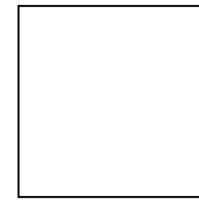
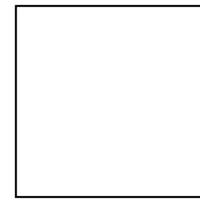
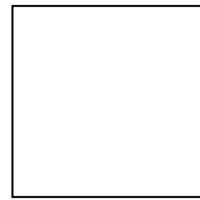
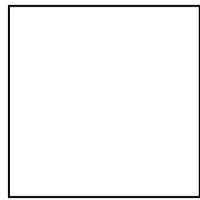
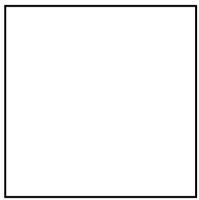
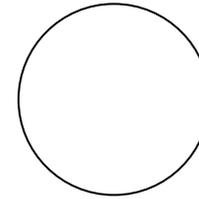
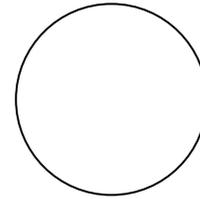
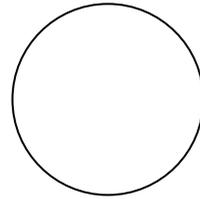
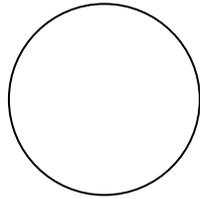
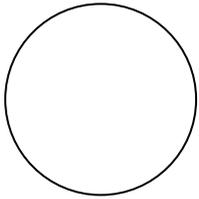
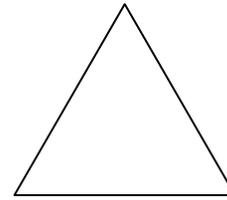
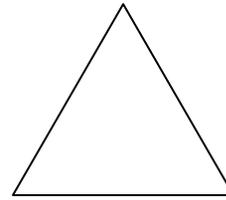
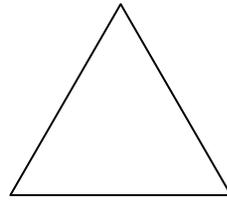
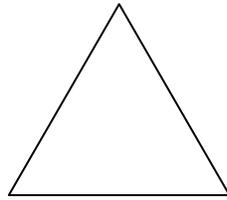
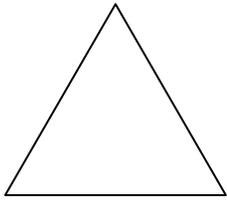
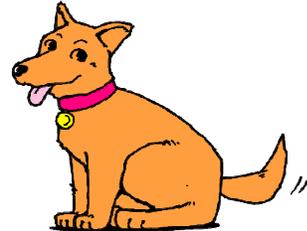
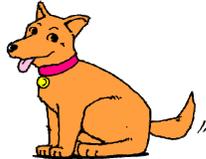
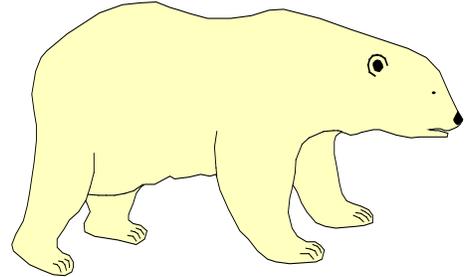
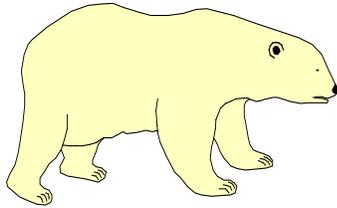
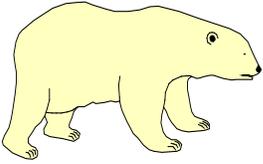
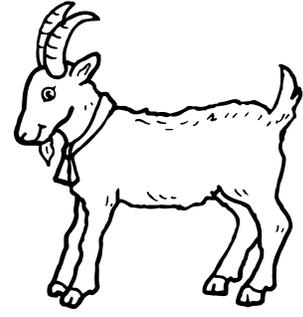
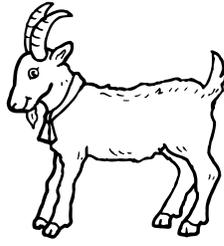
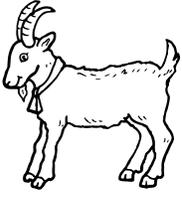


Shape Up!  
Colored Shapes (Las Formas Coloreadas)



# Big and Little Beasts



**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Title:</b>	Charades
<b>Standard:</b>	1.1 Students engage in conversations.
<b>Progress Indicators Assessed:</b>	1.1 A Express basic needs.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher places the students in pairs. Student A acts out the basic need and Student B says in Spanish what action is being represented. Teacher may prompt the actor with the visuals.
<b>Materials, Resources, Equipment Needed:</b>	<p>Basic Needs Visuals:  Teacher...  Bathroom, please.  I'm hungry.  I'm thirsty.</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	During daily activities, the teacher observes students saying, " <i>Maestro/a</i> " and " <i>El baño, por favor.</i> " (This does not include " <i>Tengo hambre.</i> " and " <i>Tengo sed.</i> ")
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric

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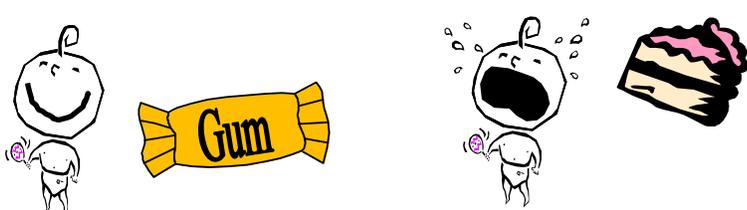
Assessments—Year 1

<b>Title:</b>	Visual Script & Unscramble
<b>Standard:</b>	1.1 Students engage in conversations.
<b>Progress Indicators Assessed:</b>	1.1 B Express basic courtesies. 1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p><b><u>Visual Script:</u></b> Begin by modeling with the language associate and the classroom teacher. The teacher reads the diamond part of the visual script. The language associate responds with the heart phrases and gives the teacher a pencil when appropriate during the dialogue. The students practice with the teacher and eventually with a partner. The teacher records the students’ responses on the checklist.</p> <p><b><u>Unscramble:</u></b> (Recommended for Intermediate) Give the students, in pairs, a scrambled version of the Spanish words/phrases. They put the words in order as they would occur naturally in a conversation and act them out with a partner. Then they switch roles. The teacher records the students’ responses on the checklist.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>“Visual Script”</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	The teacher observes the students individually using these phrases during daily activities during the school year.
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric

**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Title:</b>	¿Cómo estás?
<b>Standard:</b>	1.1 Students engage in conversations.
<b>Progress Indicators Assessed:</b>	1.1 C Express state of being. 1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher has three large faces, one smiling, one frowning, and one with a straight face. The teacher asks the individual students “¿ <i>Cómo estás?</i> ” and shows one of the faces as a prompt. The students answer individually according to the faces shown.
<b>Materials, Resources, Equipment Needed:</b>	Visuals: Happy face Sad face Straight face  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	The students draw three faces representing the states of being. The teacher asks each student “¿ <i>Cómo estás?</i> ” pointing to the students’ drawings. The students respond according to the picture. The teacher asks the question three times to elicit all three responses.
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric

**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Title:</b>	I Like/I Don't Like
<b>Standard:</b>	1.1 Students engage in conversations.
<b>Progress Indicators Assessed:</b>	1.1 D Express likes and dislikes.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher holds up either a happy or sad face and one food card or food item. The students create, individually, a statement based on the visual seen. (All five food items will be assessed.)</p> <div style="text-align: center;">  </div> <p><i>Example:</i>  <b><i>Me gusta el chicle.</i></b>                      <b><i>No me gusta la torta/ el pastel.</i></b></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:          -gum, cake, pudding, ice cream, and pie          -happy face, sad face</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	Check students as they identify the 5 snack /dessert foods. Then as the teacher holds up each of the food items with the happy/sad face, students can respond with “ <b><i>Me gusta</i></b> ” or “ <b><i>No me gusta</i></b> ” according to the face shown.
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	Yes/No

**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Standard:</b>	1.1 Students engage in conversations. 1.2 Students understand & interpret written and spoken language.									
<b>Progress Indicators Assessed:</b>	1.1 E Express agreement and disagreement. 1.2 E Identify aural, visual, and context clues.									
<b>Level:</b>	<b>Primary &amp; Intermediate</b>									
<b>Performance Task:</b>	The teacher shows the six cognate visuals to students individually while saying what each visual is. Students will agree or disagree by saying “ <i>Sí.</i> ” or “ <i>No.</i> ” Example: <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u><b>Card shows:</b></u></td> <td style="text-align: center;"><u><b>Teacher says:</b></u></td> <td style="text-align: center;"><u><b>Student says:</b></u></td> </tr> <tr> <td style="text-align: center;">Pizza</td> <td style="text-align: center;"><i>Banana.</i></td> <td style="text-align: center;"><i>No.</i></td> </tr> <tr> <td style="text-align: center;">Dad</td> <td style="text-align: center;"><i>Papá.</i></td> <td style="text-align: center;"><i>Sí.</i></td> </tr> </table>	<u><b>Card shows:</b></u>	<u><b>Teacher says:</b></u>	<u><b>Student says:</b></u>	Pizza	<i>Banana.</i>	<i>No.</i>	Dad	<i>Papá.</i>	<i>Sí.</i>
<u><b>Card shows:</b></u>	<u><b>Teacher says:</b></u>	<u><b>Student says:</b></u>								
Pizza	<i>Banana.</i>	<i>No.</i>								
Dad	<i>Papá.</i>	<i>Sí.</i>								
<b>Materials, Resources, Equipment Needed:</b>	Visuals: <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">chocolate</td> <td>pizza</td> </tr> <tr> <td style="padding-right: 20px;">banana</td> <td>baby</td> </tr> <tr> <td style="padding-right: 20px;">mother</td> <td>father</td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	chocolate	pizza	banana	baby	mother	father			
chocolate	pizza									
banana	baby									
mother	father									
<b>Variation:</b>	Students are shown a picture, and the teacher orally identifies the item in Spanish. Students can expand their response into a complete sentence. (i.e., <i>No es la banana, es la pizza</i> or <i>No, es la pizza.</i> )									
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric									
<b>Title:</b>	What’s the Color?									

**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Standard:</b>	1.1 Students engage in conversations.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher will show five picture cards/objects depicting the colors ( <i>rojo, amarillo, azul, verde, and café</i> ) and ask the question “ <i>¿De qué color es?</i> ” The students, individually, respond verbally to each picture card.
<b>Materials, Resources, Equipment Needed:</b>	Visuals/Cards/Objects of these colors: red yellow blue green brown  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	The teacher can give two choices for the color visual, and ask, “ <i>¿De qué color es? ¿Rojo o azul?</i> ” The students respond verbally to each picture card.
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	What’s the Weather?

**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Standard:</b>	1.1 Students engage in conversations.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher shows three picture cards depicting weather (hot, cold, cool) and asks the question “ <i>¿Qué tiempo hace?</i> ” The students, individually, respond verbally to each picture card.
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals representing:  hot weather  cold weather  cool weather</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	Simon Says



**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Title:</b>	Count to 10
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives the command “ <i>Cuenten del uno al diez, por favor.</i> ” to a pair of students. Student A begins by saying “ <i>Uno.</i> ” followed by Student B saying “ <i>Dos.</i> ” The students continue taking turns until they have counted to ten. Then they should count to ten again, starting with Student B.
<b>Materials, Resources, Equipment Needed:</b>	NA  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	Do What I Say!

**IN-VISION Elementary Spanish Curriculum**

**Assessments—Year 1**

<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher divides the class into groups of two to four students each. The teacher gives the ten commands (omitting <i>Cuenten ...</i> ) one at a time, and observes the students performing the actions.
<b>Materials, Resources, Equipment Needed:</b>	NA  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or INVISION Rubric
<b>Title:</b>	<b>Shape Up!</b>

**IN-VISION Elementary Spanish Curriculum**

**Assessments—Year 1**

<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary</b>
<b>Performance Task:</b>	The teacher places pairs of students seated back-to-back and gives each of them a “Colored Shapes” visual. The teacher tells the students to point to a certain colored shape by using the command “ <i>Señalen</i> ” (i.e., “ <i>Señalen el cuadrado rojo.</i> ” The students should point to the red square.). Each color and shape should be assessed.
<b>Materials, Resources, Equipment Needed:</b>	Two of the “Colored Shapes” visuals Note: The teacher needs to color the visuals before using them for the assessment.  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	<b>Touch It!</b>

**IN-VISION Elementary Spanish Curriculum**

**Assessments—Year 1**

<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher places students in groups of two or three sitting back-to-back. Each student receives a face visual and a collage visual. Then the teacher instructs them to “touch” a specific facial part. The teacher records his/her observations of the students’ responses. The teacher will assess each of the vocabulary words.
<b>Materials, Resources, Equipment Needed:</b>	Visuals: -face showing eyes, nose, mouth, head, ears, hair (2 - 3 copies needed) -student collage showing school , crayon, paper, pencil (2 - 3 copies needed)  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	<b>Big &amp; Little Beasts</b>

**IN-VISION Elementary Spanish Curriculum**

**Assessments—Year 1**

<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher places pairs or trios of students back-to-back. Each student has the “Big and Little Beasts” visual. The teacher instructs the students to point to specific animals (i.e., “Point to the small goat.”—<i>“Señalen el chivo pequeño.”</i>).</p> <p>The teacher will assess the students on the 5 animals and the 3 sizes.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals: “Big and Little Beast” visual (2 - 3 copies)</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric
<b>Title:</b>	<b>Lunch Count</b>
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.

**IN-VISION Elementary Spanish Curriculum**

**Assessments—Year 1**

<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.						
<b>Level:</b>	<b>Primary &amp; Intermediate</b>						
<b>Performance Task:</b>	<p>Students are to be assessed individually. During lunch count, the teacher provides visuals representing school lunch and lunch from home. While asking each student “<i>¿Comes la comida de la escuela o la comida de la casa?</i>” Students respond with either “<i>La comida de la escuela.</i>” or “<i>La comida de la casa.</i>”</p> <p>Students should also communicate non-verbally which lunch they will eat that day by marking a visual chart or pointing to the teacher’s visual. The same procedure is followed for milk choices with the teacher using the question “<i>¿Quieres leche o leche con chocolate?</i>” Students respond with either “<i>Leche.</i>” or “<i>Leche con chocolate.</i>”</p> <p>The teacher assesses their responses.</p>						
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals/Objects representing:</p> <table border="0"> <tr> <td>school lunch</td> <td>sack lunch</td> </tr> <tr> <td>lunch at home (if applicable)</td> <td>milk</td> </tr> <tr> <td>chocolate milk</td> <td></td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	school lunch	sack lunch	lunch at home (if applicable)	milk	chocolate milk	
school lunch	sack lunch						
lunch at home (if applicable)	milk						
chocolate milk							
<b>Variation:</b>							
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric						
<b>Title:</b>	<b>Show Time!!</b>						
<b>Standard:</b>	1.3 Students convey information to listeners and readers for a variety of purposes.						

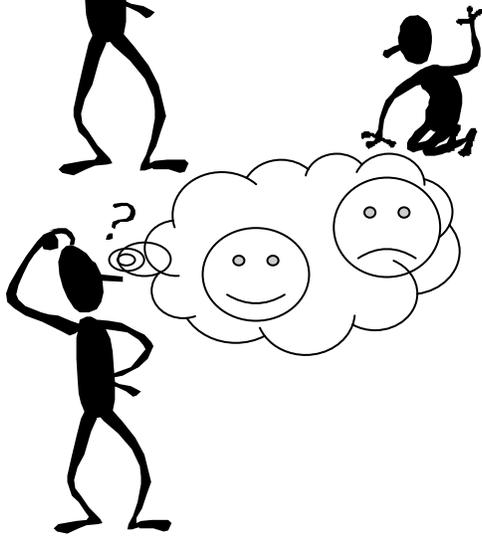
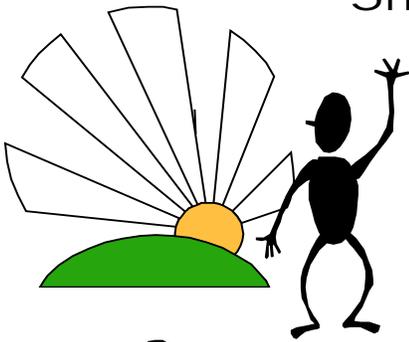
**IN-VISION Elementary Spanish Curriculum**  
**Assessments—Year 1**

<b>Progress Indicators Assessed:</b>	1.3 E Present prepared material to an audience.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Small groups of students (3 or 4) will memorize a Spanish poem, song, dialogue, skit or rhyme with at least 4 lines and present it to the class, other students, or parents. The teacher will assess oral communication and pronunciation using the rubric.</p> <p>Possible examples:</p> <p style="text-align: center;"><i>Uno, dos, tres niñitos</i>  (One, Two, Three Children)</p> <p style="text-align: center;"><b><u>Español Para Ti</u></b>  “Spanish Is For You and For Me”</p> <p style="text-align: center;"><i>“Body Tengo” poem</i>  <i>Tengo dos ojos para mirar.</i> (look)  <i>Tengo boca para hablar/cantar.</i> (talk/sing)  <i>Tengo dos orejas para escuchar.</i> (listen)  <i>Tengo dos pies para marchar.</i> (walk)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or IN-VISION Rubric

Count to 20

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

# "Small Talk" Visual Script



## Small Talk—Word Script (Intermediate)

### **TASK LIST A:**

1. Greet your partner.
2. Ask your partner “What’s your name?”
3. Ask your partner “How are you?”
4. Tell your partner that you want a book, scissors, and a lunch ticket.
5. Say good-bye to your partner.

### **TASK LIST B:**

1. Respond to your partner’s greeting.
2. Tell your partner your name and ask your partner “What’s your name?”
3. Tell your partner how you are and ask your partner “How are you?”
4. Hand each item to your partner when requested.
5. Say good-bye to your partner.

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 2

<b>Title:</b>	Small Talk
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 A Express basic needs. 1.1 B Express basic courtesies. 1.1 C Express state of being. 1.1 G Ask and answer simple questions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher will observe and assess students performing the attached script.  Reverse roles.
<b>Materials, Resources, Equipment Needed:</b>	Script (Visual Script for primary and “Word Script for intermediate) Visuals: book scissors lunch ticket  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 2

<b>Title:</b>	How Do You Feel?
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 A Express basic needs. 1.1 C Express state of being.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Students are to be assessed individually. The teacher shows a student a feeling card and asks, “¿ <i>Cómo estás?</i> ” The student responds to the feeling card in Spanish. All five basic needs/states of being are to be assessed.
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <ul style="list-style-type: none"> <li>sick</li> <li>tired</li> <li>hot</li> <li>cold</li> <li>afraid</li> </ul> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	Burgers & Dogs
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 D Express likes and dislikes.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher draws a smiley face on one side of the board and a sad face on the other. The teacher holds up a food card under one of the faces. The teacher asks each student individually “<i>¿Te gusta?</i>” The students respond with “<i>Sí, me gusta (food).</i>” or “<i>No, no me gusta (food).</i>” according to the face visual and the food visual that are shown to them.</p> <p>Students will be assessed on the 4 foods, “<i>Sí, me gusta</i>” and “<i>No, no me gusta.</i>”</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:                      ketchup                      mustard                      hot dog                      hamburger</p> <p>Faces drawn on chalk/marker board or on paper</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	Yes, Sir/No, Sir						
<b>Standard:</b>	1.1 Students engage in conversation. 1.2 Understand/Interpret written and spoken language.						
<b>Progress Indicators Assessed:</b>	1.1 E Express agreement and disagreement. 1.2 E Identify aural, visual, and context clues.						
<b>Level:</b>	<b>Primary &amp; Intermediate</b>						
<b>Performance Task:</b>	<p>The teacher shows each student an animal visual and asks an identification question (i.e., The teacher holds up a picture of a zebra and asks, “<i>¿Es una cebra?</i>”) If the picture matches the question the student responds “<i>Sí, señor,</i>” “<i>Sí, señora,</i>” or “<i>Sí, señorita.</i>”</p> <p>If the picture does not match the question, the student responds <i>No, señor,</i>” “<i>No, señora,</i>” or “<i>No, señorita.</i>”</p>						
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <table data-bbox="558 1283 943 1409"> <tr> <td>dinosaur</td> <td>elephant</td> </tr> <tr> <td>penguin</td> <td>zebra</td> </tr> <tr> <td>lion</td> <td>tiger</td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	dinosaur	elephant	penguin	zebra	lion	tiger
dinosaur	elephant						
penguin	zebra						
lion	tiger						
<b>Variation:</b>	When the student says “ <i>No</i> ”, he/she could state what animal it is. (i.e. “ <i>No, señor, es un tigre.</i> ”)						
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric						

Assessments—Year 2

<b>Title:</b>	What's the Color?
<b>Standard:</b>	1.1 Students engage in conversation. 1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions. 1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher shows six picture cards depicting colors and asks the question “ <i>¿De qué color es?</i> ” The student responds verbally to each picture card.  Students are assessed individually.
<b>Materials, Resources, Equipment Needed:</b>	Visuals: black orange white grey pink purple  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	The teacher may give two choices for the color visual and ask “ <i>¿De qué color es? ¿Rojo o azul?</i> ” The student responds verbally to each picture card.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	What's the Weather?
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher shows four picture cards depicting weather (sunny, windy, good weather and bad weather) and asks the question “ <i>¿Qué tiempo hace?</i> ” The student responds verbally to each picture card.
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <ul style="list-style-type: none"> <li>sunny weather</li> <li>windy weather</li> <li>good weather</li> <li>bad weather</li> </ul> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	The teacher may give two choices for the weather visual, and ask: “ <i>¿Qué tiempo hace? ¿Hace sol o hace viento?</i> ” The student responds verbally to each picture card.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	How Do You Say It...Again?
<b>Standard:</b>	1.1 Students engage in conversation. 1.3 Students convey information.
<b>Progress Indicators Assessed:</b>	1.1 G Ask and answer simple questions. 1.3 A Give directions, commands, and instructions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher places students in pairs to role play the following:</p> <p>Student B: (Isn't paying attention to the teacher)          Student A: (Tells B) <i>Pon atención./Presta atención.</i>          Student A: (Asks teacher) <i>¿Cómo se dice _____</i>          (word in English)?          Teacher: (Gives the equivalent of the word in Spanish)          Student B: (Taps shoulder of A)          Student A: (Tells B) <i>Espera...</i>          Student A: (Tells teacher) <i>Repite, por favor.</i>          Student B: (Taps shoulder of A again)          Student A: (Tells B) <i>¡Basta!</i>          Teacher: (Gives the equivalent of the word again in Spanish)</p> <p>Students reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals: Flashcards of vocabulary or scripts as dialogue prompts</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 2

<b>Title:</b>	Let's Play
<b>Standard:</b>	1.1 Students engage in conversation
<b>Progress Indicators Assessed:</b>	1.1 H Make and respond to simple requests.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher observes pairs of students during a roleplay. Student A does the following:</p> <p style="margin-left: 40px;">Invites Student B to come over.      <i>¡Ven acá!</i>  Tells him/her-“Let’s play!”            <i>¡Vamos a jugar!</i>  Tells him/her-“It’s your turn.”        <i>Es tu turno.</i></p> <p>Any activity/game can be used for the setting (i.e., bean bag toss, rolling dice, shooting a basket, etc.). Students then reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	Count to 20
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher gives the command “<i>Cuenten del uno al veinte, por favor.</i>” to a pair of students. Student A begins by saying “<i>Uno.</i>” followed by Student B saying “<i>Dos.</i>”</p> <p>The students continue taking turns until they have counted to twenty. Then they should count to twenty again, starting with Student B.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	Body Touch
<b>Standard:</b>	1.2 Students understand/interpret written & spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher gives commands to 2 to 4 students and observes their actions. The students, sitting back-to-back, respond to the teacher’s commands:</p> <p style="text-align: center;"><b><i>Tóquense los hombros.</i></b></p> <p>(Change “<i>los hombros</i>” to “<i>los dedos</i>”, “<i>las piernas</i>”, “<i>la mano</i>”, “<i>las rodillas</i>”, “<i>los pies</i>”, “<i>los brazos</i>”)</p> <p>The students respond by touching that particular body part.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	Red Light/Green Light
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher will assess students in pairs. Two students will stand back-to-back. The students perform the three actions (listed in parentheses) according to the teacher’s commands.</p> <p><i>Caminen, por favor.</i> (Students walk.)  <i>Más despacio, por favor.</i> (Students slow down.)  <i>Alto/Paren, por favor.</i> (Students stop.)</p> <p>The teacher determines mastery by observation.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 2

<b>Title:</b>	Obey Me
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher gives commands* to 2 to 4 students (seated back-to-back) in Spanish and observes the students' actions. Upon hearing each of the eight commands, the students perform the actions. Students can also use glue, crayons, paper, and scissors as props when performing some of the commands.</p> <p>*Commands to be given:  <i>Miren, por favor.</i>  <i>Levanten la mano, por favor.</i>  <i>Bajen la mano, por favor.</i>  <i>Corten, por favor.</i>  <i>Peguen, por favor.</i>  <i>Doblen, por favor.</i>  <i>Coloreen, por favor.</i>  <i>Coloreen de (color) (object), por favor.</i></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	These commands can be observed during classroom activities.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	Clothes Closet
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Assessments—Year 2

<b>Standard:</b>	1.2 Students understand/interpret written & spoken language.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher seats a pair of students back-to-back and instructs the pair to find certain clothing on their individual “Clothes Closet” visuals. Each student points to the clothing based on the teacher’s directions.</p> <p>Teacher’s directions:  <i>Busquen las botas blancas.</i>                      (Find the white* boots.)</p> <p><i>Busquen la camisa blanca.</i>                      (Find the white shirt.)</p> <p>*Use the color white because the focus is on the clothing vocabulary, not the color words.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:                      2 copies of the “Clothes Closet” visual</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	A Rainbow of Animals
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Assessments—Year 2

<b>Standard:</b>	1.2 Students understand/interpret written & spoken language.						
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.						
<b>Level:</b>	<b>Primary &amp; Intermediate</b>						
<b>Performance Task:</b>	The teacher assesses students in pairs sitting back-to-back. Using colored animal pictures or colored plastic/stuffed animals, the teacher tells pairs of students to give him/her a certain animal of a certain color (i.e. <b><i>“Denme una vaca negra.”</i></b> “Give me a black cow.”). The students select the colored animal that was requested by the teacher. The assessment continues using all animals and all colors.						
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals: (2 sets)</p> <table style="margin-left: 40px;"> <tr> <td>cow</td> <td>pig</td> </tr> <tr> <td>horse</td> <td>duck</td> </tr> <tr> <td>sheep</td> <td>hen</td> </tr> </table> <p>Colors from Year 2</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	cow	pig	horse	duck	sheep	hen
cow	pig						
horse	duck						
sheep	hen						
<b>Variation:</b>							
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric						

<b>Title:</b>	Eat & Drink
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Assessments—Year 2

<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.									
<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.									
<b>Level:</b>	<b>Primary &amp; Intermediate</b>									
<b>Performance Task:</b>	<p>Students are to be assessed individually.</p> <p><u>Part One, Vocabulary Identification</u>                      The teacher provides the students with a sheet showing pictures of four foods and four drinks to be assessed. The teacher tells the students to identify in Spanish the foods and drinks as he/she points to them.</p> <p><u>Part Two, Communication</u>                      Next, the teacher asks the students:</p> <p>One student responds:      <i>¿Qué tomas?/¿Qué bebes?</i>  <i>Tomo/Bebo</i> ____.                      (answers with any one of the 4 drinks)</p> <p>The teacher then asks:      <i>¿Qué comes?</i>                      The student responds:      <i>Como</i> ____.                      (answers with any one of the 4 foods)</p>									
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">fruit</td> <td style="width: 33%;">pop</td> <td style="width: 33%;">grape juice</td> </tr> <tr> <td>vegetables</td> <td>meat</td> <td>apple juice</td> </tr> <tr> <td>bread</td> <td></td> <td>orange juice</td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	fruit	pop	grape juice	vegetables	meat	apple juice	bread		orange juice
fruit	pop	grape juice								
vegetables	meat	apple juice								
bread		orange juice								
<b>Variation:</b>										
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric									

<b>Title:</b>	What Number Is This?
<b>Standard:</b>	1.2 Students understand/interpret written & spoken

Assessments—Year 2

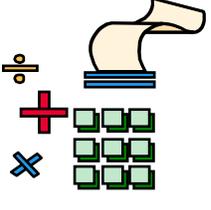
	language.
<b>Progress Indicators Assessed:</b>	1.2 E Identify aural, visual, and context clues.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Students are to be assessed individually. The teacher shows a student the “Numerals” visual and points to ten different numbers, each time asking the following question:</p> <p><i>¿Qué número es éste?</i></p> <p>The student responds verbally in Spanish to each question.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals: Numerals 1 - 20</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	<b>Show Time!!</b>
<b>Standard:</b>	1.3 Students convey information to listeners and readers for a variety of purposes.

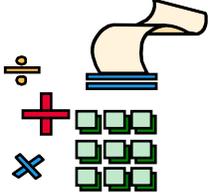
Assessments—Year 2

<b>Progress Indicators Assessed:</b>	1.3 E Present prepared material to an audience.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Small groups of students (3 or 4) will memorize a Spanish poem, song, dialogue, skit or rhyme with at least 4 lines and present it to the class, other students, or parents. The teacher will assess oral communication and pronunciation using the rubric.</p> <p>Possible examples:</p> <p style="text-align: center;"><i>Uno, dos, tres niñitos</i> (One, Two, Three Children)</p> <p style="text-align: center;"><b><u>Español Para Ti</u></b> “Spanish Is For You and For Me”</p> <p style="text-align: center;"><i>“Body Tengo” poem</i> <i>Tengo dos ojos para mirar.</i> (look) <i>Tengo boca para hablar/cantar.</i> (talk/sing) <i>Tengo dos orejas para escuchar.</i> (listen) <i>Tengo dos pies para marchar.</i> (walk)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

# Mock Student Schedule A

	<b>9:05 a.m. – 10:05 a.m.</b>
	<b>10:05 a.m. – 11:05 a.m.</b>
	<b>11:05 a.m. – 12:05 p.m.</b>
	<b>12:05 p.m. – 1:05 p.m.</b>
	<b>1:05 p.m. – 2:05 p.m.</b>
	<b>2:05 p.m. – 2:05 p.m.</b>
	<b>2:05 p.m. – 3:05 p.m.</b>

# Mock Student Schedule B

	<b>9:05 a.m. – 10:05 a.m.</b>
	<b>10:05 a.m. – 11:05 a.m.</b>
	<b>11:05 a.m. – 12:05 p.m.</b>
	<b>12:05 p.m. – 1:05 p.m.</b>
	<b>1:05 p.m. – 2:05 p.m.</b>
	<b>2:05 p.m. – 2:05 p.m.</b>
	<b>2:05 p.m. – 3:05 p.m.</b>

# Estudiante de la Semana

Student of the Week

Me llamo \_\_\_\_\_.

Vivo en \_\_\_\_\_.

Tengo \_\_\_\_\_ años.

Mi cumpleaños es en \_\_\_\_\_.

Me gusta

\_\_\_\_\_.

No me gusta

\_\_\_\_\_.

Una Foto de Mi

Assessments—Year 3

<b>Title:</b>	All in the Family												
<b>Standard:</b>	1.1 Students engage in conversation.												
<b>Progress Indicators Assessed:</b>	1.1 A Express basic needs.												
<b>Level:</b>	<b>Primary &amp; Intermediate</b>												
<b>Performance Task:</b>	<p>Students are given family tree or picture of a typical family. The teacher points to a family member. Students make the following statement for each:          (I need _____.)      “<i>Yo necesito a _____.</i>”</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">my brother</td> <td style="width: 50%; text-align: right;"><i>mi hermano</i></td> </tr> <tr> <td>my sister</td> <td style="text-align: right;"><i>mi hermana</i></td> </tr> <tr> <td>my grandmother</td> <td style="text-align: right;"><i>mi abuela</i></td> </tr> <tr> <td>my grandfather</td> <td style="text-align: right;"><i>mi abuelo</i></td> </tr> <tr> <td>my mom</td> <td style="text-align: right;"><i>mi mamá/madre</i></td> </tr> <tr> <td>my dad</td> <td style="text-align: right;"><i>mi papá/padre</i></td> </tr> </table>	my brother	<i>mi hermano</i>	my sister	<i>mi hermana</i>	my grandmother	<i>mi abuela</i>	my grandfather	<i>mi abuelo</i>	my mom	<i>mi mamá/madre</i>	my dad	<i>mi papá/padre</i>
my brother	<i>mi hermano</i>												
my sister	<i>mi hermana</i>												
my grandmother	<i>mi abuela</i>												
my grandfather	<i>mi abuelo</i>												
my mom	<i>mi mamá/madre</i>												
my dad	<i>mi papá/padre</i>												
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">brother</td> <td style="width: 50%;">father</td> </tr> <tr> <td>sister</td> <td>mother</td> </tr> <tr> <td>grandma</td> <td>grandpa</td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	brother	father	sister	mother	grandma	grandpa						
brother	father												
sister	mother												
grandma	grandpa												
<b>Variation:</b>													
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric												

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 3

<b>Title:</b>	Necessities of Life
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 A Express basic needs.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Students are given a container of picture cards or items representing the five basic needs being assessed. After a card or item is pulled out, the students express that basic need (i.e., “ <i>Yo necesito una casa.</i> ”). The teacher listens to the responses and records them.
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:          food          water          shelter (home)          medicine          to sleep</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Let's Get Acquainted
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 B Express basic courtesies. 1.1 E Express agreement and disagreement. 1.1 G Ask and answer simple questions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>During a role play situation: Teacher introduces Student A to another Student B.</p> <p>Teacher says, <i>Es (Student A).</i> Student B responds, <i>Mucho gusto.</i> Student A asks, <i>¿Cómo te llamas?</i> Student B responds, <i>Me llamo _____.</i> Student A says good-bye using <i>Chao.</i> Student B responds also with <i>Chao.</i></p> <p>Students reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 3

<b>Title:</b>	Feelings
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 C Express state of being.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Teacher shows four pictures that express states of being and asks the question, “ <i>¿Cómo estás?</i> ” Students respond to each accordingly.
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:  happy face  sad face  angry face  one of the above showing an extreme emotion  (4 total)</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric



Assessments—Year 3

<b>Title:</b>	Split Decision
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 E Express agreement and disagreement.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The class is given 2 choices (2 colors, 2 movies, 2 games, etc.) for voting. The teacher pretends to be 2 people expressing their choice. The teacher plays the first role saying “<i>Yo quiero</i> (1<sup>st</sup> choice). <i>¿Y tú?</i>” to each student. Then the student agrees or disagrees in his/her verbal response. The teacher marks the response next to student's name. Then the teacher plays the second role saying “<i>Yo quiero</i> (2<sup>nd</sup> choice). <i>¿Y tú?</i>” to each student. At this time the student gives the response not given the first time.</p> <p>Example:                      Teacher Prompt: <i>Yo quiero el azul. ¿Y tú?</i>                      Student Response: <i>Yo no.</i></p> <p>Teacher Prompt: <i>Yo quiero el rojo. ¿Y tú?</i>                      Student Response: <i>Yo también.</i></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Class list</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	What's Cookin'?
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives the students the “What’s Cookin’?” worksheet. The students listen as the teacher reads each Spanish word aloud. Then they draw lines from the Spanish words to the appropriate matching pictures. Next, the teacher questions each student individually about his/her food preferences by asking the question “¿Te gusta ____?” As the teacher asks the question, he/she holds up a smiley face to elicit the response “ <i>¡Sí, me gusta ____.</i> ” Then the teacher repeats the question while holding up a sad face. The student responds with “ <i>No, no me gusta ____.</i> ”
<b>Materials, Resources, Equipment Needed:</b>	“What’s Cookin’” visual (one copy per student)  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	After the student has matched the Spanish labels to the pictures, he/she chooses a food that he/she really likes and one that he/she really dislikes. The students place an “X” beside each of those pictures. The teacher then asks the “¿Te gusta ____?” questions regarding the student’s pre-selected pictures.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric



Assessments—Year 3

<b>Title:</b>	Student Showcase
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>A student is showcased as the student of the week. This activity may be done in the opening or anytime during the day.</p> <p>The student will be responsible for answering in Spanish the following five teacher-prompted questions:</p> <p>Teacher prompt: What is your name? <i>¿Cómo te llamas?</i></p> <p>Student response: My name is _____. <i>Me llamo _____.</i></p> <p>Teacher prompt: Where do you live? <i>¿Dónde vives?</i></p> <p>Student response: I live _____. <i>(Yo) Vivo _____.</i></p> <p>Teacher prompt: How old are you? <i>¿Cuántos años tienes?</i></p> <p>Student response: I'm _____ years old. <i>Tengo _____ años.</i></p> <p>Teacher prompt: When is your birthday? <i>¿Cuándo es tu cumpleaños?</i></p> <p>Student response: My birthday is _____. <i>(Mi cumpleaños (es))_____.</i></p>

Assessments—Year 3

	<p>Student Showcase con't</p> <p>Teacher prompt: Do you like _____?                    <i>¿Te gusta _____?</i></p> <p>Student response: Yes, I like _____.                    <i>Sí, me gusta _____.</i> OR No, I don't like _____.                    <i>No, no me gusta _____.</i></p> <p>After the teacher orally asks the questions, the student is given the “Student of the Week” worksheet. The student completes the worksheet by filling in the blanks, illustrating the boxes, and attaching a self-photo. The student returns the worksheet to the teacher so it can be displayed.</p>
<p><b>Materials, Resources, Equipment Needed:</b></p>	<p>“Student of the Week” worksheet Visuals as support when needed: e.g., countryside, city, town</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<p><b>Variation:</b></p>	<p>Laminate the “Student of the Week” worksheet for reuse.</p>
<p><b>Scoring Criteria:</b></p>	<p>Checklist or <i>IN-VISION</i> Rubric</p>

Assessments—Year 3

<b>Title:</b>	Leaders & Followers
<b>Standard:</b>	1.1 Students engage in conversation. 1.3 Students convey information.
<b>Progress Indicators Assessed:</b>	1.1 H Make and respond to simple requests. 1.3 A Give directions, commands, and instructions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher models three commands for small groups of students to give and follow:</p> <ol style="list-style-type: none"> <li>1. <i>Vámonos.</i></li> <li>2. <i>Alto/Paren, por favor.</i></li> <li>3. <i>Formen una fila, por favor.</i></li> </ol> <p>Next, the students take turns playing the role of the teacher and lead their small groups using these commands.</p> <p>Students are assessed on <u>both</u> giving and following the three commands. The teacher may use the visual flashcards of the commands as prompts.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Optional: Visual side of Year 3, 1.1 H flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Basic Requests
<b>Standard:</b>	<p>1.1 Students engage in conversation.</p> <p>1.2 Students understand/ interpret written and spoken language.</p> <p>1.3 Students convey information.</p>
<b>Progress Indicators Assessed:</b>	<p>1.1 H Make and respond to simple requests.</p> <p>1.2 A Respond appropriately to directions, instructions, and commands.</p> <p>1.3 A Give directions, commands, and instructions.</p>
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher observes the students making these requests throughout the year.</p> <ol style="list-style-type: none"> <li>1. <i>¿Puedo tomar agua?</i></li> <li>2. <i>¿Puedo usar el baño?</i></li> <li>3. <i>Dame _____, por favor.</i></li> <li>4. <i>Trabaja conmigo.</i></li> </ol> <p>The teacher should use the visual side of the vocabulary flashcards to elicit the commands and questions.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals: Year 3, 1.1 H and 1.2 A flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 3

<b>Title:</b>	Count to 31
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives the command “ <i>Cuenten del uno al treinta y uno, por favor.</i> ” to a pair of students. Student A begins by saying “ <i>Uno.</i> ” followed by Student B saying “ <i>Dos.</i> ” The students continue taking turns until they have counted to thirty-one. Then they should count to thirty-one again, starting with Student B.
<b>Materials, Resources, Equipment Needed:</b>	NA  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Commands, Commands
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives the six commands for Year 3 ,1.2 A, to pairs of students. The students perform the actions.
<b>Materials, Resources, Equipment Needed:</b>	NA Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Commanding More
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives the two commands “ <i>Enciende las luces, por favor.</i> ” and “ <i>Apaga las luces, por favor.</i> ” to individual students. The students perform the actions.
<b>Materials, Resources, Equipment Needed:</b>	NA  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Here It Is!
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher provides the students with pairs of school items that differ in size, color, newness, etc. (i.e., big/little erasers, red/green pencils, new/old glue). The teacher asks the students individually to show the school objects by holding up the ones that match the descriptions. The student then says “<i>Aquí.</i>” (“Here.”) All five of the classroom objects and the four adjectives are to be included in the assessment.</p> <p><i>Example:</i>  Teacher prompt: <i>¿Dónde está el pegamento viejo?</i></p> <p>Student response:  The student picks up the old glue bottle and says <i>Aquí.</i></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	School Schedule
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher provides each student with either the “Mock Student Schedule” A or B. The teacher assesses each student individually. The teacher asks, “What do you have first?” “ <i>¿Qué tienes primero?</i> ” The student responds according to his/her schedule. The teacher then asks, “What do you have next?” “ <i>¿Qué tienes después?</i> ” for each of the following six parts. Finally, the teacher asks, “What do you have last?” “ <i>¿Qué tienes al último?</i> ” The student responds to each question in Spanish.
<b>Materials, Resources, Equipment Needed:</b>	Mock School Schedules A & B  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Needing to Have
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The students will be assessed individually. The teacher gives one classroom object to the student and keeps the other one. The teacher then asks the student, “¿<i>Tienes</i> (object)?” The student answers according to if he/she has the requested item with either “<i>Sí, tengo</i> ____.” or “<i>No, no tengo</i> ____.” The teacher repeats the question, this time referring to the other object. The student answers accordingly.</p> <p>Then the teacher asks, “¿<i>Necesitas</i> (object)?” If the student has the object, he/she says, “<i>No, no necesito</i> (object).” If he/she does not have the object, he/she will answer with “<i>Sí, necesito</i> (object).”</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Two different classroom objects</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	What Is It?
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 E Identify aural, visual, and context clues.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher assesses students individually, asking the question “¿<i>Qué es?</i>” when showing flashcards of places in the school or “¿<i>Qué mes es?</i>” when showing flashcards representing the months. Students are to respond by naming in Spanish what is depicted in the flashcards.</p> <p>The teacher determines mastery while using the checklist. (May use a calendar instead of picture cards for the question ¿<i>Qué mes es?</i>)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Month flashcards Flashcards representing the three school places</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 3

<b>Title:</b>	Show Time!!
<b>Standard:</b>	1.3 Students convey information to listeners and readers for a variety of purposes.
<b>Progress Indicators Assessed:</b>	1.3 E Present prepared material to an audience.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Small groups of students (3 or 4) will memorize a Spanish poem, song, dialogue, skit or rhyme with at least 4 lines and present it to the class, other students, or parents. The teacher will assess oral communication and pronunciation using the rubric.</p> <p>Possible examples:</p> <p style="text-align: center;"><i>Uno, dos, tres niñitos</i> (One, Two, Three Children)</p> <p style="text-align: center;"><b><u>Español Para Ti</u></b> “Spanish is for You and for Me”</p> <p><i>“Body Tengo” poem</i></p> <p style="text-align: center;"><i>Tengo dos ojos para mirar.</i> (look) <i>Tengo boca para hablar/cantar.</i> (talk/sing) <i>Tengo dos orejas para escuchar.</i> (listen) <i>Tengo dos pies para marchar.</i> (walk)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

# What's Cookin'?

Match the six Spanish food words with the correct pictures.

el pavo



el queso



la sopa



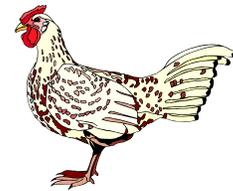
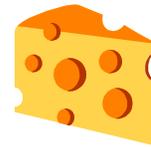
el puré de papas



el pollo



el pay de calabaza



# Who & Where?

## Story #1

**Read the story, and then choose the best answer to each question.**

Hoy es lunes. Mi amigo, Pablo, está en el gimnasio, jugando al básquetbol.

Mi amiga, Susana, está en la biblioteca. A Susana le gusta leer. Mis otros

amigos, Beto y Carlos, están en la cafetería porque es la hora de

almuerzo. ¿Y yo? Estoy en la oficina de la enfermera. ¡Estoy enfermo!

1. ¿Quiénes están en la cafetería?

- a. Pablo
- b. Susana
- c. Beto y Carlos

2. ¿Dónde ocurre el cuento?

- a. la clase de arte
- b. en la escuela
- c. en casa

**Who, When, & Where? Year 4 1.2G #3**

Read the story, then choose the best answer to each question.

Me llamo Diego. Es verano, y mis amigos y yo no estamos en la escuela. Mi hermano, Paco, está en el hospital porque está enfermo. Mi papa está en su oficina en el banco. Mis hermanas, Rita y Rosa, van en coche al centro commercial. Les gusta ir de compras. Mi mamá está en el hospital, visitando a Paco. ¿Y yo? ¿Dónde estoy? Yo estoy con mis amigos en la piscina porque nos gusta nadar.

1. ¿Quiénes están en el cuento?
  - a. Diego, sus hermanos, sus padres, y sus amigos
  - b. Diego, sus abuelos, sus hermanos, y sus padres
  - c. Diego, su familia, sus amigos, y su maestra
  
2. ¿Dónde están Diego y sus amigos?
  - a. en la escuela
  - b. en el hospital
  - c. en la piscina
  
3. ¿Dónde están Rita y Rosa?
  - a. en el centro commercial
  - b. en la escuela
  - c. en el banco
  
4. ¿Dónde está el papá?
  - a. en el centro commercial
  - b. en la escuela
  - c. en el banco
  
5. ¿Dónde está la mamá?

- a. en casa
- b. en el hospital
- c. en la piscina

6. ¿Dónde está Paco?

- a. en casa
- b. en el hospital
- c. en la piscina

7. ¿Cuándo ocurre el cuento?

- a. por la mañana en el pasado
- b. por la tarde en el presente
- c. por la noche en el futuro

# ABC's Visual



**el burro**



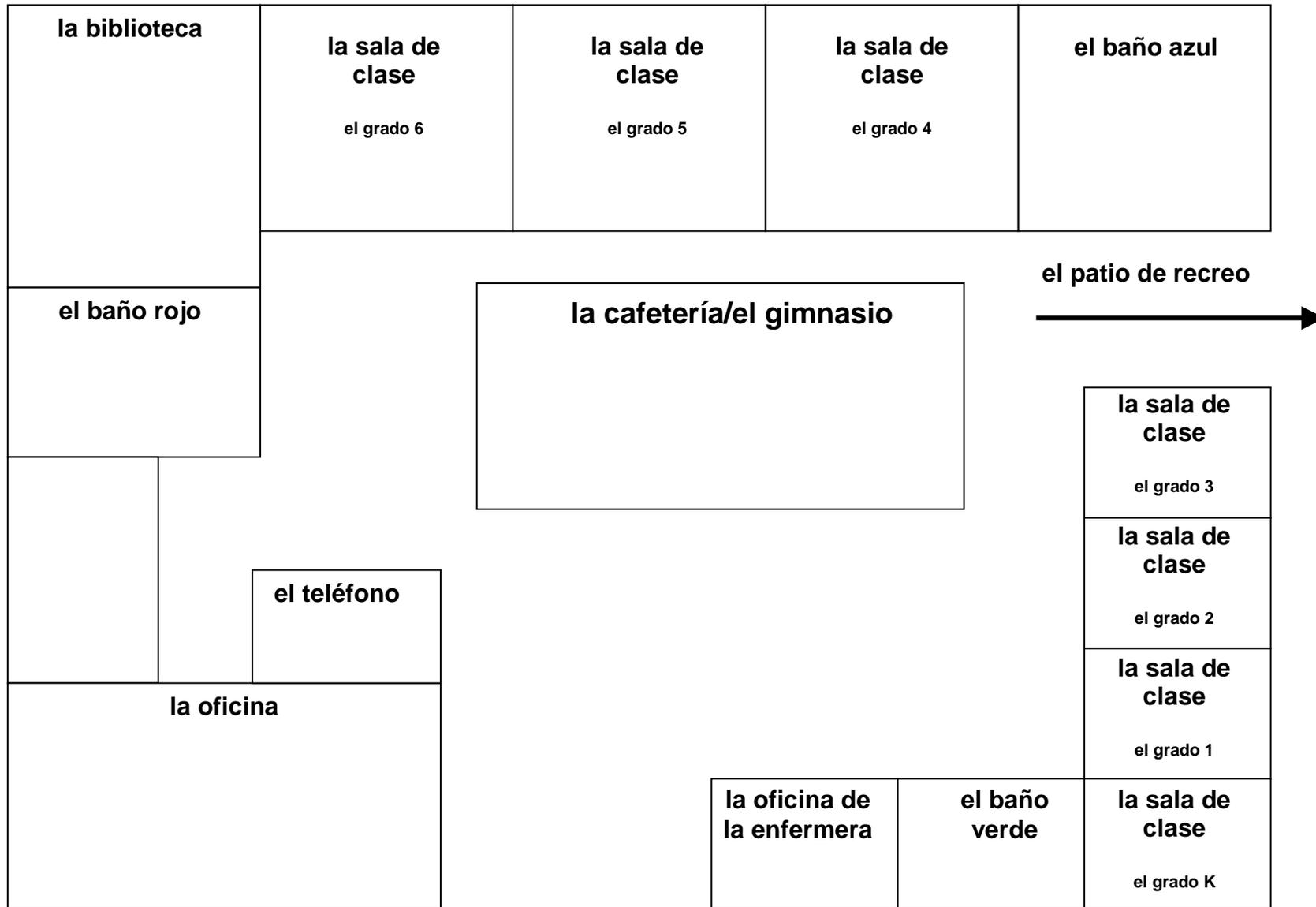
**picante**



**la piñata**

# ABC's Visual

# You're Getting Closer...



La Escuela

LA ENTRADA

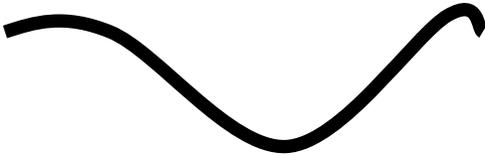
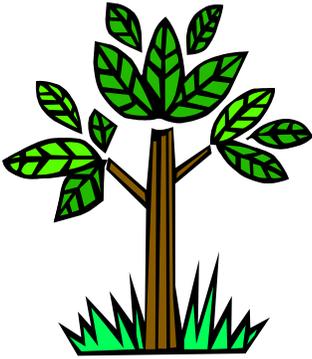
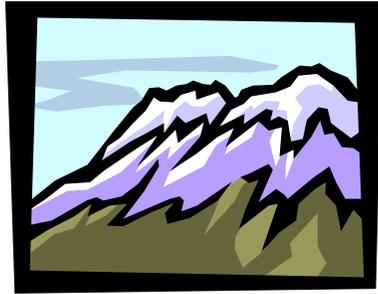
# You're Getting Closer...

1. ¿Dónde está el teléfono?
  - a) a la derecha de la biblioteca
  - b) a la izquierda del baño azul
  - c) cerca de la oficina
  
2. ¿Dónde está el baño verde?
  - a) a la derecha del gimnasio
  - b) a la izquierda de la sala de clase de kinder
  - c) cerca del patio de recreo
  
3. ¿Dónde está la cafetería?
  - a) a la derecha del baño rojo
  - b) a la izquierda de la oficina
  - c) cerca de la sala de clase del grado tres

# Like It or Not?

	Me gusta	Me gustan	No me gusta	No me gustan
 <b>nadar</b>				
 <b>mirar la tele</b>				
 <b>jugar afuera</b>				
 <b>los libros</b>				
 <b>los deportes</b>				
 <b>las películas</b>				
 <b>la red</b>				
 <b>los dulces</b>				
 <b>las palomitas</b>				

# Sizing It Up



# This is Me!

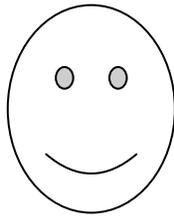
1. ¿Cómo te llamas?

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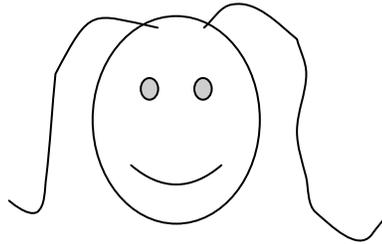
2. ¿Cuántos años tienes?

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3.



Una foto mía \_\_\_\_\_



\_\_\_\_\_



Assessments—Year 4

<b>Title:</b>	Lost at School												
<b>Standard:</b>	1.1 Students engage in conversation.												
<b>Progress Indicators Assessed:</b>	1.1 A Express basic needs.												
<b>Level:</b>	<b>Primary &amp; Intermediate</b>												
<b>Performance Task:</b>	<p>Students will be assessed individually. The teacher holds up visuals of school locations. The student will state “<i>Estoy perdido/a. ¿Dónde está ___?</i>” (“I’m lost. Where is the _____?”), filling in the blank according to each of the visuals shown. Then, the teacher asks the student for the location of a certain unknown place. The student responds with “<i>No sé.</i>”</p> <p>Next, the teacher asks the student to give the location of one of the places in the school in comparison to three other places so that the student responds with “<i>Está cerca de ___.</i>”, “<i>Está a la izquierda de ___.</i>”, and “<i>Está a la derecha de ___.</i>”</p>												
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <table border="0"> <tr> <td>cafeteria</td> <td>nurse’s office</td> <td>gym</td> </tr> <tr> <td>library</td> <td>telephone</td> <td>classroom</td> </tr> <tr> <td>office</td> <td>bathroom</td> <td>auditorium</td> </tr> <tr> <td>playground</td> <td>computer lab</td> <td></td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	cafeteria	nurse’s office	gym	library	telephone	classroom	office	bathroom	auditorium	playground	computer lab	
cafeteria	nurse’s office	gym											
library	telephone	classroom											
office	bathroom	auditorium											
playground	computer lab												
<b>Variation:</b>	Use a school building map as the visual.												
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric												

Assessments—Year 4

<b>Title:</b>	Meet a Friend
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 B Express basic courtesies.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher observes and assesses groups of three students performing the following dialogue:</p> <p>Student A: (introducing Student C) <i>Éste es mi amigo/amiga, _____.</i></p> <p>Student B: (Shakes hands with Student C) <i>Mucho gusto.</i></p> <p>Student A: (to Student B) <i>¿Qué tal?</i></p> <p>Student B: <i>Estoy _____.</i></p> <p>Student A: (sneezes)</p> <p>Student B: <i>Salud.</i></p> <p>Student A &amp; B: Say a “farewell” phrase.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Dialogue script</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 4

<b>Title:</b>	I Get So Emotional!
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 C Express state of being.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher holds up each emotion visual after which the students individually express the emotions depicted (e.g., happy face—students respond with “ <i>Estoy feliz.</i> ”).
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:  happy face  excited face  nervous face</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	Teacher acts out the emotions for the students to identify orally in Spanish.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 4

<b>Title:</b>	Like It or Not?
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 D Express likes and dislikes.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher provides students with the “Like It or Not?” checklist to complete individually based on their preferences. The students will meet with the teacher to give an oral report following the completion. (e.g., <i>No me gustan los libros. Me gusta nadar.</i> )
<b>Materials, Resources, Equipment Needed:</b>	“Like It or Not?” Checklist  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Telling the Truth
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 E Express agreement and disagreement.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Students are to be assessed individually. The teacher gives one true statement and one false statement to each student. The student says “<i>Verdad.</i>” or “<i>Falso.</i>”</p> <p><i>Example:</i></p> <p><b>TEACHER PROMPT:</b> <i>Las bananas son frutas.</i> (Bananas are fruits.)</p> <p><b>STUDENT RESPONSE:</b> <i>“Verdad.”</i></p> <p><b>TEACHER PROMPT:</b> <i>La leche es una fruta.</i> (Milk is a fruit.)</p> <p><b>STUDENT RESPONSE:</b> <i>Falso.</i></p> <p>Next, the teacher makes a statement of disbelief to which the student will respond “<i>¿De veras?</i>”</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Optional: Visuals</p> <p>Check the list of all phrases/structures/vocabulary to be assessed</p>
<b>Variation:</b>	For the intermediate level, students are encouraged to answer in a complete sentence (e.g., “ <i>Falso. La leche no es una fruta.</i> ”).
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	What's in a Week?
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives students a set of flashcards of the days of the week. The teacher asks the students to sequence them beginning with Monday. Then the teacher points to each flashcard and asks “¿ <i>Qué día es hoy?</i> ” The students respond with “ <i>Hoy es ___.</i> ”, filling in the blank with the day of the week on the flashcard.
<b>Materials, Resources, Equipment Needed:</b>	Days of the Week flashcards  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Stormy Weather
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions. 1.1 G Ask and answer simple questions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher holds up seven weather visuals*, one at a time, and asks the students individually “<i>¿Qué tiempo hace?</i>” The students respond accordingly in Spanish.</p> <p>*Weather visuals include the vocabulary:  <i>Hay nieve.</i>  <i>Hay tormentas.</i>  <i>Está nublado.</i>  <i>Está nevando.</i>  <i>Está lloviendo.</i>  <i>Hay un tornado.</i>  <i>Hay un huracán.</i></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals from 1.1 G (Daily Almanac Assessment)</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Daily Almanac
<b>Standard:</b>	1.1 Students engage in conversation
<b>Progress Indicators Assessed:</b>	1.1 F Respond to one-on-one interactions 1.1 G Ask and answer simple questions.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher observes the students working in pairs in a directed dialogue. Student A asks the three questions*, and Student B responds based on visual cues. Using a calendar, Student A points to a box and asks the first two questions (regarding the day and date). Then, while holding up a visual weather card, Student A asks the third question. Students reverse roles.</p> <p style="text-align: center;"><i>¿Qué día es hoy?</i> <i>¿Cuál es la fecha?</i> <i>¿Qué tiempo hace?</i></p> <p>(It is recommended that the entire weather vocabulary be assessed before doing this assessment.)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals: Calendar Visual flashcards of the weather:</p> <p style="text-align: center;"><i>Hay nieve.                      Hay tormentas.</i> <i>Está nublado.                  Está nevando.</i> <i>Está lloviendo.                Hay un tornado.</i> <i>Hay un huracán.</i></p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 4

<b>Title:</b>	Say It & Do It
<b>Standard:</b>	1.1 Students engage in conversation.
<b>Progress Indicators Assessed:</b>	1.1 H Make and respond to simple requests.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Students work in partners and will be assessed two at a time. One student gives the six commands* in Spanish, based on the teacher prompts of visual cues. His/Her partner acts out each one when given. Reverse roles.</p> <p>*Commands to be given are:  <i>Ven acá, por favor.</i>  <i>Ayúdame, por favor.</i>  <i>Apúrate./Apresúrate./Date prisa.</i>  <i>¡Cuidado!</i>  <i>¡Oye!</i>  <i>¡Ojo!</i></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Optional: Command flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Follow the Leader
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher assesses students placed in groups of two to four, seated back-to-back. The teacher gives the eight commands* (excluding “<i>Cuenten</i>”) for the students to act out.</p> <p>*Commands to be given include:  <i>Giren/Doblen a la derecha.</i>  <i>Giren/Doblen a la izquierda.</i>  <i>Continúen adelante.</i>  <i>Lean, por favor.</i>  <i>Escriban (sus nombres), por favor.</i>  <i>Pongan sus papeles aquí, por favor.</i>  <i>Trabajen con un/una compañero/a.</i>  <i>Trabajen con sus compañeros/as.</i></p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Props (books, paper, pencils)</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Century Count
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher gives the command “ <i>Cuenten del cero al cien de diez en diez, por favor.</i> ” to a pair of students. Student A begins by saying “ <i>Cero.</i> ” followed by Student B saying “ <i>Diez.</i> ” The students continue taking turns until they have counted to one hundred. Then they should count to one hundred again, starting with Student B.
<b>Materials, Resources, Equipment Needed:</b>	The numerals 0 – 100 by tens  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 4

<b>Title:</b>	Sizing It Up
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Students are to be assessed individually. The teacher gives the students the “Sizing It Up” visual and asks them to identify each nature object based on the location and size descriptions given. The students point to the appropriate picture.</p> <p>Possible questions:</p> <p>What mountain is tall?    <i>¿Qué montaña es alta?</i>          What mountain is short? <i>¿Qué montaña es baja?</i>          What river is long?      <i>¿Qué río es largo?</i>          What river is short?     <i>¿Qué río es corto?</i>          What lake is big?        <i>¿Qué lago es grande?</i>          What lake is small?     <i>¿Qué lago es pequeño?</i>          What flower is small?   <i>¿Qué flor es pequeña?</i>          Etc.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>“Sizing It Up” visual</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Lost & Found									
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.									
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.									
<b>Level:</b>	<b>Primary &amp; Intermediate</b>									
<b>Performance Task:</b>	<p>Students are to be assessed individually. The teacher asks for the location of various clothing accessories using descriptors. The students point to the items as requested by the teacher.</p> <p><i>Example:</i></p> <p><i>¿Qué bufanda es roja?</i> (Student points to a red scarf.)  <i>¿Qué gorro es pequeño?</i> (Student points to a small baseball cap.)</p>									
<b>Materials, Resources, Equipment Needed:</b>	<p>Visuals:</p> <table style="margin-left: 40px;"> <tr> <td>mittens</td> <td>baseball cap</td> <td>sandals</td> </tr> <tr> <td>scarf</td> <td>glasses</td> <td>stocking cap</td> </tr> <tr> <td>sweater</td> <td></td> <td></td> </tr> </table> <p>(at least 2 of each-differ by color, size, newness...)</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	mittens	baseball cap	sandals	scarf	glasses	stocking cap	sweater		
mittens	baseball cap	sandals								
scarf	glasses	stocking cap								
sweater										
<b>Variation:</b>	(Use the optional student response such as “ <i>La bufanda corta es roja.</i> ”)									
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric									

Assessments—Year 4

<b>Title:</b>	Who Is Where?
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Students are to be assessed individually, in pairs, or as an entire class (teacher’s discretion). Each student is given a copy of the “Who Is Where?” activity page. The teacher reads the questions that are on the page. The students write the appropriate name in the blank after each question.
<b>Materials, Resources, Equipment Needed:</b>	“Who Is Where?” activity page  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	Choices for answers may be supplied by the teacher.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Where In South America?
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptors.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Students are to be assessed individually within the large group. Each student is given the “Where In South America?” activity page. The teacher may read the questions while the students follow along on their papers. The students use the map on their papers to find the country match to each question. They are to mark the letter of the country match in the blank next to each question.
<b>Materials, Resources, Equipment Needed:</b>	“Where In South America?” activity page  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Changing Seasons
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Students are to be assessed individually. The teacher shows four pictures that represent the different seasons and asks the question “¿Cuál es la estación?” The students respond with “La estación es ___.”
<b>Materials, Resources, Equipment Needed:</b>	Visuals of each season  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Please Identify
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	Students will be assessed individually. The teacher asks the students the name of the teacher they have for Spanish, P.E., music and art. The students respond with “ <i>Mi maestro/a es ____.</i> ”
<b>Materials, Resources, Equipment Needed:</b>	NA  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	ABC's
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 E Identify aural, visual, and context clues.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	The teacher listens as the students individually recite the alphabet in Spanish. (Alphabet cards may be used to aid the student visually.) Next, the teacher show the students the 3 labeled visuals of the borrowed words “ <i>el burro</i> ,” “ <i>picante</i> ,” and “ <i>la piñata</i> .” The student then spells the borrowed words using the Spanish alphabet.
<b>Materials, Resources, Equipment Needed:</b>	Spanish alphabet cards “ABC’s” visual  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	Who and Where?
<b>Standard:</b>	1.2 Students understand/interpret written and spoken language.
<b>Progress Indicators Assessed:</b>	1.2 G Identify main ideas and key words in oral and written material.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>The teacher gives each student a copy of one of the “Who and Where?” stories. The students are to follow along as the teacher reads the story. Then the teacher reads the questions and their multiple choice answers. The students circle the correct response and hand in the papers for the teacher to correct.</p> <p>(Story 1 answers: 1 – c, 2 – b)</p> <p>(Story 2 answers: 1 – a, 2 – c)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>“Who and Where?” story (one copy per student)</p> <p>Pencils</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	ID												
<b>Standard:</b>	1.3 Students convey information.												
<b>Progress Indicators Assessed:</b>	1.3 A Give directions, commands, and instructions.												
<b>Level:</b>	<b>Primary &amp; Intermediate</b>												
<b>Performance Task:</b>	<p>The teacher holds up the six flashcards from Year 4, 1.3 A, one at a time. The students give the commands individually based on the cues.</p> <p>Commands to be given:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Write your name.</td> <td style="width: 50%;"><i>Escribe tu nombre.</i></td> </tr> <tr> <td>2. Write your phone number.</td> <td><i>Escribe tu número de teléfono.</i></td> </tr> <tr> <td>3. Write your address.</td> <td><i>Escribe tu dirección.</i></td> </tr> <tr> <td>4. Write your e-mail address.</td> <td><i>Escribe tu dirección electrónica.</i></td> </tr> <tr> <td>5. Call me.</td> <td><i>Lláname.</i></td> </tr> <tr> <td>6. Come over to my house.</td> <td><i>Ven a mi casa.</i></td> </tr> </table>	1. Write your name.	<i>Escribe tu nombre.</i>	2. Write your phone number.	<i>Escribe tu número de teléfono.</i>	3. Write your address.	<i>Escribe tu dirección.</i>	4. Write your e-mail address.	<i>Escribe tu dirección electrónica.</i>	5. Call me.	<i>Lláname.</i>	6. Come over to my house.	<i>Ven a mi casa.</i>
1. Write your name.	<i>Escribe tu nombre.</i>												
2. Write your phone number.	<i>Escribe tu número de teléfono.</i>												
3. Write your address.	<i>Escribe tu dirección.</i>												
4. Write your e-mail address.	<i>Escribe tu dirección electrónica.</i>												
5. Call me.	<i>Lláname.</i>												
6. Come over to my house.	<i>Ven a mi casa.</i>												
<b>Materials, Resources, Equipment Needed:</b>	<p>Flashcards/Visuals:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">phone number</td> <td style="width: 33%;">house address</td> <td style="width: 33%;">phone</td> </tr> <tr> <td>e-mail address</td> <td>first name</td> <td>house</td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	phone number	house address	phone	e-mail address	first name	house						
phone number	house address	phone											
e-mail address	first name	house											
<b>Variation:</b>	Students could roleplay in pairs.												
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric												

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 4

<b>Title:</b>	This is Me!
<b>Standard:</b>	1.3 Students convey information.
<b>Progress Indicators Assessed:</b>	1.3 B Give a description orally and in writing using simple phrases.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Students will be assessed individually. The teacher gives each student a copy of the “This is Me!” activity page and gives the following instructions:</p> <ul style="list-style-type: none"> <li>• Write your answers in Spanish in the blanks according to these questions: <ul style="list-style-type: none"> <li>1. <i>¿Cómo te llamas?</i></li> <li>2. <i>¿Cuántos años tienes?</i></li> <li>3. <i>¿Qué comida te gusta?</i></li> </ul> </li> <li>• Circle the picture that represents you and write in Spanish “<i>Soy niña.</i>” or “<i>Soy niño.</i>”</li> <li>• Attach a recent picture of yourself to the page.</li> <li>• Orally present your answers to the class.</li> </ul> <p>The teacher will assess both the oral and written performances.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>“This is Me” activity page (one copy per student) Pencils Photo of each student</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

Assessments—Year 4

<b>Title:</b>	<b>Show Time!!!</b>
<b>Standard:</b>	1.3 Students convey information.
<b>Progress Indicators Assessed:</b>	1.3 E Present prepared material to an audience.
<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Small groups of students (3 or 4) will memorize a Spanish poem, song, dialogue, skit or rhyme with at least 4 lines and present it to the class, other students, or parents. The teacher will assess oral communication and pronunciation using the rubric.</p> <p><i>Possible examples:</i></p> <p style="text-align: center;"><b><i>Uno, dos, tres niñitos</i></b> (One, Two, Three Children)</p> <p style="text-align: center;"><b><u>Español Para Ti</u></b> “Spanish Is For You and For Me”</p> <p style="text-align: center;"><b><u>“Body Tengo” poem</u></b> <i>Tengo dos ojos para mirar.</i> (look) <i>Tengo boca para hablar/cantar.</i> (talk/sing) <i>Tengo dos orejas para escuchar.</i> (listen) <i>Tengo dos pies para marchar.</i> (walk)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

*IN-VISION* Elementary Spanish Curriculum  
Assessments—Year 4

## Where in South America?

Read the questions in Spanish. Look at the map of South America to decide which of the four countries best matches the descriptions. Write the matching letter in the blank.

\_\_\_1. ¿Qué país está al oeste?

A. Argentina

\_\_\_2. ¿Qué país está al sur?

B. Brasil

\_\_\_3. ¿Qué país está al norte?

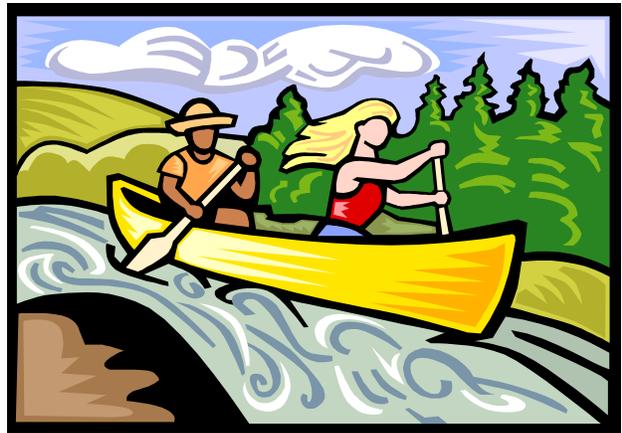
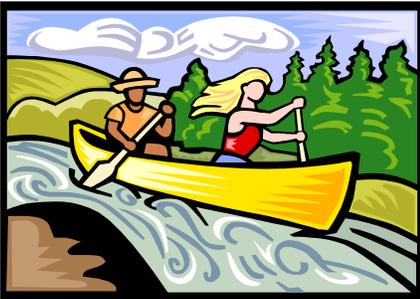
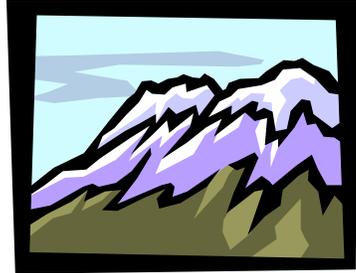
C. Perú

\_\_\_4. ¿Qué país está al este?

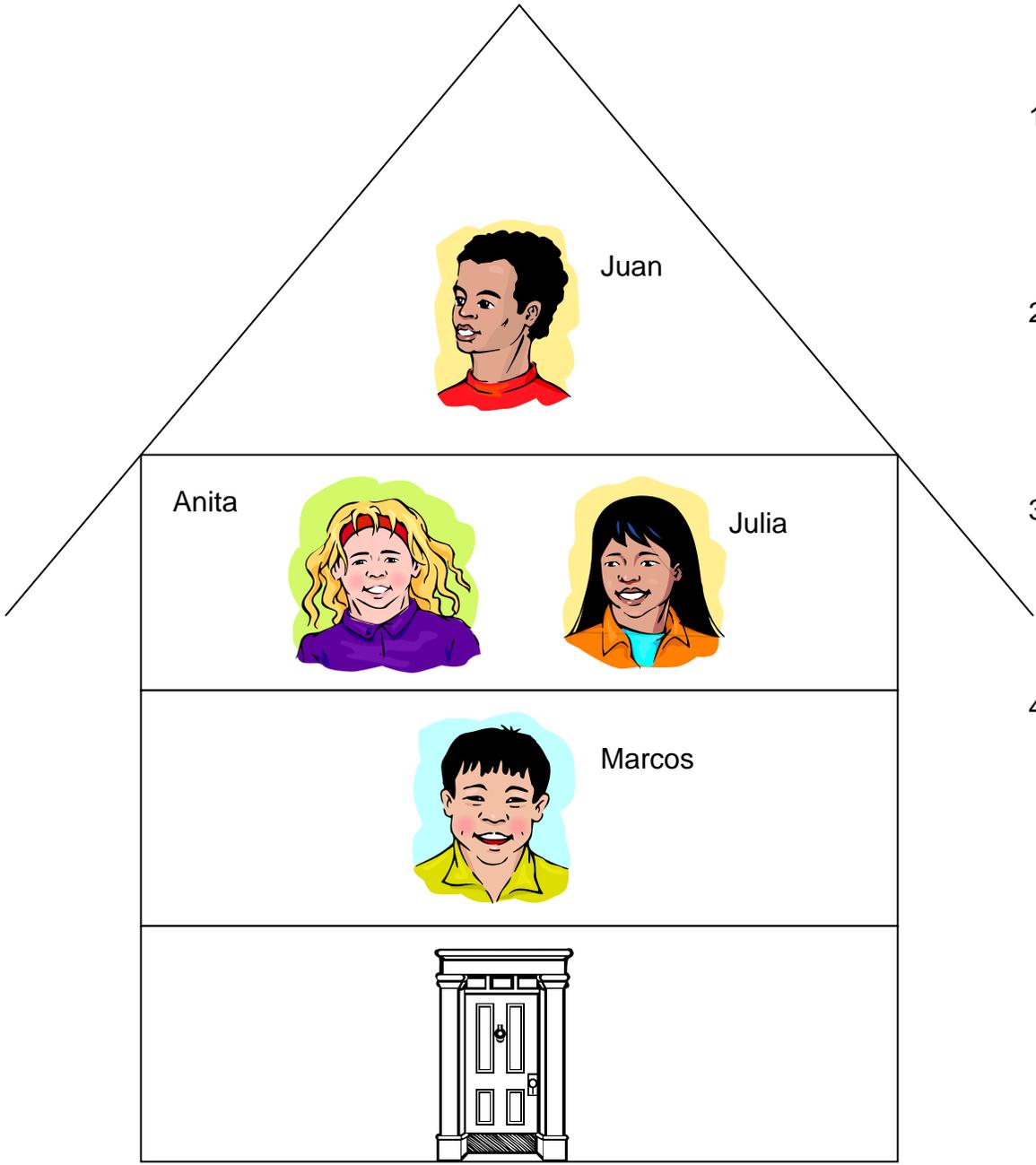
D. Venezuela



# Where in the World?



# Who is Where?



1. ¿Quién está cerca de Julia? \_\_\_\_\_

2. “¿Quién está arriba?” dice Julia. \_\_\_\_\_

3. ¿Quién está lejos de Julia? \_\_\_\_\_

4. “¿Quién está abajo?” dice Julia. \_\_\_\_\_



## Who & Where? Story #2

**Read the story and then choose the best answer to each question.**

Es martes, el dieciocho de abril. Hace buen tiempo. Los niños están en el patio de recreo porque tienen la clase de la educación física. Los niños juegan al béisbol. Les gustan los deportes y les gusta jugar afuera. La maestra de educación física les grita, <<¡Alto! Formen una fila, por favor. ¡No corran!>> Caminan a la puerta y entran en la cafetería porque es la hora de almuerzo. Los niños comen las hamburguesas con queso, unos vegetales, y el helado. ¡Qué comida deliciosa!

1. ¿Dónde ocurre el cuento?
  - a. en la escuela
  - b. en casa
  - c. en la oficina
  
2. ¿Quiénes están en el cuento?
  - a. los hermanos
  - b. la familia
  - c. los estudiantes

<b>Title:</b>	School Supplies
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>The teacher will assess the students individually. The teacher displays the 17 classroom object flashcards or actual objects in front of the student being assessed. The teacher uses the two commands “<i>Mira</i>” (“Look at”) and “<i>Recoge</i>” (“Pick up”).</p> <p>The student will either look at the item or pick it up. Each of the 17 classroom words will be assessed.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Actual classroom items or classroom flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	Give It
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	The teacher will instruct each student individually to give a classroom object to one or more classmates. The students do what the teacher asks. Each of the three “ <i>Da</i> ” commands will be assessed.
<b>Materials, Resources, Equipment Needed:</b>	Classroom objects  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	Who's Who in the School?
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 A Respond appropriately to directions, instructions, and commands.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>Students will be assessed individually. The teacher shows a student each of the 7 school personnel flashcards (visual side only) and asks the question “<i>¿Quién es?</i>”</p> <p>The student responds by saying in Spanish the label for the school personnel depicted.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Year 5, 1.2 A School personnel flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	Identify Who...
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptions.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	The students will be assessed individually. The teacher will display pictures representing each of the three hair colors and the four characteristics. The teacher will say, “¿ <i>Quién es</i> _____?” The student will say the name of the person in the picture representing the question that the teacher has asked.
<b>Materials, Resources, Equipment Needed:</b>	Pictures of people representing the three hair colors and the four characteristics (each picture should have a name on it)  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	Instead of doing everything orally, the teacher could have the questions written and the student writes the name of the person being described.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	Let's Compare
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<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptions.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>The teacher will have items/pictures representing the comparative words. (One large item, one small, one tall, one short.) Using two of the items, the teacher will ask “<i>¿Cuál es _____?</i>” The student will say the name of the item that correctly answers the question. All 6 comparison words will be assessed.</p> <p>The teacher may give a choice between two items after asking “<i>¿Cuál es _____?</i>” (e.g. “<i>¿Cuál es más grande? ¿Un elefante o una manzana?</i>”)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Objects/pictures representing comparative words</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	The teacher has pictures representing the items being compared. The six questions are written (e.g. “ <i>¿Cuál es más grande?</i> ”, “ <i>¿Cuál es más pequeño?</i> ”, etc.) The student will put the name of the item beside the question asked.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric
<b>Title:</b>	Who, When, Where?
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.

<b>Progress Indicators Assessed:</b>	1.2 B Make an identification based on simple oral and/or written descriptions.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	The teacher gives each student a copy of the “Who, When, Where?” story. Students read the story individually and answer the four multiple choice questions by circling the letter of the correct response. The teacher collects each paper to check with the following answer key: (1-a, 2-c, 3-b, 4-b).
<b>Materials, Resources, Equipment Needed:</b>	“Who, When, Where?” story for each student Pencils  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	The teacher reads the story and the questions out loud for the students. The students may individually answer the questions orally with the teacher.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric
<b>Title:</b>	What Do I Do?
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.

<b>Progress Indicators Assessed:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>The teacher has flashcards representing the activity words. She/He asks the students individually, “¿<i>Qué haces en casa?</i>” and points to a flashcard. The student responds with “<i>En casa, _____.</i>” and the activity expression that the flashcard depicts.</p> <p>All six activity expressions will be assessed. (e.g. Flashcards of “eating.” Student says, “<i>En casa, (yo) como.</i>”)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Flashcards of the activity expressions</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	The teacher could act out the activity expression instead of using visuals.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric
<b>Title:</b>	First to Last
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators</b>	<input type="checkbox"/> Respond to speech of peers and familiar adults on



<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>The teacher asks each student individually the three questions:</p> <ol style="list-style-type: none"> <li>1. <i>¿Cuántos/as maestros/as tienes?</i></li> <li>2. <i>¿Cuántas clases tienes?</i></li> <li>3. <i>¿En qué año estás?</i></li> </ol> <p>The student answers each question with the appropriate response.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric
<b>Title:</b>	La Comida ID
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 E Identify aural, visual, and context clues.

<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>The teacher assesses each student individually on each of the 13 foods and 3 commands. The teacher instructs the student to touch (“<i>toca</i>”), point to (“<i>señala</i>”), or give him/her (“<i>dame</i>”) a particular food item or flashcard.</p> <p>The student will do what the teacher asks.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Food flashcards or food items</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	<i>IN-VISION</i> Rubric

<b>Title:</b>	Party Time
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators</b>	1.2 F Comprehend and respond to simple personal

<b>Assessed:</b>	written communications.
<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>Students will be assessed individually. The students will use the invitation visual to answer each of the four questions orally.</p> <p>The teacher will ask the four questions:</p> <p><i>¿Quién te invita?</i> (answer--“<b>Julio</b>”)  <i>¿Para qué es la invitación?</i> (answer--“<b>una fiesta</b>”/  <b>una fiesta de cumpleaños</b>)  “<i>¿Dónde es?</i>” (answer—“<b>en casa de Julio</b>”)  “<i>¿Cuándo es?</i>” (answer—“[<b>sábado</b>],  <b>el 4 de abril [a las dos]</b>”)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Invitation visual</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric
<b>Title:</b>	¿Qué pasa?
<b>Standard:</b>	1.2 Students understand and interpret written and spoken language on a variety of topics.
<b>Progress Indicators Assessed:</b>	1.2 G Identify main ideas and key words in oral and written material.
<b>Level:</b>	<b>Intermediate</b>

<b>Performance Task:</b>	<p>The teacher gives each student a copy of the story with the “¿<i>Qué pasa?</i>” question. The students read the story, circle their response, and hand in their papers for the teacher to grade.</p> <p>The answer to the question is “c”.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>“¿<i>Qué pasa?</i>” story for each student Pencils</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	<p>The teacher reads the story and the question aloud to the students. The students mark the correct answer or give the answer orally (individually).</p> <p>The teacher can read the story on tape for students to listen to at a center. The students then mark the answer to the question on a sheet of paper.</p>
<b>Scoring Criteria:</b>	<p>Checklist or <i>IN-VISION</i> Rubric</p>

<b>Title:</b>	<p style="text-align: center;">Lend Me</p>
<b>Standard:</b>	<p>1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.</p>
<b>Progress Indicators Assessed:</b>	<p>1.3 A Give directions, commands, and instructions.</p>

<b>Level:</b>	<b>Intermediate</b>
<b>Performance Task:</b>	<p>The teacher has one school item on his/her desk (e.g. paper, glue, scissors, or pencil, etc.). The teacher says to an individual student, “<i>Necesitas papel y pegamento.</i>” (or any two school items).</p> <p>One of the items needed is the item on the desk. The other item needed is not there. The student says, “<i>Préstame_____.</i>” using the name of the one item that is not there.</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>Classroom objects</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	<b>Basically Me</b>
<b>Standard:</b>	1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.
<b>Progress Indicators Assessed:</b>	1.3 B Give a description orally and in writing using simple phrases.

<b>Level:</b>	<b>Intermediate</b>								
<b>Performance Task:</b>	<p>Students write three things about themselves:</p> <ol style="list-style-type: none"> <li>1. Describe their personality and/or physical characteristic(s) (e.g. “<b>Soy</b> _____.”)</li> <li>2. Something they have (e.g. “<b>Tengo</b> _____.”)</li> <li>3. Something they like (e.g. “<b>Me gusta(n)</b> _____.”)</li> </ol> <p>Students illustrate their writing with photos, drawings, or pictures. The teacher will assess the writings.</p>								
<b>Materials, Resources, Equipment Needed:</b>	<table> <tr> <td>Paper</td> <td>Pencils</td> </tr> <tr> <td>Markers</td> <td>Crayons</td> </tr> <tr> <td>Colored pencils</td> <td>Magazines</td> </tr> <tr> <td>Photos</td> <td>Glue</td> </tr> </table> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>	Paper	Pencils	Markers	Crayons	Colored pencils	Magazines	Photos	Glue
Paper	Pencils								
Markers	Crayons								
Colored pencils	Magazines								
Photos	Glue								
<b>Variation:</b>	<ul style="list-style-type: none"> <li>• Students could write about a fictional character.</li> <li>• Students could create their writing on the computer using a word processor, clip art, and a scanner.</li> </ul>								
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric								
<b>Title:</b>	You're Invited								
<b>Standard:</b>	1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.								
<b>Progress Indicators Assessed:</b>	1.3 C Write a personal communication; such as a note, letter, or invitation.								
<b>Level:</b>	<b>Intermediate</b>								

<b>Performance Task:</b>	Given a word bank based on Year 5, 1.3 C vocabulary, each student writes an invitation to a concert, a play, or a party. While writing the invitation, the student completes it with the appropriate information.
<b>Materials, Resources, Equipment Needed:</b>	Paper Pencils  Check the list of all phrases/structures/vocabulary to be assessed.
<b>Variation:</b>	This activity could be done on the computer.
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric

<b>Title:</b>	Show Time!!
<b>Standard:</b>	1.3 Students convey information to listeners and readers for a variety of purposes.
<b>Progress Indicators Assessed:</b>	1.3 E Present prepared material to an audience.

<b>Level:</b>	<b>Primary &amp; Intermediate</b>
<b>Performance Task:</b>	<p>Small groups of students (3 or 4) will memorize a Spanish poem, song, dialogue, skit or rhyme with at least 4 lines and present it to the class, other students, or parents. The teacher will assess oral communication and pronunciation using the rubric.</p> <p>Possible examples:</p> <p><i>Uno, dos, tres niñitos</i> (One, Two, Three Children)</p> <p><b><u>Español Para Ti</u></b> “Spanish Is For You and For Me”</p> <p><b><u>“Body Tengo” poem</u></b> <i>Tengo dos ojos para mirar.</i> (look) <i>Tengo boca para hablar/cantar.</i> (talk/sing) <i>Tengo dos orejas para escuchar.</i> (listen) <i>Tengo dos pies para marchar.</i> (walk)</p>
<b>Materials, Resources, Equipment Needed:</b>	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
<b>Variation:</b>	
<b>Scoring Criteria:</b>	Checklist or <i>IN-VISION</i> Rubric