aids in clarifying positive and negative statements



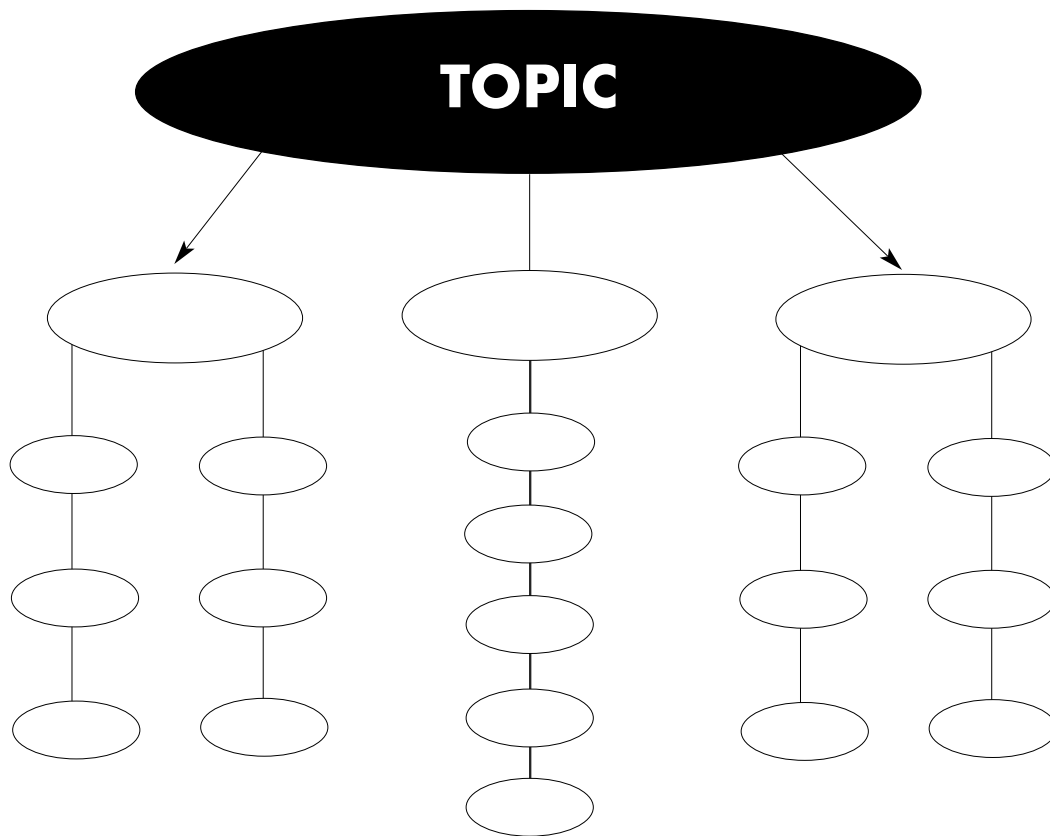
Adapted from the *Florida Curriculum Framework, 1996*

Figure 52

CONCEPT MAPPING

WHAT IS IT? A graphic organizer strategy that shows the relationships among concepts. Usually the concepts are circled and the relationships are shown by connecting lines with short explanations in the target language, or graphical depictions of the objects or concepts.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher selects a main idea. Using the target language, the teacher and students then identify a set of concepts associated with a main idea. Concepts are ranked in related groups from most general to most specific. Related concepts are connected and the links labeled with words, pictures, or short phrases.</p>	<ul style="list-style-type: none"> • helps students visualize how ideas are connected, understand linguistic relationships, and how knowledge is organized • improves oral communication, comprehension, and problem-solving skills



Adapted from the *Florida Curriculum Framework, 1996*

Figure 53

K-W-L (KNOW-WHAT TO KNOW-LEARNED)

WHAT IS IT? An introductory strategy that provides a structure for recalling what students know regarding a target language or cultural topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?												
<p>Before engaging in an activity, reading a chapter, listening to a lecture, or watching a film or presentation, the teacher lists on the board under the heading “What We Know” all the information students know or think they know about a topic. Then, the teacher lists all the information the students want to know about a topic under “What We Want to Know.”</p> <p>While engaging in the planned activity, the students research and read about the topic, keeping in mind the information they had listed under “What We Want to Know.”</p> <p>After completing the activity, the students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know. The teacher lists what the students learned under “What We Learned.”</p>	<ul style="list-style-type: none"> • builds on prior knowledge • develops predicting skills • provides a structure for learning • develops research skills • develops communication skills in cooperative groups • strengthens teamwork skills • provides opportunities to use target-language reading, writing, listening, speaking, and viewing <div data-bbox="824 961 1349 1150" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">K</th> <th style="text-align: center; padding: 5px;">W</th> <th style="text-align: center; padding: 5px;">L</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">What</td> <td style="padding: 5px;">What we</td> <td style="padding: 5px;">What</td> </tr> <tr> <td style="padding: 5px;">We</td> <td style="padding: 5px;">Want</td> <td style="padding: 5px;">We</td> </tr> <tr> <td style="padding: 5px;">Know</td> <td style="padding: 5px;">To Know</td> <td style="padding: 5px;">Learned</td> </tr> </tbody> </table> </div>	K	W	L	What	What we	What	We	Want	We	Know	To Know	Learned
K	W	L											
What	What we	What											
We	Want	We											
Know	To Know	Learned											

Figure 54

LEARNING LOG

WHAT IS IT? A strategy to develop structured writing in the target language. An excellent follow-up to K-W-L.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>During different stages of the language learning process, students respond in written form under three columns:</p> <ul style="list-style-type: none"> “What I Think” “What I Learned” “How My Thinking Has Changed” 	<ul style="list-style-type: none"> • bridges the gap between prior knowledge and new content • provides a structure for translating target language concepts into written form.

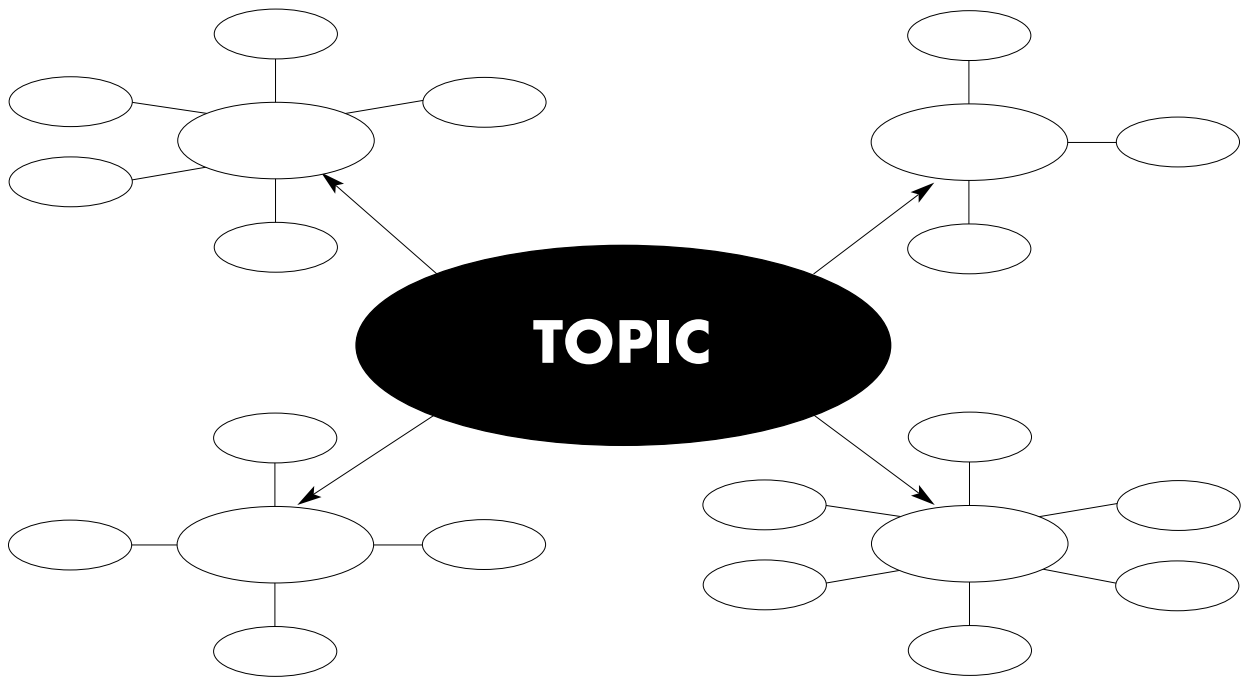
Adapted from the *Florida Curriculum Framework, 1996*

Figure 55

WEBBING

WHAT IS IT? A graphic organizer strategy that provides a visual picture of how target language words or phrases connect to a content-based or cultural topic.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher lists a topic and builds a web-like structure of target language words or phrases that students call out as being connected to a topic. Students can also use this strategy individually in planning, writing, or in studying for a test.</p>	<ul style="list-style-type: none"> • provides opportunities for the visual learner to “recall” the connections for later use • helps students use and share their prior linguistic knowledge • helps students identify patterns of information



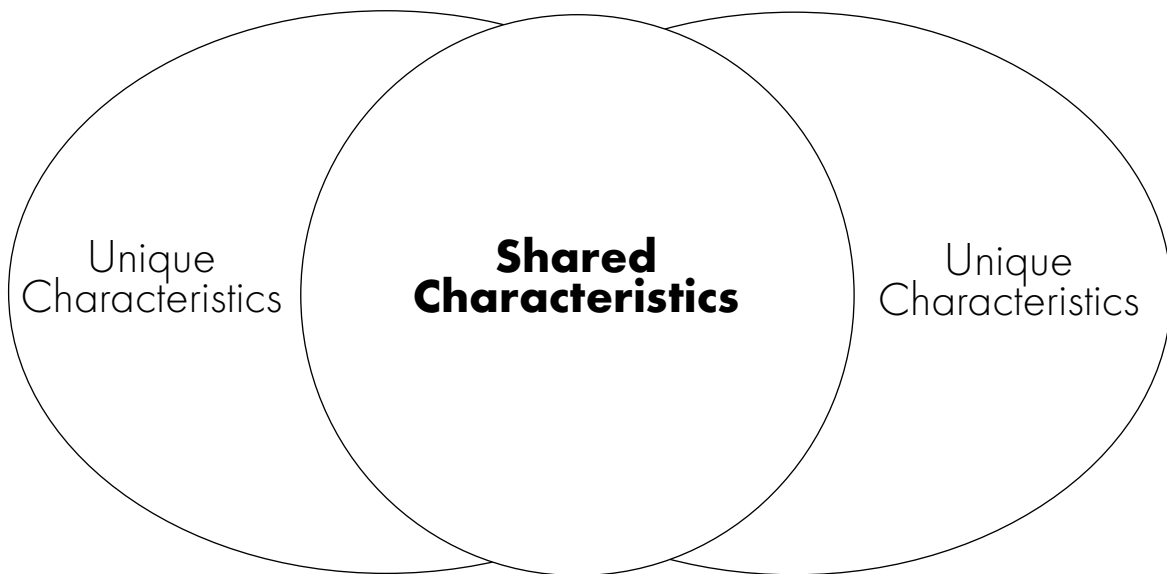
Adapted from the *Florida Curriculum Framework, 1996*

Figure 56

VENN DIAGRAM

WHAT IS IT? A graphic organizer strategy, derived from mathematics, for creating a visual analysis of information representing the similarities and differences among, for example, target language concepts or target culture objects, events, animals, and people.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Using two overlapping circles, students list unique characteristics of two items or concepts (one in the left part of circle and one in the right); in the middle they list shared characteristics. More than two circles can be used for a more complex process.</p>	<ul style="list-style-type: none"> • helps students organize ideas, target language and culture concepts • helps students develop a plan for writing • allows students to focus on the similarities and differences within and among languages and cultures. • develops the ability to draw conclusions and synthesize • stimulates higher cognitive thinking skills



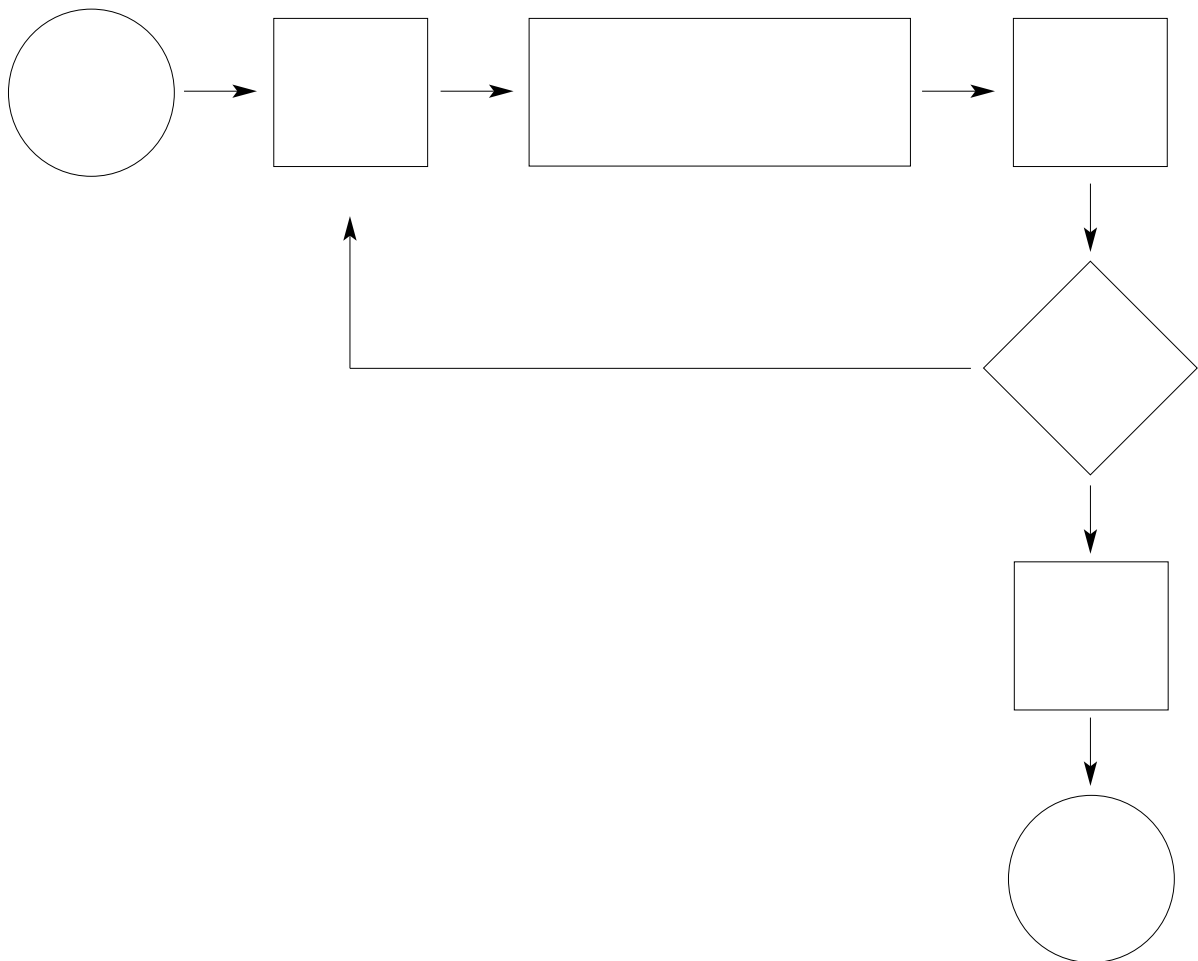
Adapted from the *Florida Curriculum Framework, 1996*

Figure 57

FLOWCHART

WHAT IS IT? A graphic organizer strategy used to depict a sequence of events, actions, roles, or decisions.

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students structure a sequential flow of events, actions, roles, or decisions graphically on paper.</p>	<ul style="list-style-type: none"> • fosters logical and sequential thinking • focuses on cultural connections • develops the ability to identify details and specific points • develops organizational skills • aids in planning • provides an outline for writing in the target language



Adapted from the *Florida Curriculum Framework, 1996*

Figure 58

T-CHART*

Purpose: To clarify central concepts or ideas; to collect specific examples for an idea or behavior.

Thinking Skills: Specifying, categorizing

How to use: In the “looks like” column, list all the behaviors or observable characteristics related to a topic; in the “sounds like” column, list all the sounds or audible characteristics, including possible verbal messages.

**As described and illustrated in Bellanca, 1992*

Example:

CONCENSUS	
<p style="text-align: center;">Looks Like:</p> <ul style="list-style-type: none"> ■ nodding head ■ eye contact ■ smile ■ attention 	<p style="text-align: center;">Sounds Like:</p> <ul style="list-style-type: none"> ■ “I can live with it.” ■ “Good idea.” ■ “That will help us.” ■ “I see your point.”

Name(s) _____ Topic: _____	
<h2 style="margin: 0;">T-CHART</h2>	
Title: _____	
<i>Looks like:</i>	<i>Sounds like:</i>

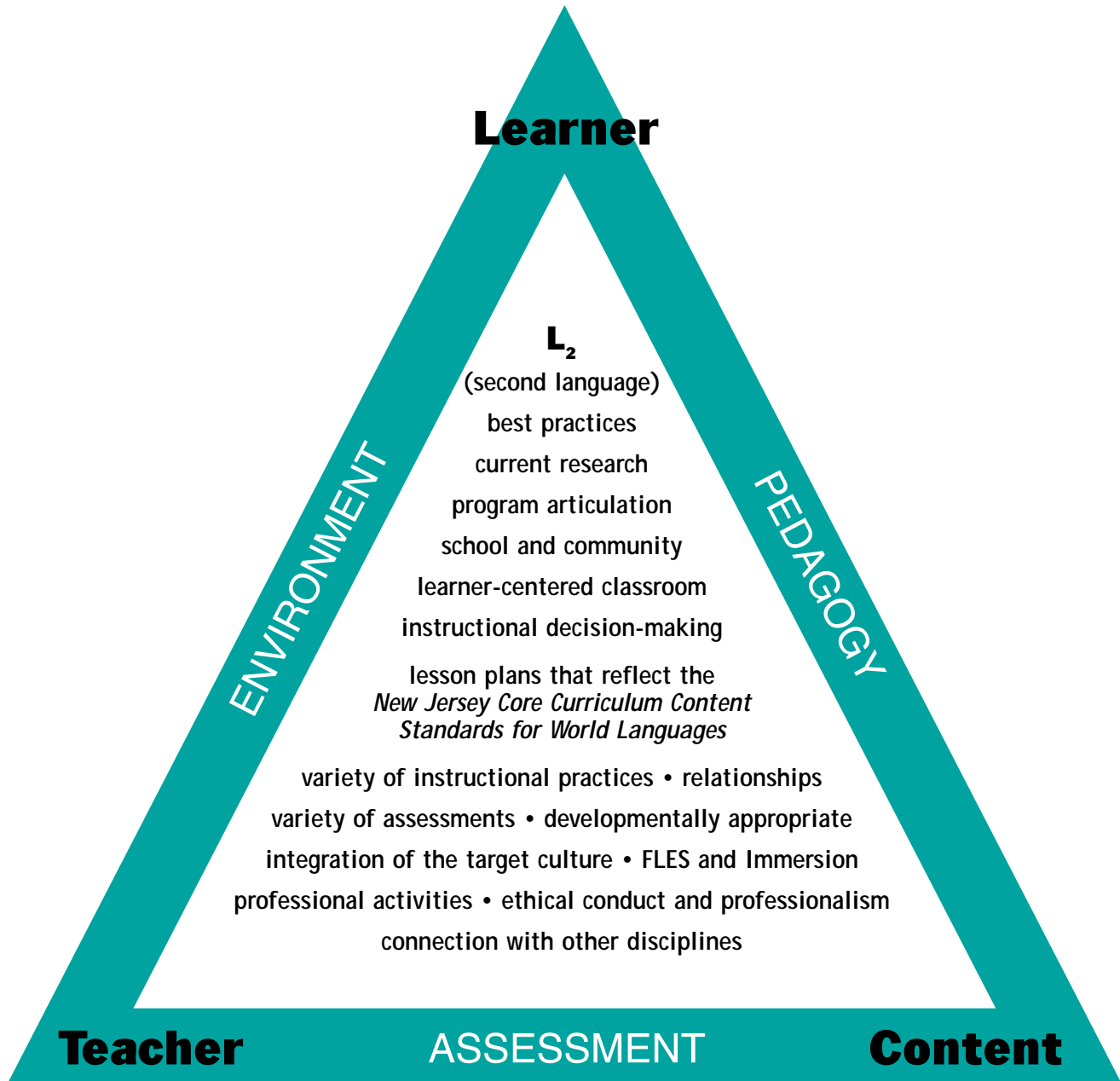
Adapted from *Nebraska K-12 Foreign Language Frameworks, 1996*

APPENDIX F:

Key Terms for Teacher Preparation

Figure 59

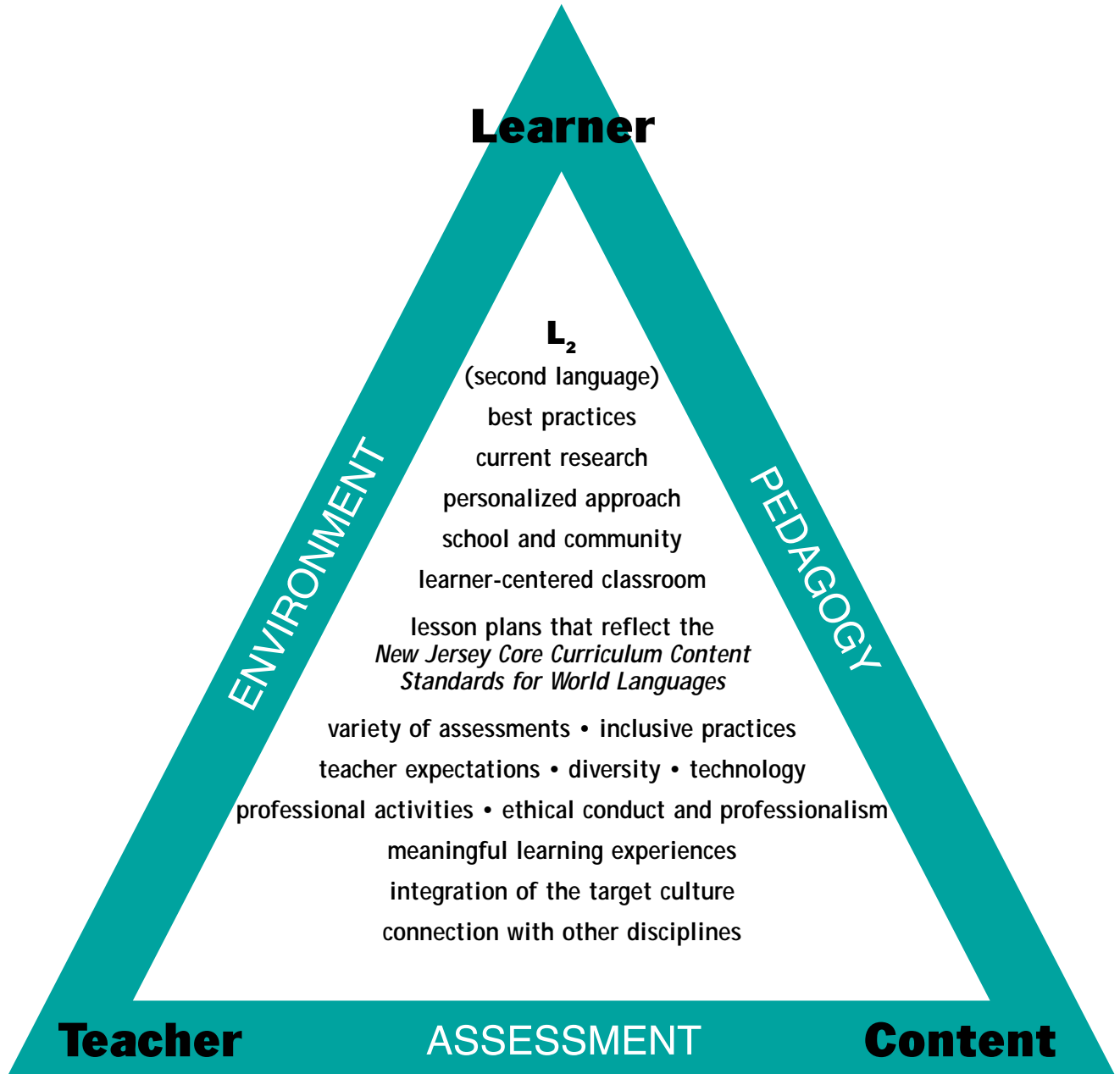
**MODEL METHODS COURSE
(Elementary Level)**



Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

Figure 60

**MODEL METHODS COURSE
(Secondary Level)**



Adapted from *Nebraska K-12 Foreign Language Frameworks*, 1996

APPENDIX G:
Cross-Content Workplace Readiness
and Systems Thinking

ILLUSTRATIONS OF THE INTERDISCIPLINARY, SYSTEMS THINKING APPROACH

The following three vastly different scenarios illustrate the interdisciplinary, systems thinking approach. Although they are presented in elementary, middle, and high school categories, the scenarios can be adapted to other developmental levels through the creativity of the teacher/facilitator. **The use of a world language can be effectively incorporated into all of these scenarios. The level of language sophistication needs to be adapted for the specific benchmark grades (K-4, 5-8, and 9-12).**

Elementary School Level: The Pyramid Reconstruction Systems Thinking Project

The primary task of this project is to engage students in Grades 3 and 4 in an activity that provides them with an opportunity to discuss and debate the system support mechanism that needed to be in place to allow the great pyramids of Egypt to be constructed.

Note: Student problem-solving and thinking processes are the important aspects. This activity also focuses on the ability to communicate the results to other members of the class.

Background. The Great Pyramids of Giza, built over 4,500 years ago, continue to impress modern-day engineers and technologists. These tombs are the most famous pyramids, but there are more than 80 other pyramids in Egypt. The largest of the three, the Great Pyramid of King Khufu, was built about 2550 B.C. At its peak, it was 481 feet tall and had a square base of 756 feet on each side. Approximately 2,300,000 blocks of solid limestone, each weighing about 2.5 tons, were used in its construction. Many scholars have offered theories on how the Egyptians accomplished their construction; however, there is no definitive proof substantiating their findings.

The problem. The ancient Egyptians were faced with many problems while building the pyramids at Giza 4,500 years ago. One of the most obvious problems that they had was moving heavy blocks of stone (about 2½ tons each) into position to build the pyramid. The largest pyramid at Giza is over 450 feet high and used over 2 million stones. To imagine how high the pyramids actually are, they would be more than 1½ football fields standing end on end. *The problem is to discover a successful technique to move a large stone up an inclined plane.*

The materials. A stone, an inclined plane, sand, water, rope, and wood are the materials needed for this project.

Quality workers. The Egyptians needed to be quality workers. Clearly, their finished project is evidence of their ability to work both individually and in teams. Obviously, the Egyptians understood a great deal about technology and practical problem solving; they were critical thinkers who knew how to make decisions. We know that there was division of labor among the ancient Egyptian workers. For example, there were surveyors, stone cutters, rope pullers, engineers, and architects and designers.

The ancient Egyptians worked on the pyramids only three months of the year, when the Nile River overflowed. Workers demonstrated self-discipline and self-management skills. The Egyptians needed to be safety-minded to insure that the people who were doing this dangerous work would not be hurt.

Sample connections. Identified below are some examples of how the classroom teacher may emphasize various content areas around this specific activity and theme.

The Arts (Visual and Performing)—Elements of design and aesthetics in the beauty of the pyramid itself may be explored. For example, the interior walls were decorated with paintings. Some of the objects found within the pyramid might be art or artistically designed products.

Comprehensive Health and Physical Education—Students may explore the diet of the ancient Egyptians in explaining how they were physically and mentally fit for this arduous task.

Language Arts Literacy—Although students will use all of their language arts literacy skills throughout this activity, emphasis may be placed on the student's ability to speak to his or her audience during a culminating presentation on the activity. Further research on topics of interest to the student may be pursued.

Mathematics—Students will explore the importance of geometric shapes and properties in designing the pyramids.

Science—Students will explore the impact of how the needs of the building system were satisfied by a variety of services. Students can construct a chart or diagram that illustrates a variety of system components that would be necessary to support the building project. Include items such as where the water to drink would come from and how it would have been transported and stored. Groups of students can discuss, research, and present to the class a variety of system needs, conveying what, where, and how much of the support would have been needed for the project. Discuss the principles of levers and wheels.

Social Studies—The Egyptian culture will be explored. Students will examine the significance of the pyramids as well as how human beings learn to work together in teams. (It is estimated that between 40,000 and 50,000 people worked collaboratively on the goal of completing the pyramid.)

World Languages—Students will explore related aspects of the Egyptian culture that required early settlers from different communities on the Nile to agree to use hieroglyphics to assist their interaction for the purposes of economics, agriculture, and the building of the pyramid. **World language use should reflect the outcomes indicated in the cumulative progress indicators for grades K-4 (e.g., “Describe people, places, things and events using short phrases and simple sentences.”).**

Middle School Level: The Real Game

Forty-six New Jersey school districts participated in “The Real Game” pilot program in April 1998. The Real Game is a hands-on, practical, experiential learning program that allows students to experience various aspects of the working world by using role playing and game devices. It is cross-curricular and designed for middle and junior high school classes (primarily seventh and eighth grades) with a maximum of 40 students. (Additional versions, ranging from Grade 1 through adult, are currently being planned, developed, and/or field tested by the National Occupational Information Coordinating Committee [NOICC].) Through a series of interdisciplinary exercises and events guided by teachers or counselors, students become more aware of the world of work and how their actions in school affect their futures. Anecdotal records from New Jersey teachers indicate that content area teachers have reported increased student interest in academics as they begin to see the relevance of their studies to life. **World language use should reflect the outcomes indicated in the cumulative progress indicators for Grades 5-8 (e.g., “Organize thoughts into coherent oral speech.”).**

How does The Real Game work? Each of the five units is described below.

Unit 1: Learning a living. In this first unit, the students are given an overview of The Real Game. The game is presented as a journey in career exploration that will bring the students to “assume the mantle of the expert.” The students are informed that they will, through a randomly chosen occupation, explore aspects related to adult life in our society. In order to assess their current knowledge of terminology and other aspects related to the work world, students complete a questionnaire. (They fill out the same questionnaire at the end of unit 5 to evaluate their progress.) The students play the first round of The Spin Game (an interdisciplinary multiple-choice question-and-answer game) and form groupings that serve as the basis of many subsequent activities for The Real Game program.

Unit 2: Making a living. In the second unit, the students really take on their roles. Four activities help them to gradually imagine themselves as adult workers. First, the students explore and express their dreams by choosing items on the Wish List that they would like to have in their adult life. Reality comes into play when students have to balance their monthly budgets (by applying their mathematical skills) and assess what they can actually obtain while taking income and chance (represented by Chance Cards) into consideration. The students then start to personalize their Activity Poster as they gather information on their neighbors' occupations. Some elements on the Activity Poster include transferable skills, annual holidays, gross and net monthly income, income tax, bills, and expenses.

Unit 3: Quality of life. In unit 3, the students choose leisure and holiday activities while still taking into account the profile assigned to them. They examine their necessary daily activities and then choose activities to do during their free time. The students then plan a group holiday while taking into account their budget and the amount of vacation time each member has. This is an exercise in negotiation that will give them the opportunity to research specific destinations as well as a variety of occupations in the travel industry.

Unit 4: Changes and choices. By participating in this unit's five activities, the students are made aware of unexpected elements that occur in the work world and in life. Unforeseen circumstances change the course of the game as students must offer support and assistance to colleagues who are faced with a job loss. Activities such as group discussions and essays help students think of positive actions that may bring new possibilities. Finally, the entire class is rendered jobless by large-scale disasters. While working as a team, the students offer solutions and learn how their transferable skills will enable them to grasp other opportunities. The students then play the second round of The Spin Game so that they may continue to explore the occupations, terminology, and links that exist between their schooling and the work world.

Unit Five: The personal journey. In the last unit of the Real Game, the students imagine themselves in the future and must reflect on their career journey by talking with individuals in the community. Guest speakers are invited to a Career Day. Activities such as these enable the students to share their experiences and new knowledge as well as gather information on the present work world and a variety of careers.

High School Level: The Life Cycle of a Pencil

Activity. Provide each student with a wood pencil. Have them brainstorm on the board a list of materials that make up the pencil, along with the natural resources from which they are derived. Ask them where these natural resources and other materials come from. Discuss possible origins, and locate these on a world map. Have the students learn the word for pencil in the languages of each country and determine whether pencils are in fact used in each country. **World language use should reflect the outcomes indicated in the cumulative progress indicators for Grades 9-12 (e.g., “Communicate orally with increasing logic and accuracy.”).**

A list of the components of a wood pencil and their possible origins is provided below:

- | | | |
|------------------------------|------------------------|----------------------|
| ■ Copper - Canada | ■ Zinc - Poland | ■ Clay - Mississippi |
| ■ Incense Cedar - California | ■ Graphite - Sri Lanka | ■ Rubber - Brazil |
| ■ Petroleum - Saudi Arabia | ■ Gum (sap) - Mexico | ■ Pumice - Italy |

Discuss with students the appropriate first aid if someone is accidentally stuck with a pencil. Then have the students consider the life cycles of a wooden lead pencil “from cradle to grave.” Where do the makings of a pencil begin? Where does a pencil stub go? Draw a large circle on the board with a pencil in the middle of it. Locate steps regarding the formation, use, and disposal of a pencil in appropriate areas around the circle. Sample steps are given below:

1. Wood is harvested; truck hauls tree to mill.
2. Mill prepares lumber; lumber is shipped to factory.
3. Graphite is mined and shipped to factory.
4. Clay is mined and shipped to factory.
5. Gums are tapped, prepared, and shipped to factory.
6. Pencils are manufactured.
7. Trucker hauls pencils to warehouse or railroad.
8. Trucker hauls pencils to wholesale dealers.
9. Trucker hauls pencils to retail stores.
10. Customer drives to store to buy pencils.
11. Customer uses then discards pencil.
12. Pencil hauled to landfill or incinerator.

Have the students identify the forms of energy (including human) required to extract, process, manufacture, and transport the pencils. Identify various modes of transportation that are available. Identify where materials might be reused or recycled. Throughout the process, identify and research related careers. These other activities usually require a smaller set of steps and can be drawn as smaller concentric circles overlapping with larger circle.

Have the students provide examples of feedback that can be obtained throughout the “life cycle of a pencil.” Have the students explain how that feedback is used to control, alter, or effect the behavior of a system. Examples include the following:

- overall demand for, and sales of, pencils;
- seasonal fluctuation of pencils, or decrease or increase of sales;
- availability of refillable, plastic pencils and the subsequent need to find new markets for lead pencils;
- increased postage for shipping;
- increased gasoline prices for hauling;
- reduction of the environmental impacts of graphite mining, which causes a rise in production costs;
- development of a new technology that is only feasible if more pencils are produced (finding new markets becomes a priority);
- use of only recycled materials in designing pencil packaging; and competitor’s reduction in price per pencil, which necessitates cutting of production costs.

Extension Activities. Identify materials that are generated or produced in your local community. Have groups of students select one and research its origins, use, and disposal from “cradle to grave.” Multiple sources of information from the library media center and the community should be accessed, including local tours, visuals, interviews, the Internet, etc. Have students present their findings using a variety of media. Identify and research related careers. Invite guest speakers to address the students at a career day.

Reference. This activity was adapted from “Resource-Go-Round,” a *Project Learning Tree Activity Guide* (pp. 316-319).

