

## CARLA Virtual Assessment Center

### Teacher-Developed Standards-Based Integrated Performance Assessment (IPA) & Unit Overview

<b>THEME:</b> Science and Technology	<b>TOPIC:</b> Treasures of the Amazon Rainforest	<b>ESSENTIAL QUESTION:</b> What are the treasures of the Amazon rainforest? What can the earth offer us that we cannot make?
<b>GRADE/LEVEL/(Elem-Jr.High-HS-College):</b> Middle School	<b>LANGUAGE:</b> Spanish	<b>TARGETED PROFICIENCY:</b> Intermediate
<b>UNIT DESIGNER:</b> Sarah Hutton		

Integrated Performance Assessment is a classroom-based performance assessment model developed by ACTFL that can be used for evaluating student’s communication skills in the three modes of communication (Interpretive, Presentational, Interpersonal) identified in the *World-Readiness Standards for Learning Languages* (2015). The *World-Readiness Standards* incorporate the *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century* (1996), and *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (2006).

Using a Backward Design approach, the IPA units begin with Goals of Instruction for the unit, and the final Performance Assessment. The unit template then shows how the 5 Cs of the *Standards* are integrated. The language functions, priority vocabulary, and sample learning activities students need to practice are also included.

This IPA unit was developed in collaboration with the Assessment Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota with funding support from the U.S. Department of Education’s Title VI Language Resource Center program. This unit utilizes a format developed by Donna Clementi and Helena Curtain with Ursula Lentz, and was updated by Donna Clementi in 2015.

CARLA’s Virtual Assessment Center (VAC) provides background information and step-by-step instructions for teachers to create their own IPA units. See: [www.carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

This IPA unit can be found on the VAC along with other IPAs in a range of languages and levels. See: [www.carla.umn.edu/assessment/vac/CreateUnit/unit\\_examples.html](http://www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html)

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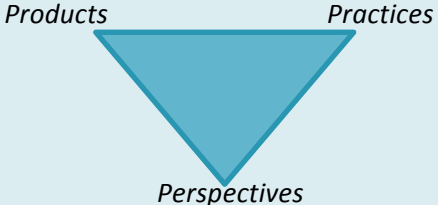
### UNIT OVERVIEW

#### DESCRIPTION OF UNIT

Students will understand that the Amazon rainforest plays an integral part of the lifestyle and traditions of the people of Colombia and Ecuador. In class students will simulate a real market.

<b>INSTRUCTIONAL GOALS</b> <ul style="list-style-type: none"> <li>▪ <i>What will learners know and be able to do by the end of the unit?</i></li> </ul>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• Students will understand that the Amazon rainforest plays an integral part of the lifestyle and traditions of the people of Colombia and Ecuador.</li> <li>• They will also understand that many rainforest goods reach families via markets, and markets are an important cultural gathering place.</li> <li>• Students will understand that the rainforest offers us “treasures” to which no man-made products can compare and that families in this region use these treasures to make home remedies to cure many ailments.</li> <li>• In class we will simulate, to the best of our ability in a classroom setting, a real market. The goal is for students to have a semi-authentic experience buying and selling goods.</li> </ul>
<b>STANDARDS-BASED PERFORMANCE ASSESSMENT</b> <ul style="list-style-type: none"> <li>▪ <i>Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?</i></li> </ul>	<p><u>Interpretive Tasks</u> Students will read a news article about a night market in Bogota Colombia and answer questions to show their understanding.</p> <p><u>Presentational Tasks</u> We will hold a Market Day simulation in which students “sell” different herbal/plant remedies from the rainforest to their peers by presenting information to the market “customers” as they walk by.</p>

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<ul style="list-style-type: none"> <li>▪ <i>Does the assessment provide evidence of achievement of the instructional goals?</i></li> <li>▪ <i>Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?</i></li> </ul>	<p><u>Interpersonal Task</u> Students participate in a one-on-one exchange of goods and money to follow up the market day. Once students have researched the different herbs available to them from their classmates' market booths, they will make choices about which products to buy and then exchange products for "money."</p>	
<p><b>CULTURES EXAMPLES</b></p> <ul style="list-style-type: none"> <li>▪ <i>Are cultural products, practices, perspectives integrated into daily lessons?</i></li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>	<p><b>Products:</b> <b>Practices:</b> <b>Perspectives:</b></p> <p><b>Products:</b> <b>Practices:</b> <b>Perspectives:</b></p> <p><b>Products:</b> <b>Practices:</b> <b>Perspectives:</b></p>	
<p><b>CONNECTIONS EXAMPLES</b></p> <ul style="list-style-type: none"> <li>▪ <i>Do learners use the target language to explore other disciplines?</i></li> </ul>	<p><b>Making Connections</b></p>	<p><b>Acquiring Information and Diverse Perspectives</b></p>
	<p>As a dual immersion Language Arts teacher, I use the Common Core as my guiding standards. This unit has a heavy emphasis on citing textual evidence, which I know my 6<sup>th</sup> graders learn a lot about in 6<sup>th</sup> grade English Language Arts.</p>	<p>I want avoid misconceptions about the people, practices and perspectives of the rainforest, Colombia and Ecuador as much as possible, so I will give students access to do their own research on the internet throughout this unit. A professor at the U of M told me that having students do their own research is an important way to encourage careful acquisition of perspectives and to avoid stereotypes and I took this advice to heart. I want my students to discover information about the rainforest on their own.</p>

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COMPARISONS EXAMPLES	Language Comparisons	Cultural Comparisons
<ul style="list-style-type: none"> <li>▪ <i>Do learners compare their language and culture to the target language and cultures?</i></li> </ul>	<p>Cognates are always a great place to draw comparisons between Spanish and English. There will be several cognates in the rainforest and market vocabulary.</p> <p>Another language goal is subjunctive in impersonal expressions. In this case, I like to make an anti-connection with students since we don't use subjunctive much in English. I do however, ask them to consider the difference in how the following phrases sound: I wish I <u>was</u> there; I wish I <u>were</u> there.</p>	<p>This unit will be very rich in cultural comparisons. Many of my Spanish Home Language students have visited family in Mexico, El Salvador, etc., and they will be asked to share with the class what they have seen of open air markets. As 6<sup>th</sup> graders, they are very eager to share their own experiences and this will be a rich addition to our unit. I will ask ALL students at several points to consider how Richfield, MN is different in the way we access food and remedies than what they are learning about.</p>
COMMUNITIES EXAMPLES	School and Global Communities	Lifelong Learning – Goal-setting
<ul style="list-style-type: none"> <li>▪ <i>Do the learners share the target language and culture beyond the classroom?</i></li> <li>▪ <i>Do they set personal learning goals and monitor their progress?</i></li> </ul>	<p>Students experience the products, practices, perspectives, people and communities associated with the natural treasures of the Amazon Rainforest through websites hosted by the countries of the Amazon Rainforest.</p>	<p>Students will do a lot of their own research during this unit. In preparation for the presentational task, they will conduct all of their own research, using Google Chrome programs to take notes and design their posters.</p>
CONNECTIONS TO COMMON CORE	<p><u>Literature or informative text:</u></p> <p>Literature</p> <ol style="list-style-type: none"> <li>1. Cite textual evidence to support the analysis of what the text explicitly says as well as inferences that can be drawn from the text.</li> </ol> <p>Informative texts</p> <ol style="list-style-type: none"> <li>1. Cite textual evidence to support the analysis of what the text explicitly says as well as inferences that can be drawn from the text.</li> </ol>	
<ul style="list-style-type: none"> <li>▪ <i>Which Common Core Anchor Standards are supported by this unit's learning activities?</i></li> </ul>		

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	<p><u>Writing:</u> 2 a. Present a theme or thesis; organize ideas, concepts and information utilizing strategies such as definition, classification, compare/contrast, and cause/effect; including the format (for example: headings, diagrams, graphs and tables and multi medias when they are useful to aiding comprehension.</p> <p>b. Provide a final conclusion, which is derived from the information or explanation presented.</p> <p><u>Listening and oral expression:</u> 4. a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.</p> <p><u>Language Standards:</u> 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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TOOLBOX		
Can-do Statements	Related Grammatical Structures/ Language Patterns	Vocabulary
<p><b>Interpretive Mode</b> Students will understand the impersonal expressions that call for the subjunctive.</p>	<p>Es bueno que Es necesario que Es malo que Es preciso que Es importante que</p>	<p>compre use aplique beba tome</p> <p>la selva la jungla amazonías el mercado la hierba medicinal curativa remedios caseros cálido húmedo salvaje silvestre</p>
<p><b>Presentational Mode</b> Students will utilize impersonal expressions (e.g. It's good that...; It's necessary that...) to describe the benefits of the medicinal herb/plant they researched.</p> <p>Students will be able to utilize unit vocabulary to discuss medicinal herbs/plants, the rainforest and an open air market.</p>		
<p><b>Interpersonal Mode</b></p>		

SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS		
Learning Activity	Focus (See ACTFL Performance Descriptors) (Functions, Context, Content, Text Type, Language Control, Vocabulary, Communication Strategies, Cultural Awareness)	Communication Mode
Watch a documentary on the Amazon rainforest, complete a graphic organizer individually, then poster-sized graphic organizers in small groups	Builds background knowledge (products), brief introduction to impersonal expressions and subjunctive	Interpretive Interpersonal
Video: "Negros Curanderos" (about the importance of the Amazon rainforest for the locals)	Vocabulary practice, more practice with impersonal expressions and subjunctive, content learning (practices)	Interpretive

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Text: “De Abuelos y Curanderos” (read the article and participate in 3-student literature circles)	Practice using new vocabulary in conversation with classmates, continued content learning (people, products, practices)	Interpretive Interpersonal
Analysis of Amazonian art in small groups (jigsaw)	Content learning (perspectives), practice using vocabulary and impersonal expressions with subjunctive	Interpretive Presentational
Research on computers to discover the healing qualities of different herbs/plants	Preparation for Presentational Task	Interpretive

RESOURCES	DIGITAL LITERACY INTEGRATION
Copies of “De Abuelos y Curanderos” article and lit circle worksheet (1 per student) “Negros Curanderos” video on YouTube ( <a href="https://www.youtube.com/watch?v=slxLraYfWUg">https://www.youtube.com/watch?v=slxLraYfWUg</a> ) and copies of the transcript (1 per student) Large poster paper for group graphic organizers Instructions packet for research in computer lab Copies of Amazonian art (in color on powerpoint and black and white copies for each group)	Use of laptops to do research in the classroom Note taking in Google Chrome Poster design in Google Presentation (for Presentational Task)

### PERFORMANCE ASSESSMENT TASKS WITH COMPLETE INSTRUCTIONS ON HOW TO COMPLETE EACH TASK ACCOMPANIED BY RUBRIC/SCORING GUIDE

#### Interpretive Task

In the interpretive task, students will read a news article from El Tiempo newspaper. El Tiempo is a news source from Colombia, therefore it is not only an authentic text, but it comes from the same country the students are learning about. It is somewhat easy to find Spanish texts on any subject, but to find an appropriate text that comes from the correct region of the very large Spanish-speaking world is often not doable.

The text describes a market in Colombia that is held during the middle of the night. The market is large and supplies many other smaller markets and supermarkets. It is for herbs exclusively. It is held at night so the herbs are not harmed by the heat and humidity of the Colombian days. The text is basic in information; it introduces the reader to what this market is and why it is important to merchants and buyers in Bogotá. It also explains that it is a family affair and many merchants learned the trade from their parents.

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The text is accompanied by several photographs of the market. This is an important characteristic because it will help guide students to the meaning I want them to capture from the article. If there is a student that somehow made it to this assessment and still doesn't know the word in Spanish for "herb," they will see the photos and at least have some support in understanding the basic foundation of the article. I want them to have the photos so they don't struggle with the basic understandings, and are therefore able to dive into the text a bit more.

The corresponding assessment is a comprehension guide. One of the principle content objectives of this unit is citing textual evidence, which students will practice quite a bit before they complete the interpretive task. On the comprehension guide, there is room for students to answer each question in full sentences and in their own words (those directives are both included on the guide). Because our focus is citing textual evidence, there is also room after they answer to tell me where in the article they found that information by citing the line(s) from the article where they found the information. The lines are not numbered here, but will be when I make paper copies.

The comprehension guide questions are open and require thinking. Since they are in Spanish on the document, I've included them here in English:

1. Why is this market important for other markets and supermarkets?
2. Besides the herbs and plants, what else do the merchants offer in the market?
3. In which COUNTRY does this market take place? (Be careful...I'm not asking for the city)
4. Many of the merchants learned the art of cultivating, gathering, and selling the herbs from whom?
5. Why is it necessary to hold the market during the middle of the night?
6. Opinion Question (no need to cite textual evidence): Is it worth it to go to the market in the middle of the night considering the benefits of doing so? Why or why not?

The comprehension guide is short for a few reasons. First, the article is quite brief. Second, in order for my 6<sup>th</sup> grade students to answer open-ended questions in complete sentences and in their own words, they need a lot of time to adequately formulate their answers. I don't want any students to be unsuccessful because they didn't have enough time or felt rushed. Third, five comprehension questions and one opinion question is adequate for them to show me what they learned from the text and to utilize unit vocabulary.

Students will use one class period to complete this task, and we will go over it together the following day in class. I will give students a chance to correct their mistakes in pen and turn the task into me again for partial credit. I always allow students to improve their work because it's an important part of the learning process and it instills a sense of learning-that-never-ends.

Below are the article and comprehension guide:



## Bogotá esconde un mercado nocturno de hierbas

Es noche cerrada en Bogotá y las calles están desiertas, menos en la plaza Samper Mendoza.



Fuera del edificio se encuentran manojos de hierbas variadas

El único mercado en Colombia dedicado exclusivamente a las hierbas -aromáticas, medicinales, esotéricas- requiere de oscuridad para mantener la frescura de sus productos. Envueltos en un intenso aroma, enormes manojos de caléndula, cilantro, romero, toronjil y manzanilla se apilan en este sitio mayorista, que abastece a otras plazas de Colombia y a los grandes supermercados.

Pero hay más para quienes quieran curar todo tipo de dolencias. "Rompesaragüey para la suerte, vacamorada para el dinero, pasionaria para el amor y flor de ajo para recoger las malas energías", enumera Ana Pechené, que desde hace 22 años vende en este lugar las hierbas, raíces y cortezas que su familia le envía desde el Valle del Cauca (suroeste). Y si alguien busca caracola, para los

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riñones, Bernardo Gutiérrez no solo se la vende, sino que le explica cómo tomarla: un vaso completo cada dos horas, desde la una de la mañana hasta la una de la tarde del día siguiente, eso combinado con una mezcla de aceite de oliva y limón.



Dentro del edificio hay luces que iluminan los productos.

En el mercado ubicado en el barrio Mártires del centro de Bogotá se reúnen los lunes y los jueves unos 400 vendedores itinerantes de hierbas, que comienzan de noche, hacia las diez, a colocar su mercancía -hasta 200 variedades de plantas- y la venden a partir de las tres de la madrugada hasta las seis o siete de la mañana.

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Todos tienen una tradición familiar de cultivo, recolección y venta de hierbas, como Diana Arocha, que desde hace 30 años llega a la plaza Samper Mendoza desde el municipio de Ubaté, en la región de Cundinamarca (centro). "Antes el mercado de las hierbas estaba a cielo abierto, vendíamos al lado de la carrilera del tren. Fue mi papá quien me hizo conocer esto, él ya no viene, tiene 85 años, pero sabe todo de las hierbas", cuenta.

El mercado es nocturno porque "las hierbas son plantas que se marchitan rápidamente" y el frío y la oscuridad de la noche ayudan a que se mantengan frescas y se puedan manipular sin daño, explica la antropóloga Ana María Medina, investigadora de la Universidad Javeriana, quien realizó un estudio sobre el mercado itinerante de hierbas.

<http://www.eltiempo.com/archivo/documento/CMS-13115596>

## Guía de comprensión: Bogotá esconde un mercado nocturno de hierbas

Los elementos no discutibles:

- ¡Hay que utilizar tus propias palabras para contestar las preguntas! No copies frases del artículo.
- ¡Hay que contestar las preguntas usando oraciones completas!
- ¡Hay que citar la evidencia para tus respuestas! Después de cada pregunta hay espacio para contestar. Luego, hay un espacio para citar el número de la(s) líneas donde encontraste la respuesta en el artículo.

1. ¿Por qué les importa este mercado nocturno a otros mercados y supermercados?

Yo encontré la respuesta en la(s) línea(s): \_\_\_\_\_

2. Aparte de las hierbas y plantas, ¿que más ofrecen los vendedores del mercado?

Yo encontré la respuesta en la(s) línea(s): \_\_\_\_\_

3. ¿En qué PAÍS toma lugar este mercado? (Ten cuidado...no quiero la ciudad)

Yo encontré la respuesta en la(s) línea(s): \_\_\_\_\_

4. ¿Muchos de los vendedores aprendieron el arte de cultivar, recolectar y vender las hierbas de quien?

Yo encontré la respuesta en la(s) línea(s): \_\_\_\_\_

5. ¿Por qué es necesario llevar a cabo el mercado durante la madrugada?

Yo encontré la respuesta en la(s) línea(s): \_\_\_\_\_

**Pregunta de opinión** (No es necesario citar evidencia porque es tu propia opinión)

Según tú, ¿vale la pena ir al mercado durante la noche considerando los beneficios de hacerlo? ¿Por qué sí o por qué no?

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### Presentational Task

The presentational task is a simulation of a real market in our classroom. The overall premise is that students will all choose one herb/plant of which to become an expert. They will have class time to research their product, make a poster about it so they can “sell” it at our market, and finally prepare a short presentation on note cards to deliver to “patrons” as they walk by their market stand. The prepared presentation to patrons is what I will assess as their presentational task. This is a multi-day project that I have outlined below:

Wednesday: I explain the project (hand out instructions and rubric, show example posters from the past), answer questions, students have time to form pairs and sign up for the herb/plant they want to sell in the market.

Thursday: Computer lab time to research herb/plant IN SPANISH. Class starts with a mini lesson on Googling in Spanish at their reading level. Students will also be reminded of which information on each site they will need to record in order to properly cite textual evidence.

Friday: Computer lab time to research herb/plant IN SPANISH.

Weekend: Work time at home

Monday: In class work day to make posters about their herbs/plants and to practice their presentations. Also, I pass out secret little slips of paper telling each student which ailment they are coming to the Market tomorrow with. They will need to search for a remedy for that ailment tomorrow.

Tuesday: Market Day

Description of how Market Day works:

Students arrive in class and all the desks have been moved to one corner of the room. There are labels hanging around the room (e.g. “Marigold,” “Dandelion,” “Chamomile”) and the following directions are displayed on the SMART board: Welcome to the Richfield Market! 1) Please hang your poster below the corresponding label in the room. Use staples, tacky putty or tape depending on where you are hanging it. 2) Get out your prepared note cards for today and a pencil, and place the rest of your school stuff on a desk in the corner. 3) Sit on the floor in a large circle. They will have seen all of these instructions at the end of class the day before in order to prepare them for what is expected.

Once students are settled in the circle, I explain that the rest of class will be divided in two parts. During one part, they will be next to their posters selling their herb as patrons walk by. During the other part, they will become patrons, listening to the sellers’ information and looking for the right herb/plant to cure their ailment.

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Logistically speaking, students are free to wander about the room as patrons and visit whichever posters they want. Before commencing the market, I hand out a Patron Participation sheet that they must fill out at the market. I explain that all patrons must visit at least FOUR sellers during the 15 minutes, and are encouraged to talk to even more if time allows. At the bottom of the sheet they are asked to state which herbs/plants are best suited to heal/help their ailment.

The Market day is a chance for students to use content and language knowledge and skills. As patrons approach each poster, the seller launches into a presentational task of explaining their herb to their classmate. In describing the content, they must use the targeted language: students must use a minimum of five vocabulary words from throughout the whole unit, and they must use three impersonal expressions with subjunctive. Once the seller has presented the information, the patron has prepared a few questions that they can ask the sellers to determine if the product will help their ailment. When they have the information they need to record on the Patron Participation sheet, they can move on to another seller.

Assessing students is quite challenging since half the class is presenting at the same time. However, I'm not willing to change this because the market day has been a huge success and a fun experience for students when I've done it in the past. The last time I did this project, I was co-teaching, so my co-teacher and I were able to divide and conquer and listen to all students. I think this time, I will wander around the room, taking notes on active participation for each student, but in order to grade their presentations as sellers, I will collect their prepared note cards, and grade the presentations based on what they've written there. I'll need to stress to students that it won't work for them to ad-lib their presentations because I won't be able to grade that. They will NEED to have the presentation written down ahead of time so they can hand it in for a grade. I understand that this is not ideal for a presentational task, but as I said above, this day is so exciting and authentic for students, full of communication and interaction, that I'm willing to bend the rules a bit to grade their work. A different option would be to extend the market day over two class periods to give the teacher more time to actually listen to each presentation while they are happening. Another option to capture student presentations is to have students bring cell phones to class (I'll have extra cameras ready) the day after the market and ask them to take ten minutes for each partner to record the other one, then email me the videos. To avoid a lowering of motivation, I will most certainly be grading their participation during the market according to the "Active Participation and Effort Rubric" (the third rubric following this narrative). This rubric is concise enough that I'll be able to complete it for all students during the market day. I have no doubt that my 6<sup>th</sup> graders will be great participators if they know I am watching. *(I appreciate any feedback you can give regarding the challenge of having half of the students presenting at one time, thanks!)*

The following is an example merchant poster that will be included in instructions for the students:

# El Té Verde

¿Qué es el té verde?

- Viene de la planta Camellia sinensis.



Como usted puede usar el té verde:

- La mejor manera de tomar el té verde es prepararlo en una bebida caliente y beberlo.

Los beneficios del té verde:

- Combata el cáncer
- Combata la cardiopatía (heart disease)
- Previene la diabetes
- Previene la apoplejía (stroke)
- Baja el colesterol
- Previene la demencia

Donde se encuentra el té verde:

- Té verde viene de 40-50 países distintos.
- pero la mayoría del té verde es cultivado en China.
- Las provincias en China que hacen la mayor parte del té verde son: Jiangnan, Jiangbei, Lingnan, la region al suroeste.



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The following is the Patron Participation sheet for students to fill out as patrons at the market:

Nombre: \_\_\_\_\_

Hora: \_\_\_\_\_

**Visita a los vendedores en el mercado y escribe en los espacios abajo sobre cada vendedor(a):**

*Nombre de vendedor(a):* \_\_\_\_\_

*Planta/hierba que vende:* \_\_\_\_\_

*La planta/hierba es buena opción para curar mi enfermedad:*    **Sí**            **No**

*¿Por qué?* \_\_\_\_\_

\_\_\_\_\_

*Nombre de vendedor(a):* \_\_\_\_\_

*Planta/hierba que vende:* \_\_\_\_\_

*La planta/hierba es buena opción para curar mi enfermedad:*    **Sí**            **No**

*¿Por qué?* \_\_\_\_\_

\_\_\_\_\_

*Nombre de vendedor(a):* \_\_\_\_\_

*Planta/hierba que vende:* \_\_\_\_\_

*La planta/hierba es buena opción para curar mi enfermedad:*    **Sí**            **No**

*¿Por qué?* \_\_\_\_\_

\_\_\_\_\_

*Nombre de vendedor(a):* \_\_\_\_\_

*Planta/hierba que vende:* \_\_\_\_\_

*La planta/hierba es buena opción para curar mi enfermedad:*    **Sí**            **No**

*¿Por qué?* \_\_\_\_\_

\_\_\_\_\_

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There are two rubrics for the presentational task. This first rubric is intended to assess students' effort, focus, and workmanship on the poster. Since creating the posters is a partner activity, I want to make sure both students are motivated to contribute. My motivating them can only go so far, so that is why the rubric contains space for a self- and partner-evaluation. The rubric is completed by the teacher and students at the culmination of the presentational task.

Nombre \_\_\_\_\_ Hora \_\_\_\_\_

### Rúbrica para el Mercado Simulado

	Excellent	Good	Fair	Poor
Personal contribution to project (independent task – separate grades)	5 Focused the whole time in the computer lab and on Monday's work-day. Participated to full ability. Cooperated well with partner. Offered ideas. Contributed fully to the project, doing fair share of the work.	3-4 Focused most of the time in the computer lab and on Monday's work-day. Participated "at times" to full ability. Cooperated well with partner. Offered some ideas. May have done less work than partner.	2 May have focused "at times" in the computer lab and on Monday's. Did not participate to full ability. Did less work overall than partner.	0-1 Not focused in computer lab and/or on Monday's work-day. Did not participate to full ability. Did considerably less work overall than partner.
Poster (partner task – common grade)	12-15 Handed in on time Neat and easy to read. Addresses all questions. Include a visual Very few errors in spelling and overall grammar.	8-11 Handed in on time. Neat and easy to read. Addresses all questions. Includes a visual. Some errors in spelling and over all grammar.	3-7 Handed in on time. Addresses most/all questions. May include a visual. Errors in spelling and overall grammar.	0-2 May have been handed in late. Answers most questions. May/may not include visual. Many errors in spelling and overall grammar.

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Subjunctive sentence prep sheet (independent task – separate grades)	5 Four or more complete sentences written on preparation sheet. Correct use of subjunctive and overall grammar. Sentences show evidence of research about herb/plant. Sentences are original and different from partner’s.	3-4 Four complete sentences written on preparation sheet. Few errors in subjunctive and overall grammar. Sentences show evidence of research about herb/plant. Sentences are original and different from partner’s.	2 Four sentences written on preparation sheet. Some errors in subjunctive and/or overall grammar. Sentences do not show evidence of research about herb/plant. Sentences are original and different from partner’s.	0-1 Less than four sentences written on preparation sheet. Many errors in subjunctive and overall grammar. Sentences do not show evidence of research about herb/plant. Sentences are not original and are not different from partner’s.
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Puntos posibles en total: \_\_\_\_\_ 25

Comentarios:

### Autoevaluación

Evaluación de mi esfuerzo:

Evaluación del esfuerzo de mi pareja:

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The second rubric below is to assess purely the presentational task. It is therefore an individual rubric and is based on the presentations they prepared on note cards in order to sell their products at the market. *(I already had this rubric completed in Spanish, if you would like me to make an English version, please let me know, I'll be happy to do it.)*

Nombre: \_\_\_\_\_ Hora: \_\_\_\_\_

### La rúbrica de la presentación de \_\_\_\_\_ (tu hierba/planta)

Los requisitos	Los puntos	Los comentarios
<u>El subjuntivo</u> La presentación de tu hierba/planta contiene por lo menos 3 expresiones impersonales usando el subjuntivo.	/6	
<u>El subjuntivo</u> Los 3 expresiones impersonales tienen sentido en términos de tu hierba/planta.	/6	
<u>El subjuntivo</u> Los verbos llevan la forma correcta del subjuntivo.	/6	
<u>El vocabulario</u> Usaste correctamente 5 o más palabras de la lista del vocabulario de esta unidad.	/5	
<u>La preparación</u> La presentación está bien preparada y es profesional. Parece lo que un vendedor diría en un mercado real.	/10	
<b>Puntos en total</b>	<b>/33</b>	

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This final (optional) rubric is mentioned in the narrative above as a way to motivate students to actively participate during the simulation and a manageable way for me to observe all students.

### Active participation and effort rubric

Nombre:	You appear actively engaged during the entire simulation. You care to share and listen to your classmates.	You appear a bit bored or distracted or unengaged during the simulation, although you may engage fully when you see the teacher is watching. You are not entirely convincing that you are a merchant or a patron.	You are unengaged or distracted or bored the entire time, regardless of who is around you or watching you.	<u>Teacher comments:</u>
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### Interpersonal Task

I wanted to create a follow up task to the presentational task that will really grab the attention of 11-12 year olds. It occurred to me that they should be able to actually buy, sell and exchange money as part of the market motif, and that is what the interpersonal task entails.

The day after the market day I will take a portion of the class period to explain that students will need to look back at their Patron Participation sheet and decide from whom they want to buy a product from the market based on which one they think will best cure their ailment according to the presentations they heard during the market day. The following day, students will leave the classroom in shifts to go sit at one of the tables in the hall where they will find a camera to record their interpersonal task. Since students will choose who their partner will be based on their product, this means each student will need to be recorded twice – once as the patron and once as the merchant (knowing that some students may be selected many times as the preferred merchant). This will require a lot of flexibility during that class period because students will need to have the freedom to take any classmate they choose out into the hall when it is their turn. Disorder is required when we put learning into student hands, so I am quite comfortable allowing them to direct themselves to get the task completed on this day, knowing that we will all need to be flexible and good listeners.

To start the class period, I will remind them of the expectations for going into the hall to do the recordings. I will also review the rubric for the task with them.

When students arrive at the tables in the hallway they will start the camera and then follow this dialogue guide:

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*Patron (P): Greet the merchant*

*Merchant (M): Greet the patron in return*

*P: Explain to the merchant that you prefer to use natural remedies from the Amazon and why*

*M: Agree with the Patron and explain why you believe in natural remedies from the Amazon*

*P: Tell the merchant why you went to the market the previous day*

*M: Remind the patron what product you sell in the market*

*[FREE DIALOGUE BEYOND THIS POINT]*

*M & P: communicate in order for P to buy some of M's product.*

*Remember that P will need to say why he/she wants X product (say that "it is good that you use X product because\_\_\_\_\_")*

*M will need to encourage the sale (use "it's important that you buy \_\_\_\_\_.")*

*P will need to know how much to pay*

*And as a pair you will need to exchange money for the product.*

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When students are finished interacting, they will stop the recording and return to class.

Before I allow students to get started on the task, I will be very clear about what is expected of them during the recording. I will show them a recording of a pair that completed the task the year before (this will have to wait until I have footage, next year). I will show them the dialogue guide on the SMART board to explain how to use it and my expectations for their conversation. I will also make it very clear that they must be careful to include all things on the dialogue guide. If they rush through it and fail to share the price of the product, for example, they will not have completed the task entirely. I will explain that at the end, they need to allow a long pause before shutting off the recording in order to read the dialogue guide to see what they missed so it can be added before they finish up. I will make this point abundantly clear and I will encourage them to work as a team to try not to leave anything out. It is not fair that students may not complete a task to the best of their ability because they do not understand the expectations, so if this happens to be the first time they encounter this task in my class, we will practice beforehand. In other words, a few days prior to the interpersonal task, we will conduct the exact same protocol, but with a dialogue guide that calls for a different conversation, so students are familiar with the expectations in order to produce language more freely when they do the actual interpersonal task.

The rubric for the interpersonal task is as follows:

Category	4	3	2	1 or 0
Completeness	You included all topics of the dialogue guide in your conversation.	You included all but one topic from the dialogue guide.	You included all but two topics from the dialogue guide.	Your conversation was lacking three or more topics from the dialogue guide.
Engagement	You were engaged in what your partner was saying, practicing active listening and conversing the entire time. You may appear nervous, but you make every effort to make the conversation as real as possible.	You were engaged in what your partner was saying, practicing active listening and conversing, although you seem unengaged once or twice. You may appear nervous, but you make every effort to make the conversation as real as possible.	You struggled to engage in the conversation, or to make it seem real. You responded to your partner, but you are a bit distracted or careless about the dialogue.	You do not show any interest in the conversation and do not follow what your partner is saying. Your responses and promptings do not make sense according to the conversation.

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<p>Use of impersonal expressions and subjunctive</p>	<p>You used an impersonal expression in your conversation and you correctly conjugated the target verb in the sentence. There are no mistakes in the expression.</p>	<p>You used an impersonal expression in your conversation and you correctly conjugated the target verb in the sentence. There is one mistake in how you used the expression (incorrect word order, incorrect concordance, etc.).</p>	<p>You used an impersonal expression in your conversation and you may have correctly conjugated the target verb in the sentence. There is one mistake in how you used the expression (incorrect conjugation of target verb, incorrect word order, incorrect concordance, etc.).</p>	<p>You used an impersonal expression in your conversation and you may have correctly conjugated the target verb in the sentence. There are two or more mistakes in how you used the expression (incorrect conjugation of target verb, incorrect word order, incorrect concordance, etc.).</p>
<p>Sharing of content knowledge</p>	<p>Your explanation for why you prefer natural remedies shows your understanding of what we've studied this unit by using two or more vocab words and by specifically tying your example to what you've learned about the Amazon's treasures.</p>	<p>Your explanation for why you prefer natural remedies shows your understanding of what we've studied this unit by using two or more vocab words and by tying your example to what you've learned about the Amazon's treasures, but your example is too vague.</p>	<p>Your explanation for why you prefer natural remedies shows your understanding of what we've studied this unit by using one vocab word and by tying your example to what you've learned about the Amazon's treasures.</p>	<p>Your explanation for why you prefer natural remedies shows your understanding of what we've studied this unit by using one or zero vocab words and by tying your example to what you've learned about the Amazon's treasures, but your example is too vague.</p>
<p>Total points _____/1</p>				