

**STAGE I:
MODEL ASSESSMENTS
FOR SPANISH
GRADES 6-8**

Communication

Expectation #1: Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

Benchmark: Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or videotapes.

Stage I (6-8)

Mode(s) of Communication: Interpersonal (writing)

Description: Brainstorm with your students about vocabulary needed to describe family members and home life. Then read a letter in which a pen pal describes his/her family, home, and the special celebrations in his/her country (see example below). After briefly discussing the letter, ask students to write a letter to their pen pals in which they describe their home, family, and celebrations in the U.S.

Sample Letter

3 de Abril

Hola Maria,

Me llamo Elena Martínez García y soy de México. Tengo 15 años. Vivo con mi madre, mi padre, mi hermano Roberto y mi hermana Rosa. Mi casa es pequeña. En mi cuarto hay dos camas, una para mi y otra para mi hermana Rosa. Hay una mesa y dos sillas, unos carteles de varios grupos, un armario, y una radio. ¿Cómo es tu familia? ¿Cómo es tu casa? Durante la Semana Santa pensamos ir a visitar a mis abuelos en Veracruz.

Elena

Prompt: You are writing a letter to your Spanish-speaking pen pal. In it describe yourself and the members of your family. Tell what your home is like. Give many details and use as many adjectives as possible.

Grading: Use the holistic writing rubric.

Communication

Expectation #2: Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target language.

Benchmark: Identify people and objects in their environment or from other subjects based on oral and written description.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening, reading); Presentational (writing)

Description: Generate with your students a list of adjectives in Spanish that deal with personal characteristics and list them on the board (use cognates when possible). Then students will use the adjectives to write descriptions of themselves. Collect all the descriptions and compile them in a newsletter entitled "Who Am I," leaving out the names of students. Students will then read the descriptions in front of the class and try to identify the authors. Before the name is stated, the student being described can stand up and say "Soy yo," or the class can vote on who the author might be.

Prompt: Write a short paragraph describing yourself that will be printed in the class newsletter entitled "Who am I?" Once you receive the completed newsletter, you will read your classmates' descriptions and try to determine who wrote each one. Once you have decided who wrote the description, write the student's name beneath the description.

Now you will have the opportunity to say who you think wrote the descriptions. Read one of the descriptive paragraphs in front of the class and state who you think the author is. Before the name is stated, the person being described can stand up and say "Soy yo" or the entire class can take a vote on the author's identity.

Grading: Use the holistic writing rubric to grade students' descriptions after you are finished playing the game. Award points for matching the description with a person.

Extensión de Escritura

Guía

Resumir

Acerca de: ¿Quién es?

Punto:

1. Tengo pelo moreno.
2. Soy baja y divertida.
3. Tengo ojos cafe'.

Fin: Me llamo

Communication

Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Dramatize songs, poetry, or short personal stories commonly known by peers in the target culture for an appropriate audience.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Read or present classic children's stories to the class in Spanish (e.g. "The Three Bears," "The Three Little Pigs," "The Little Red Hen," etc). Students will then present a children's story in the target language to their classmates or to younger students.

Prompt: Divide into groups of three or four. Each group will choose a story and present it to the class. You may create costumes, use hand puppets, paper cut-outs etc. Each person will be responsible for one part of the story.

After you are finished preparing, your group will perform the story for the class and involve the audience by creating a song for the story, for example "Who is Afraid of the Big Bad Wolf," from "The Three Little Pigs." The song should be simple and repetitive.

Grading: Use the holistic speaking rubric and the visuals and artwork rubric. You can assign different point values for the rendering of the story, the song, and the costumes/visuals.

Cultures and Comparisons

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language and cultures and compare them with their own.

Benchmark: Use appropriate gestures and oral expressions of everyday interactions of the language and cultures studied such as greetings, leave-takings, and common classroom interactions.

Stage I (6-8)

Mode(s) of Communication: Interpersonal (listening)

Description: Play a recording of a conversation between an exchange student in a Spanish-speaking country and her host family. Show students pictures of the greetings that the student and his/her host family exchange. Then ask students to role play a situation in which they meet their host families for the first time and exchange greetings.

Prompt: You will be going to a Spanish-speaking country and staying with a host family there. In order to learn about the types of greetings used in the country, listen carefully to tapes of a conversation between the American student, Kris, and her host family. You will use the same greetings when you meet your host family. Now look at pictures of Kris and her host family greeting each other and list all of the appropriate vocabulary, gestures, and expressions they would use. When you are finished, practice with your classmates how to say good-bye to your own family members and how to greet your Spanish-speaking host family.

Grading: Use the holistic speaking rubric. Students should be able to produce the correct vocabulary and culturally appropriate gestures used in greetings and salutations.

Cultures and Comparisons

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Identify, experience, or read about expressive products of the culture such as children's songs, selections from children's literature, and types of artwork enjoyed by their peer group in the cultures studied and compare them with their own.

Stage I (6-8)

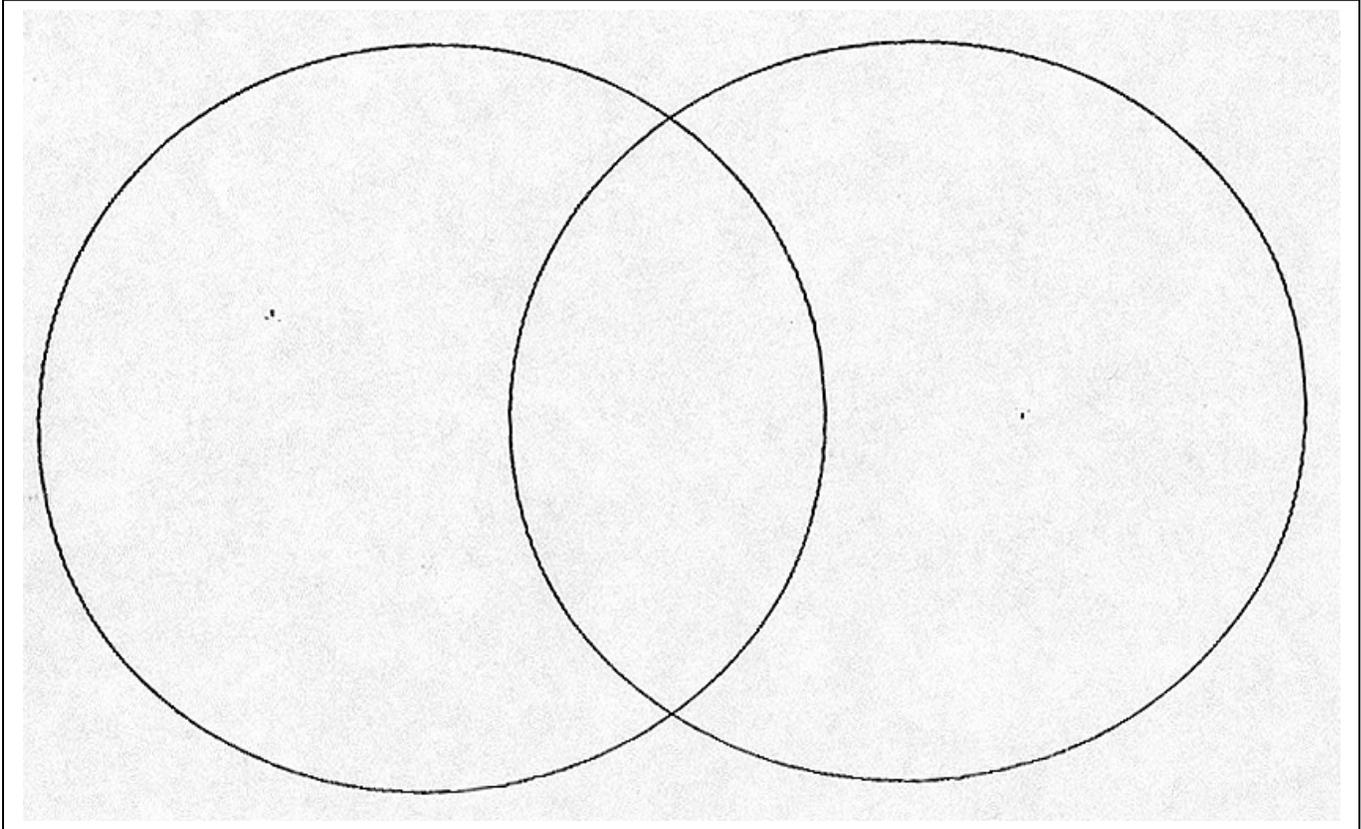
Mode(s) of Communication: Interpretive (listening)

Description: Use familiar children's tunes (e.g. "Are You Sleeping" sung as "Buenos Días," or "Ten Little Indians" sung as "Diez Deditos.") from "Teach Me Spanish" (Judy Mahoney and Mary Cronan) and the accompanying picture book. Some songs are in English, others are in Spanish, and at times familiar tunes are used to sing the song in the target language. After hearing the songs, students will create a Compare/Contrast Frame about native language and target language songs.

Prompt: Taking two songs such as "Ten Little Indians" and "Diez Deditos," fill out the Compare/Contrast frame below. Then, listen again to the tape and review your frame. Did it change? In what way? Record your observations in the Compare/Contrast frame.

Grading: Use the holistic listening rubric. Consider the accuracy and completeness of the Compare/Contrast frame.

COMPARE/CONTRAST



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Cultures and Comparisons

Expectation #7: Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

Benchmark: Retell stories from selections of children's literature and describe types of artwork enjoyed or produced by their peer group in the cultures studied.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: After reading about Diego Rivera in the book *Diego*, students will create a mini-mural. If possible, show students pictures of murals created by Diego Rivera (Note: There is a mural by Diego Rivera at the Detroit Museum of Art.). Discuss the topics Rivera chose to portray and the colors and techniques he used. Then divide the students into small groups. Have each group choose a topic of interest and create a mini-mural. Students will then present the murals to the class and, based on their examination of one another's work, have the class identify what topic each group selected.

Prompt: Imagínense que ustedes son estudiantes del gran muralista mexicano, Diego Rivera. Como requisito de la clase del Señor Rivera, tienen que trabajar en grupos pequeños con sus compañeros para crear murales del estilo de su maestro. Cuando se crean los murales, sus grupos deben escoger temas apropiados al igual que combinaciones de colores que serían aceptables a su maestro.

Grading: Use the visuals and artwork rubric to assign a grade to each group's artwork and the oral presentation rubric to grade the report. The rubric can be easily modified to incorporate any other specific requirements.

Cultures and Comparisons

Expectation #8: Describe significant influences (e.g. political, philosophical, and sociological) of the target language cultures.

Benchmark: Recognize common themes, ideas, or perspectives such as friendships and individual and family responsibilities.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Generate with students a list of the different family members and the various tasks that must be done at home (e.g. dishwashing, dusting, mopping, making beds, setting the table, doing the laundry, taking out the garbage, mowing the lawn, etc.) Discuss with students the typical distribution of tasks in families of the target culture. After the discussion, have students create a chart listing the various tasks done in their family and who does them. They can also tally how often each job is done. Students must then present their charts to the class and explain how their charts might be both similar and different to a similar chart made by a student in a Spanish-speaking country.

Prompt: Diseñe un gráfico que ilustra todas las responsabilidades que tienen los varios miembros de su familia y la frecuencia con que se tienen que hacerlas (diario, semanal, etc.). Luego, presente su gráfico a su clase y explique como su gráfico sería parecido y diferente a un gráfico hecho por un estudiante de un país hispanohablante.

Grading: Use the visuals and artwork rubric to score the students' family responsibilities charts. Use the oral presentation rubric to score the students' presentations of their charts and their interpretations regarding the responsibilities of family members in their own and different cultures.

Cultures and Comparisons

Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and the target language.

Benchmark: Recognize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the target language.

Stage I (6-8)

Mode(s) of Communication: Presentational (writing)

Description: Introduce the concept of cognates by pointing out items commonly found in the classroom. Have students create a T-graph, labeling one side of the graph with classroom vocabulary cognates (e.g. *mapa* – map, *globo* – globe, *estudiante* - student, *computadora* - computer, etc.) and the other side with classroom vocabulary words that are non-cognates. Then each student should generate a list of cognates focusing on a particular theme (e.g. food, sports, etc.). Students can demonstrate how cognates enhance comprehension by creating and illustrating a short story in the target language that incorporates the cognates from the list they have created. After writing the stories, students should read them to the class. You might consider having each student include a “glossary” of the cognates used in his or her story.

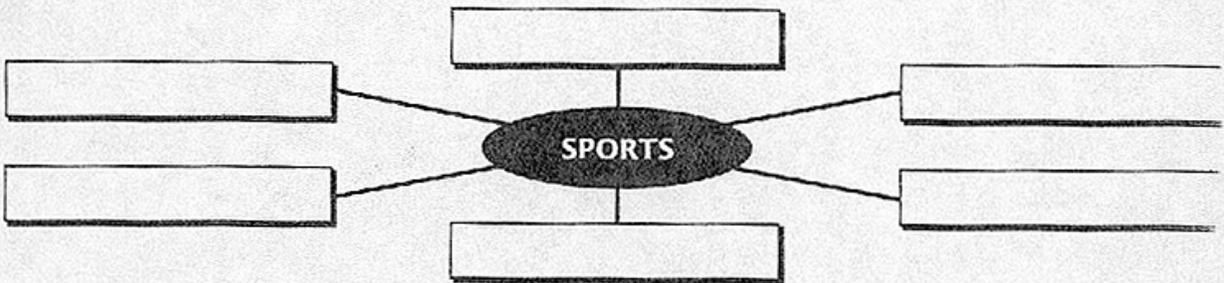
Prompt: Hace poco, una casa editorial en su ciudad puso un anuncio en el periódico. Según el anuncio, la compañía busca nuevos autores de libros en español para niños. Esta casa editorial está especialmente interesada en libros que se pueden usar para enseñar español a niños que hablan otros idiomas. Escriba un libro para niños en español utilizando muchas palabras que se parecen en ambos inglés y español. Ilustre su libro con dibujos apropiados y al final incluya un glosario de los cognados que aparecen en su libro. Cuando termine su libro, léalo a los miembros de su clase como si fueran correctores de pruebas, antes de mandarlo a la casa editorial.

Grading: Use the holistic writing rubric and the visuals and artwork rubric (if you want to grade the illustrations in the book). In addition, you can treat the presentation of the book as a separate assessment for which you can use the holistic speaking rubric.

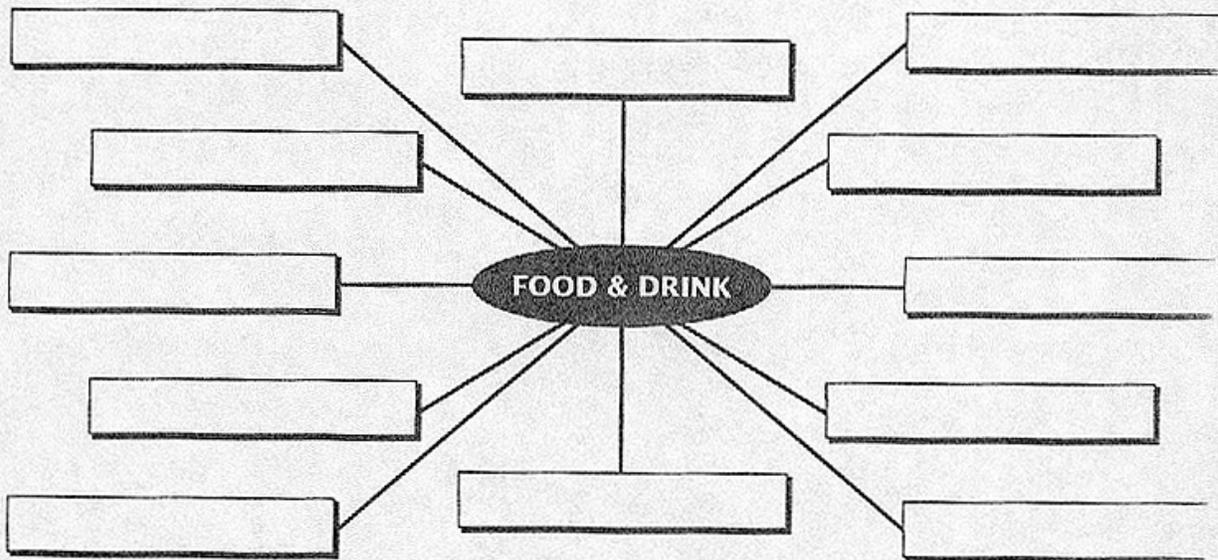
Cognate Categories (from ¡Buen Viage! by JoAnn Wilson)

Did you know a lot of the words in the list of cognates? Can you think of any others? Sort the words in the list into the following categories.

1. Sports



2. Food and drink



3. Modes of transportation _____

4. Colors _____

5. Create a category name in English for the following words on the list: el arte, la biología, la ciencia, la historia, la física. _____

Cultures and Comparisons

Expectation #10: For students of modern languages, interact in culturally appropriate ways with speakers of the target language.

Benchmark: Demonstrate an awareness of formal and informal forms of language in greeting and leave-taking and use expressions of politeness in the target language.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening); presentational (speaking)

Description: Play a recording of people greeting and taking leave of each other in both the formal and informal registers. As students listen to the different conversations, they will indicate on a “T graph” whether each conversation was formal or informal. Upon the conclusion of this activity, all students should be able to demonstrate that they can clearly identify when a formal greeting is used and when an informal greeting is used. Next, divide the students into small groups and have them role play both formal and informal greetings and farewells.

Prompt: Adentro de unas semanas, su clase de español viajará a Puerto Rico. Debido a que van a conocer muchas personas durante de su estancia en Puerto Rico, es muy importante que practiquen los saludos y despedidos que han estudiado en la clase de español. En grupos de dos o tres, creen dos desempeños de papeles en los cuales se muestran la manera formal y la manera informal de saludar y despedirse de una persona.

Grading: Use the holistic speaking rubric. You may want to consider giving both individual and group scores for each role play. If you choose to treat the “T-graph” exercise as an assessment, use the holistic listening rubric.

Connections and Communities

Expectation #11: Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

Benchmark: Retell age-appropriate stories, poems, and folk tales after hearing them narrated and examine their relationship to similar stories from their own culture.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening)

Description: Read or play well-know folk tales from the target culture (e.g., *La Llorona*). As they listen, students must determine the main characters and the plot of the story. After they have finished listening to the story, have them list three significant events of the plot. Then have them compare the story to *The Legend of Sleepy Hollow*, answering the questions: How are the stories alike/different? Do they have the same theme? If so, what is it?

Next, the students will complete a “Story Map,” or “Mapa del Cuento,” from the main character's perspective as suggested in *Thinking Works*.

Prompt: Primero, escuche con atención la grabación del cuento de *La Llorona*. Mientras escucha el cuento, utilice el “Mapa del Cuento” para tomar apuntes. Luego, escuche con atención la grabación del cuento *The Legend of Sleepy Hollow* en inglés. De nuevo utilice el “Mapa del Cuento” para tomar apuntes. Cuando termina con las dos grabaciones, sus apuntes deben mostrar claramente las semejanzas y las diferencias entre los dos cuentos.

La Llorona (The Legend of Sleepy Hollow)

Escenario:

Personaje Principal:

Su Punto de Vista:

Exponer El Problema:

Hacer Una Lista De Tres Eventos:

- 1.
- 2.
- 3.

Exponer El Final Del Cuento:

Grading: To master this objective students will complete the “Story Map” in the target language with all the information requested above. Each part of the “Story Map” can be assigned an appropriate point value, and points can be deducted for missing, incomplete, or inaccurate information. The “Story Map” should demonstrate the listener’s comprehension of the similarities and differences between the two stories. As an alternative, you can also adapt the holistic listening rubric to score the students’ comprehension of the two stories and their awareness of the inherent similarities and differences between them.

Lugar:	Lugar:
Caracter:	Caracter:
Problema:	Problema:
Eventos:	Eventos:
1.	1.
2.	2.
3.	3.
4.	4.
Fin	Fin

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Connections and Communities

Expectation #12: Use the target language to acquire information in other disciplines.

Benchmark: Compare target-language folk songs with similar songs from their own culture.

Stage I (6-8)

Mode(s) of Communication: Presentational (writing)

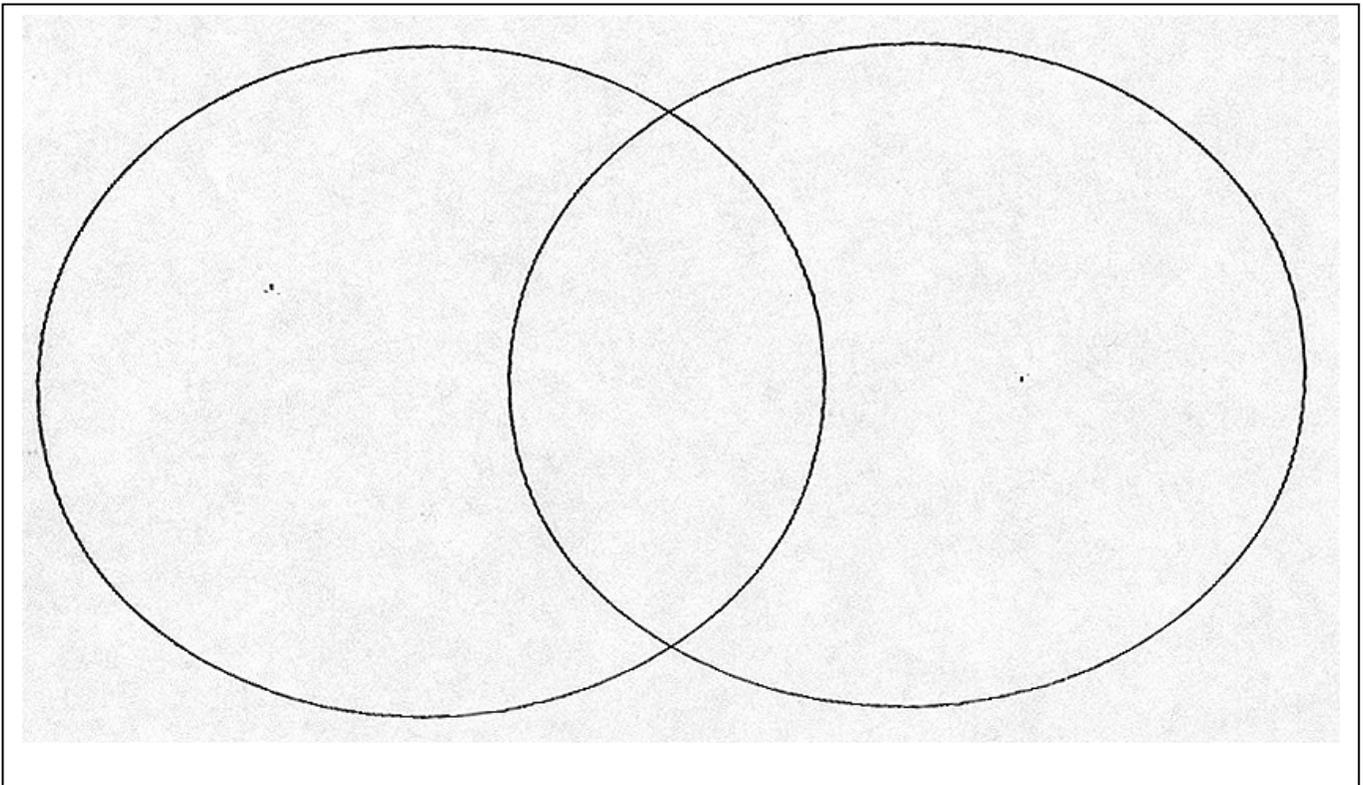
Description: Present a folk song from the target culture, e.g. “La Cucaracha.” This Mexican folk song dates back to the revolution of 1910 and makes fun of the revolutionary armies: Pancho Villa and his troops (*los Villistas*), the troops of Venustiano Carranza (*los Carrancistas*), and especially Pancho Villa's old train, nicknamed *la cucaracha* (the cockroach). Then compare this to a comparable American folk song, e.g. “Yankee Doodle.” This song was written to poke fun at the army of the American Revolution. Students should make a list of descriptive adjectives for each song as they are listening (e.g. *interesting, funny, serious, boring, beautiful, ugly, creative, fast, slow, short, long*, etc.). Then have them write a one- or two-paragraph comparison of the two songs in the target language. Below is a list of other folk songs that could also be utilized for this assessment:

1. “Uno de Enero” is a song about the Feast of San Fermín (San Fermín is the patron saint of Pamplona, the capital city of the region of Navarra in Spain). It is celebrated on July 7th. Compare this to a folk song based on months or on a patron saint.
2. “Gatatumba” is a lively song that is popular in Andalucia, a region in southern Spain. Andalucia is the land of flamenco, the music which originated with the gypsies. *Gatatumba* is a slang expression for "sham" or "put-on": fake attention, fake pain. Compare this to a folk song based on a fake theme.
3. “Guantanamera” is a Cuban folk song. The verses are taken from a volume of poetry (*Versos Sencillos*) written in 1891 by the Cuban revolutionary hero, Jose Martí. Compare this to a folk song based on a poem.
4. “Cielito Lindo” is a Mexican folk song whose title means "pretty little heaven" and is a poetic way of saying "sweetheart." Compare this to a folk song based on a love theme.

Prompt: Primero, escuche una canción folklórica en español y discútala con su maestro/a y los demás estudiantes de su clase. Luego, escuche otra canción folklórica en inglés y discuta esa canción con los otros también. Luego, escriba uno o dos párrafos breves en las cuales describa cada canción usando adjetivos que aprendió aquí en la clase de español. Escriba su(s) párrafo(s) en forma de una comparación entre las dos canciones.

Grading: Use the holistic writing rubric to grade the students' paragraphs.

Compare/Contrast



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Connections and Communities

Expectation #13: Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

Benchmark: Understand words and ideas that can only be grasped through the original language and culture.

Stage I (6-8)

Mode(s) of Communication: Presentational (writing)

Description: Explain the concept of “bullfighting.” Say where the game came from, the costumes used, and why bulls are targeted (if a bull is not killed he is sent out to breed). Introduce vocabulary needed to express feelings: I like/ *Me gusta*_ I do not like/ *No me gusta*. Then show students a video or pictures of a bullfight. After viewing the video have students discuss how they feel about the spectacle, listing pros and cons. Students will use a “Description Frame” (from *Thinking Works*) to record their likes and dislikes.

Prompt: Create a “Description Frame” on which you write your views of the spectacle of “bullfighting.” Starting with a circle in the middle of the paper, write the word "bullfight" in the center and draw lines extending out of the circle listing pros on one side and cons on the other. After creating and filling out your “Description Frame,” write a paragraph in which you express your opinion of “bullfighting.” Use many details and develop your argument logically.

Grading: Use the holistic writing rubric.

Proposition Support Outline

Proposition:

Yes	NO

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Editorial

Paragraph Planning Guide

Author:

Audience:

Opinion

About:

Point:

Topic Sentence:

Justification

Closing

Connections and Communities

Expectation #14: Use the target language to demonstrate an understanding of concepts learned in other disciplines.

Benchmark: Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Prepare students for this assessment by combining a study of Spanish weather vocabulary with a review of the formulas for converting temperatures from the Fahrenheit to Celsius scale. You can use problems such as the following:

$$10^{\circ} \text{C} = \underline{\quad}^{\circ} \text{F}$$

$$72^{\circ} \text{F} = \underline{\quad}^{\circ} \text{C}$$

$$24^{\circ} \text{C} = \underline{\quad}^{\circ} \text{F}$$

$$10^{\circ} \text{F} = \underline{\quad}^{\circ} \text{C}$$

$$30^{\circ} \text{C} = \underline{\quad}^{\circ} \text{F}$$

$$45^{\circ} \text{F} = \underline{\quad}^{\circ} \text{C}$$

$$05^{\circ} \text{C} = \underline{\quad}^{\circ} \text{F}$$

$$58^{\circ} \text{F} = \underline{\quad}^{\circ} \text{C}$$

$$18^{\circ} \text{C} = \underline{\quad}^{\circ} \text{F}$$

$$94^{\circ} \text{F} = \underline{\quad}^{\circ} \text{C}$$

After this brief review exercise, divide the students into groups of two. Using up-to-date meteorological information easily gathered from the Internet, each group will be responsible for making a weather map of a Spanish-speaking country and presenting an accurate weather forecast for the current season. Students should show temperatures in the major cities of their selected countries in both Fahrenheit and Celsius scales. Using standard weather symbols, they should also show precipitation, fronts, high and low pressure masses, wind direction, etc. Once their weather maps are complete, each group will practice and present a weather forecast to the class in Spanish using the correct terminology.

Prompt: Tú y un amigo están responsables para investigar el tiempo actual en un país donde se habla español. Busquen información actual meteorológica utilizando el Internet. Luego, diseñen un mapa meteorológico que muestra las temperaturas en las ciudades principales. Conviertan las temperaturas en ambos grados centígrados y Fahrenheit. También, incluyan toda la otra información climatológica para ese país, por ejemplo los frentes de aire frío y aire caliente, los centros de presión alta y presión baja, la dirección del viento, la precipitación, etc. Por fin, practiquen y presenten a su clase un reportaje meteorológico acerca del tiempo actual en ese país.

Grading: Use the oral presentation rubric to grade the weather report and the visuals and artwork rubric to grade the weather map. Each student's overall grade can be determined by combining the individual report grade with the group visual grade.

Connections and Communities

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students present information about the target language and culture to others.

Stage I (6-8)

Mode(s) of Communication: Presentational (speaking)

Description: Students will present a song, dance, skit, etc., in Spanish during an open house, assembly, or other school event. In addition, students can present “live” television commercials, explain and act out the breaking of a piñata, or other cultural event. If a skit is performed, it should be based on a theme, for example “being sick.” Here, students might portray a typical classroom. One student raises his/her hand and states “Me duele la cabeza.” The rest of the class responds by singing the song *Llámale al Doctor* from the tape series *Sing, Dance, and Eat Tacos*. The student will then be excused to go to the office. Another student stands and states “Me duele el estómago.” Again the students sing the song, this time stating “Me duele el estómago.” Continue with various body parts. By the end of the presentation, you might act as the teacher who calls the doctor stating “Hola, doctor. ¡Me duele la cabeza!”

Prompt: Trabajando con un grupo de sus compañeros, prepare una canción, un baile, un anuncio para la tele, una representación de un evento cultural, o una sátira para presentar a una audiencia que no habla español. Esta presentación se debe realizar durante un evento especial de su escuela, por ejemplo una “Casa Abierta”, una fiesta del fin del año, o una asamblea de todos los estudiantes. Su presentación debe enseñar algún aspecto de la cultura hispánica a la audiencia.

Grading: Use the oral presentation rubric if you wish to give more than just a participation grade for this activity.