

SAMPLE ASSESSMENT – NOVICE-MID UNIT 3a K-5: HOME, SWEET HOME SPANISH

Overview: This summer a high school student from Mexico will be living with your family. Prior to his arrival, you have decided to create a multimedia presentation introducing him to your community. First you watch a video in which a native speaker of Spanish gives a tour of his home. Next, you have a discussion with your teacher/classmate where you exchange information about your homes. Finally, you prepare a multimedia presentation in which you compare your home to those from the target culture and share it with the high school student from Mexico who will be living with your family so that he will know what to expect when he arrives in New Jersey.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

video: <https://vimeo.com/79002263>

SLO #1 Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items.

SLO #2 Skim and scan culturally authentic texts to identify cultural products and practices related to home life.

Watch the video and decide whether the statements are true, false, or not part of the description.

Note to teacher: Allow students time to read the statements prior to viewing the video so that they know for which information they should be listening. Choose any ten statements to include in the assessment. Allow students to watch the video 2 to 3 times in order to answer the questions below.

Item	True	False	Not part of the description
There is a closet in the entrance on the house.			
There is a dishwasher in the kitchen.			
The speaker says there is a refrigerator in the kitchen.			
There are pictures on the walls of the dining room.			
There is a rug under the table in the dining room.			

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There is a swimming pool in the back yard.			
There is a beautiful garden in the back yard.			
There is a mirror in the bedroom.			
There is a dresser in the bedroom.			
There are plants in the main living room.			
There is a rug in the main living room.			
There is a fireplace in the second living room.			
There is a bathroom in the second living room.			
There is a sink in the laundry room.			
There is detergent in the laundry room.			
There are towels in the bathroom.			
There is a mirror in the bathroom.			

INTERPERSONAL MODE:

SLO#3 Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language.

You know what your home is like but you know that not all homes are the same in your community and you want to make sure that your final presentation is representative of your community. Have a conversation with your teacher/classmate to find out what his/her home is like. You may wish to use the graphic organizer below to help lead your conversation. First fill in the information as it applies to your home. Then, ask questions and record answers from your teacher/classmate.

Information	My home	My teacher's/classmate's home
# of floors		
# of rooms		
Type of furniture		
Color of walls in rooms		
# bedrooms		
# bathrooms		
Anything else you would like to know		

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(Note to teacher: To assess whether your students are performing at the Novice-Mid level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.)

PRESENTATIONAL MODE:

SLO#4 Create a multimedia rich presentation to compare homes in the home and target culture(s).

SLO#5 Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture.

Create a multimedia presentation to share with the exchange student from Mexico. Describe homes in your community and compare them to ones from his/her community. Use the information you have learned throughout your study of this unit to create your presentation. You may wish to use a graphic organizer to help you prepare the presentation.

Homes in my community	Homes in the target culture community
Big/small	Big/small
# of rooms	# of rooms
# of bedrooms	# of bedrooms
# of bathrooms	# of bathrooms
Something special about homes in my community	Something special about homes in the target culture community
Anything else you would like to add	Anything else you would like to add

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate*.)