

CARLA Virtual Assessment Center

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

THEME: Families and Communities	TOPIC: Families in Different Societies	ESSENTIAL QUESTION: What is a family?
GRADE/LEVEL/(Elem-Jr.High-HS-College): Middle School Grades 7 - 8	LANGUAGE: Chinese	TARGETED PROFICIENCY: Novice
UNIT DESIGNER: Diane Nordin		

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 21st Century* (1996), and *Standards for Foreign Language Learning in the 21st 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

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

Standards-Based Integrated Performance Assessment and Unit Overview

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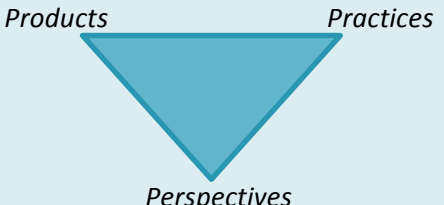
UNIT OVERVIEW

DESCRIPTION OF UNIT

Learners create visual representations of their families, write descriptions of their families and then present them to a group of classmates. This unit includes sample activities for the beginning, middle, and end of the unit. Rubrics are also included for the final assessment tasks.

INSTRUCTIONAL GOALS <ul style="list-style-type: none"> ▪ <i>Why is this unit relevant?</i> ▪ <i>What will learners know and be able to do by the end of the unit?</i> 	<p>Learners will:</p> <ul style="list-style-type: none"> • Give an oral presentation about their families. • Use measuring words 口 kǒu / 个 gè, and numbers, colors, animals to introduce their family members. • Exchange biographical information about their families. • Compare similarities and differences among families around the world.
STANDARDS-BASED PERFORMANCE ASSESSMENT <ul style="list-style-type: none"> ▪ <i>Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?</i> ▪ <i>Does the assessment provide evidence of achievement of the instructional goals?</i> ▪ <i>Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?</i> 	<p>NOTE: Task support materials and rubrics are included at the end of the unit overview.</p> <p><u>Interpretive Task</u></p> <ul style="list-style-type: none"> • Families Around the World – Learners view a photo collage which has six different photos marked with letters A – F as teacher describes three of the photos. Learners will identify the photo that is described. <p><u>Presentational Tasks</u></p> <ul style="list-style-type: none"> • Introduce Your Family -- Learners create visual representations of their family trees, write descriptions of the visual and then orally present the visual to classmates.

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	Interpersonal Task <ul style="list-style-type: none"> • Comparing Families - In pairs, learners find similarities and differences in their family trees. 	
CULTURES EXAMPLES <ul style="list-style-type: none"> ▪ <i>Are cultural products, practices, perspectives integrated into daily lessons?</i> <div style="text-align: center;">  </div>	Products: Family Practices: One child policy Perspectives: Influence of one child policy on concept of family	
CONNECTIONS EXAMPLES <ul style="list-style-type: none"> ▪ <i>Do learners use the target language to explore other disciplines?</i> 	Making Connections	Acquiring Information and Diverse Perspectives
	Social Studies: Family structure	Social Studies: Relationships among people and how people are addressed
COMPARISONS EXAMPLES <ul style="list-style-type: none"> ▪ <i>Do learners compare their language and culture to the target language and cultures?</i> 	Language Comparisons	Cultural Comparisons
	Words used to address family members and friends of the family	Differences and similarities between American and Chinese families
COMMUNITIES EXAMPLES <ul style="list-style-type: none"> ▪ <i>Do the learners share the target language and culture beyond the classroom?</i> ▪ <i>Do they set personal learning goals and monitor their progress?</i> 	School and Global Communities	Lifelong Learning – Goal-setting
	Learners compare family structures of families around the world.	Learners set personal goals for describing their families
CONNECTIONS TO COMMON CORE <ul style="list-style-type: none"> ▪ <i>Which Common Core Anchor Standards are supported by this unit's learning activities?</i> 	SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively. W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	

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TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> Asking questions Describing Telling likes and dislikes Narrating Introducing: Teachers add the Chinese words needed, ex: measuring word 口 (kǒu) for counting family member, and other measuring word 个 (gè), I am, he/she is Asking questions: yes –no questions, do you have....? Do you have In your picture? Is s/he your...? How old are you? How old is your father/mother....? Where are you from? How many? 	<ul style="list-style-type: none"> Positive Verbs to express: I am, s/he is..., <u>my</u> (her/his) name is..., my <u>father</u> (mother / brother / sister ...) is..., <u>I</u> (we / you) have..., s/he has ..., there are..., I was..., s/he was born..., I am from..., s/he is from..., I like.... Navigate Verbs to express: <u>I</u> (we/ you / they) don't have..., <u>I</u> (we/ you / they) don't like..., <u>s/he</u> (my father / mother / brother...) is not... Question verbs: Do <u>you</u> (s/he, my father / mother) have..., Do you like..., How about <u>you</u>? (s/he, my father / mother)... Adjectives, adverbs: Old, young, tall, happy, smart, funny, many, few, numbers and expressions for age (Refer to Vocabulary list) 	<p>Essential words:</p> <ul style="list-style-type: none"> Numbers, months, year, age, measuring words, family words (for close relatives) -- mother, father, grandmother, grandfather, (younger/older) brother, (younger/older) sister, friends, place/country names (review vocabulary), color, job Add as needed words – family member's favorite color, family member's job/occupation <p>Additional words:</p> <ul style="list-style-type: none"> Uncle, aunt Description words: tall, old, happy, kind Animals: listed as one of the family member.
SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS		
Beginning		
<p>Beginning 1: Warm Up & Vocabulary Game – Transition between different units -- What did you talk about yesterday? Introduce Family Unit – How many people are in your family? (你家有几口人? Nǐ jiā yǒu jǐ kǒu rén?) Teacher starts the Q&A and then learners work in groups to find family size for each learner. Determine a class average (this data will be used to compare with same age students in China -- impact of One Child Policy). We are going to talk about families, we will use photos to compare different families around the world, and we will do research China's One Child Policy. Vocabulary game and review. [HOMEWORK: bring pictures of your family] Starting from My family/My country, decide if each statement is true or false for the learners as individuals, and if they believe the statements are true or false for Americans in general. Then they predict if the statements are true or false for Chinese families (Joleen J., 2007). Keep these responses throughout the unit and return to them at the end of the unit to see if their predictions were accurate.</p>		

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1. Fathers are the main money makers.
2. Mothers work outside the home.
3. Children live at home until they get married.
4. Grandparents often live with their children and grandchildren.
5. Daughters usually take care of their parents when the parents get older.
6. Children do chores and get money for helping the parents.
7. Husbands and wives share household responsibilities like cooking and cleaning.
8. Parents always pay for their children to go to college/university.

Beginning 2: Introduction of Teacher's Family –

Teacher will use his/her family picture as an example to record a video about how to introduce his/her family, which will align with Task 2 Presentational Task -- Introduce Your Family. Learners will hear: number of people in the family, family members and their title [unit vocabulary], favorite color [vocabulary review], their occupation [unit vocabulary], and their age [vocabulary review].

Beginning 3: Practice Introduction & Discussion – Family Around the World [photos from *Hungry Planet: What the World Eats*, by Peter Menzel]

Introduce language for comparing/contrasting for language objective (bigger, smaller, younger, older, more/fewer children, etc.) Then, in small groups, students examine three family pictures from *Hungry Planet* to discuss the family structure around the world and compare the similarity and difference between their own family structures [unit sentence].

Beginning 4: Interpretive Task 1.1 – Family Around the World

Student will be given a photo collage which has six different photos marked with letters A~F, after 3 minutes of silent deconstruction, student will listen to three voice recordings of the teacher describing three pictures on this photo collage, student will need to mark these three photos.

Middle

Middle 1: Review Interpretive Task 1.1 – Family Around the World

Class or group discussion of these photos, what are other ways to interpret these photos?

Middle 2: Interpretive Task 1.2 – Listening Practice

Students listen to recording of previous students' presentation of their families, which will align with Presentational Task 2.1 -- Introduce Your Family, student will hear: number of people in the family, family members and their title [unit vocabulary], favorite color [vocabulary review], their occupation [unit vocabulary], and their age [vocabulary review].

They will write a short description of what they heard.

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Middle 3: Prepare for Interpretive Task – Multicultural of Family Role

Think, Pair, Share. Pass out or have students create a family tree chart. Model the activity for the students by describing a family member in the (teacher's family) picture. For example, I would point to my aunt and say, "She is MY aunt, but she is also a sister, a daughter, a wife, and a mother." They will each choose two of their own family members and make a list of all the family roles each one fulfills (ex. My brother is also a son, etc.) Then they describe themselves and all of the family roles they fulfill. Bring extra pictures of famous families, like The Simpsons, or magazines with a lot of pictures (such as National Geographic or People), to class—in case students forget to bring their own. After sharing their lists with their partners, ELLs can then report findings to the whole group (Joleen J., 2007).

Middle 4: Preparing for Presentational Task 2.1 – Introduce Your Family

Student will create a visual representation of his/her family tree (or use teacher's sample family tree) to present an introduction of your family. Write a description of what you included in the visual and then present your visual to your classmates.

Middle 5: Teacher's Sample for Introduce Your Family -- China's One Child Policy

Teacher will use One Child Policy as background to create a sample of how the child in China will introduce his/her family, which is connected with Presentational Task 2.1: Introduce Your Family.

End

End 1: Discuss the Impact of China's One Child Policy

Teacher will lead the discussion about One Child Policy. Use old Chinese family pictures to compare with current family pictures.

End 2: Compare Similarity and Difference of American and Chinese Family Structure

Summarize student's Presentational Task 2.1: Introduce Your Family, use student's presentation as date to discuss what are the similarity and difference of American and Chinese Family Structure. Extend discussion to True or False: In my family, families usually...

--eat together almost every night.

--eat with a fork and knife.

--have food prepared by mom.

--eat their biggest meal at night.

End 3: Role Play – knowing Chinese culture (as a reward for keeping students on task for practicing **Interpersonal Task)**

Student will be introduced with different tiles which are used to address other people; they will need to understand culture perspective behind Chinese culture to understand this practice. For example: address parents' close friends or co-workers as aunt or uncle (阿姨 āyí / 舅舅 jiùjiu / 叔叔 shūshu); or address co-workers by their seniority and/or age with different settings (小王 xiǎo wáng / 王姐 wáng jie / 王小姐 wáng xiǎojiě). Student will be doing a role play to present their understanding of this culture perspective.

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End 4: Interpersonal Task 3.1 – Jigsaw (Practice & Assessment)

Collect student’s Presentational Task 2.1 – Introduce Your Family, distribute different projects among students (or, use photos from *Hungry Planet: What the World Eats*, by Peter Menzel), students are asked to use target language to find three similarities and three differences in the photos they have without looking at each other’s photos.

End 5: Interpersonal Task 3.1 – Corrective Feedback

After jigsaw activity, students will put the photos side-by-side and summarized if their findings are correct, if yes, what are right; if not, what are different?

RESOURCES	DIGITAL LITERACY INTEGRATION
<p>Melissa Mills Williams (1989), A Country Far Away, http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/MMWilliams/SSUNIT.htm</p> <p>Ommer, U. (2000). 1000 Families: Family Album of the Planet Earth , Germany: Taschen, images retrieved July 10, 2006, from: http://www.clubcultura.com/clubfoto/milfamilias/seleccion/album.htm#</p> <p>Joleen J. (2007) Fun with ESL, Lesson Plan: Families, from: http://esljo.blogspot.com/2007/04/families-lesson-plan-we-created-these.html</p>	

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Task 1: Interpretive Task

Interpretive Task 1.1: Families Around the World Learners view a photo collage which has six different photos marked with letters A – F as teacher describes three of the photos. Learners will identify the photo that is described. They will need to mark these three photos and write down their justifications on the answer sheet.

(CARLA Note: A great set of photos to use come from the book *Hungry Planet: What the World Eats* by Peter Menzel. CARLA removed the sample photo collage from this lesson because of copyright protection. To get a sample of these stunning photos see <http://www.menzelphoto.com/>)

录音一是照片 [lùyīn yī shì zhàopiàn]		Description Number 1 is Picture:											
		A	/	B	/	C	/	D	/	E	/	F	(circle one)
我听到 [wǒ tīng dào] I heard:	(1) (2) (3)												
(Write down at least 3 sentences you heard to support your answer above.)													

录音二是照片 [lùyīn èr shì zhàopiàn]		Description Number 2 is Picture:											
		A	/	B	/	C	/	D	/	E	/	F	(circle one)
我听到 [wǒ tīng dào] I heard:	(1) (2) (3)												
(Write down at least 3 sentences you heard to support your answer above.)													

录音三是照片 [lùyīn sān shì zhàopiàn]		Description Number 3 is Picture:											
		A	/	B	/	C	/	D	/	E	/	F	(circle one)
我听到 [wǒ tīng dào] I heard:	(1) (2) (3)												
(Write down at least 3 sentences you heard to support your answer above.)													

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RUBRIC for Assessment Task 1: Interpretive Task

Interpretive Task 1.1 – Family Around the World

IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

Criterion B: Visual Interpretation

Achievement Level	Descriptor
0	The student does not reach a standard described by any of descriptors given below.
1-2	The student: <ul style="list-style-type: none">• makes a limited attempt to identify basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations• makes a limited attempt to recognize some basic conventions in visual texts dealing with everyday situations• makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences and attitudes• shows limited understanding of the content of the visual, spoken and written text as a whole
3-4	The student: <ul style="list-style-type: none">• identifies some basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations• recognizes some basic conventions in visual texts dealing with everyday situations• occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences and attitudes• shows some understanding of the content of the visual, spoken and written text as a whole

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Achievement Level	Descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> • identifies most basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations • recognizes most basic conventions in visual texts dealing with everyday situations • usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences and attitudes • shows considerable understanding of the content of the visual, spoken and written text as a whole
7-8	<p>The student:</p> <ul style="list-style-type: none"> • identifies basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations • recognizes basic conventions in visual texts dealing with everyday situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences and attitudes • shows thorough understanding of the content of the visual, spoken and written text as a whole
What level do you think you should get?	What did you do well? What do you think you could have done better?
Level awarded by your teacher:	
	Comments:

Source: International Baccalaureate Organization (2012), Middle Years Programme, Language B assessment criteria, Phase 1 criterion B: Visual interpretation

Task 2: Presentational Task

Presentational Task 2.1: Introduce Your Family -- Learners create visual representations of their family trees, write descriptions of the visual and then orally present the visual to classmates.

- Procedures (Williams, 1989):
 - (1) Explain to students that they are going to be making a family tree. Ask students if they have ever seen a family tree or if their parents have one at home. If so, have the student explain to you what it looks like. Then, explain to students that a family tree is a representation of their family that is often depicted in the shape of a tree. (It would be a very good idea to have one as an example already drawn at this point to show them.) Explain to students that their family tree would begin with themselves at the bottom of the trunk with each of their brothers and sisters listed to the side of them and then branches out with their parents above them.
 - (2) Pass out paper and markers, etc. Explain to students that their family trees may look very different from anyone else's in the class. Explain to them that each family tree is very unique just as their families are each very unique. Allow students to design their trees by themselves. Encourage students to add step-siblings, pets, etc. (whoever they consider to be part of their families.) Allow students to create their family trees.
 - (3) After students have completed their family trees, give them another piece of paper and have them list each of their family members from oldest to youngest. Next to each family members name have them write at least three words that describes this person – age, favorite color, job/occupation, or, one word to describe his/her personality, ex: loving, funny, nice.
 - (4) After students have completed both the family tree and the characteristics paper, staple the characteristics paper to the bottom of their family tree. When the entire class has completed their papers, allow them a chance to share them in front of the class.

Presentational Task 2.1: Introduce Your Family Assessment Sample

家谱

[Jiā pǔ]

Family Tree

Sample Presentation:



大家好， 我叫_____， 我家有_____口人：爸爸， 妈妈， (哥哥)， (姐姐)， (弟弟)， (妹妹)， 和我。

我爸爸_____年出生， 今年_____岁， 他是_____(occupation/job, **or** use 不是 with job related vocabulary you learned in Lesson 2), 他喜欢_____色; (continue with other family members.)

❖ The same introduction for **all** family members: (1). birth year, (2). year-old, (3). occupation and (4). favorite color.

❖ You can choose **any** family members to introduce, minimum requirement is 5 family members, plus yourself, total 6 people.

• 年出生 ([[nián chū shēng]] birth year) / 今年 ([jīn nián] this year) / 岁 ([suì] year-old) / 喜欢 ([xǐ huan] like) / 色 ([sè] color)

• 爷爷 [yéye] grandpa on the father side / 奶奶 [nǎinai] grandma on the father side / 外公 [àigōng] grandpa on the mother side / 外婆 [wàipó] grandma on the mother side / 爸爸 [bàba] father / 妈妈 [māma] mother / 姐姐 [jiějie] elder sister / 妹妹 [mèimei] younger sister / 哥哥 [gēge] elder brother / 弟弟 [didi] younger brother

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颜色 [yán sè] Color			零, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十
red	紅色	hóng sè	líng, yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí
orange	橙色	chéng sè	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
yellow	黄色	huáng sè	(1). _____年出生example (1): If your mother's birth year is 1972, you will write/say 我妈妈一九七二年出生, you only need to spell these numbers out.
green	绿色	lǜ sè	(2). _____年出生example (2): If your younger sister's birth year is 2002, you will write/say我妹妹二零零二年出生, you only need to spell these numbers out, <u>or</u> , 我妹妹二千零二年出生 (either way is acceptable).
blue	蓝色	lán sè	(3). If you state you have 5 family members in your family, you need to list all 5 people, for example: 我家有五口人: 爸爸 (1), 妈妈 (2), 哥哥 (3), 姐姐 (4), 和我 (5)
purple	紫色	zǐ sè	。
brown	褐色, 咖啡色	hè sè , kā fēi sè	(4). If you state you have 7 family members in your family, you need to list all 5 people, for example: 我家有七口人: 爸爸 (1), 妈妈 (2), 两个哥哥 (3, 4), 两个姐姐 (5, 6), 和我 (7)。
black	黑色	hēi sè	
white	白色	bái sè	
gold	金色	jīn sè	
pink	粉红色	fěn hóng sè	
sky blue	天蓝色	tiān lán sè	

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RUBRIC for Assessment Task 2: Presentational Task

Presentational Task 2.1: Introduce Your Family

Non-negotiables:

- List and categorize the members of your family in correct sequence and order (oldest to youngest).
- Describe and list at least three different characteristics of each member of their family – age, favorite color, occupation, or personality.
- You can choose any family members to introduce, minimum requirement is 5 family members, plus yourself, total 6 people

IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

Criterion A: Oral Communication – Presentation

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student: <ul style="list-style-type: none">• makes a limited attempt to communicate information in a limited range of everyday situations• uses a limited vocabulary, and has difficulty in finding words• uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange• makes a limited attempt to use language to suit the context
3-4	The student: <ul style="list-style-type: none">• communicates some information in a limited range of everyday situations• uses a basic range of vocabulary, with some inappropriate word choice• uses pronunciation and intonation with some errors, some of which make understanding difficult• uses some language to suit the context

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Achievement Level	Descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> • communicates information on some aspects of a topic in everyday situations • makes good use of a basic range of vocabulary, generally accurately • uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility • usually uses language to suit the context
7-8	<p>The student:</p> <ul style="list-style-type: none"> • communicates information on a variety of aspects of a topic in everyday situations • makes excellent use of a basic range of vocabulary, generally accurately • uses clear pronunciation and intonation, which makes communication easy • uses language to suit the context
What level do you think you should get?	What did you do well? What do you think you could have done better?
Level awarded by your teacher:	Comments:

Source: International Baccalaureate Organization (2012), Middle Years Programme, Language B assessment criteria, Phase 1 Criterion A: Oral Communication – Presentation

Task 3: Interpersonal Task

What Is a Family? • Nordin • p.15

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Interpersonal Task 3.1: Comparing Families - In pairs, learners find similarities and differences in their family trees.

RUBRIC for Assessment Task 3: Interpersonal Task

Interpersonal Task 3.1 – Comparing Families

IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

Criterion A: Oral Communication – Question and Answer

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student: <ul style="list-style-type: none">• makes a limited attempt to identify some basic information in everyday situations• makes a limited attempt to respond to simple short phrases; responses are often inappropriate• makes a limited attempt to interact in simple and rehearsed exchanges, using minimal verbal and non-verbal language
3-4	The student: <ul style="list-style-type: none">• identifies some basic information in everyday situations• responds to some simple short phrases; some responses are inappropriate• occasionally interacts in simple and rehearsed exchanges, using some verbal and non-verbal language

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Achievement Level	Descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> • identifies most basic information in everyday situations • responds appropriately to most simple short phrases • usually interacts in simple and rehearsed exchanges, using verbal and non-verbal language
7-8	<p>The student:</p> <ul style="list-style-type: none"> • identifies basic information in everyday situations • responds appropriately to most simple short phrases • interacts in simple and rehearsed exchanges, using verbal and non-verbal language
What level do you think you should get?	What did you do well? What do you think you could have done better?
Level awarded by your teacher:	Comments:

Source: International Baccalaureate Organization (2012), Middle Years Programme, Language B assessment criteria, Phase 1 Criterion A: Communication – Question and Answer