

¿Qué pasa?

¡Mira, Abuelita! Las frutas, los vegetales, la carne...Abuelita, mira las piñatas bonitas...yo quiero el burro, por favor.

Abuelita, tengo sed...yo necesito un jugo de sandía. ¡Mira, Abuelita! Los sombreros de muchos colores...los verdes, los morados...yo quiero el azul. Abuelita, Mamá necesita un vestido Nuevo. ¡Cómpraselo, por favor! Abuelita, huele...¡qué delicioso! Los tacos de pollo...Tengo hambre, Abuelita...

¿Qué pasa?

- a) El niño está con su abuela en la iglesia.
- b) El niño está con su abuela en el restaurante.
- c) El niño está con su abuela en el mercado.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 5

Title:	All Through The Town
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 A Express basic needs.
Level:	Intermediate
Performance Task:	The teacher places pairs or trios of students back-to-back. Each student has the “City Map” visual. The teacher will ask the students, “ <i>¿Dónde está (el parque)?</i> ” (Replace the place in parentheses with each of the thirteen sites.) The students will point to each site as requested. The teacher will observe the students’ responses.
Materials, Resources, Equipment Needed:	“City Map” visual Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 5

Title:	Left Behind
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 A Express basic needs.
Level:	Intermediate
Performance Task:	<p>The teacher will provide each student with the “City Map” visual. The teacher will read the 4 questions aloud from the visual. Students will circle the answers based on the information shown on the map.</p> <p>Answers:</p> <ol style="list-style-type: none"> <i>1. el banco</i> <i>2. la iglesia</i> <i>3. el aeropuerto</i> <i>4. el hospital</i>
Materials, Resources, Equipment Needed:	<p>“City Map” visual</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 5

Title:	City Planner
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 A Express basic needs.
Level:	Intermediate
Performance Task:	<p>The students are assessed individually. The teacher gives the student any five of the place flashcards with one being designated as the “starting point.” After the starting point flashcard is placed in the middle, the student asks the teacher where each of the other four places is located using the question. “<i>¿Dónde está ____?</i>”</p> <p>The teacher responds with one of the following: “<i>Está a la izquierda de ____</i>,” “<i>Está a la derecha de ____</i>,” “<i>Está detrás de ____</i>,” or “<i>Está “enfrente de ____</i>.”</p> <p>The student places each flashcard in the designated spot in reference to the starting point. Then the teacher and student switch roles.</p>
Materials, Resources, Equipment Needed:	<p>Any five of the community/city flashcards from Year 5, 1.1 A</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Etiquette
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IN-VISION Elementary Spanish Curriculum
Assessments—Year 5

Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Level:	Intermediate
Performance Task:	<p>The teacher acts out the five expressions. The student says the expression that fits the situation.</p> <p>e.g. The teacher bumps into the student. The student says, “<i>Perdón. Lo siento.</i>” The teacher walks in front of the student with the motion of moving through. The student says, “<i>Con permiso.</i>” The teacher taps the student on the shoulder to get his/her attention. The student says, “<i>Disculpe.</i>” The teacher says a number in Spanish. The student looks puzzled and says, “<i>¿Cómo?/¿Mande?</i>”</p>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Formally Speaking...
Standard:	1.1 Students engage in conversation.

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Assessments—Year 5

Progress Indicators Assessed:	1.1 C Express state of being.
Level:	Intermediate
Performance Task:	<p>The teacher puts students in pairs. Student A asks Student B, “¿<i>Cómo está Ud.?</i>” Student B responds with “<i>Estoy ____</i>” according to the visual shown by the Student A.</p> <p>Student A repeats the question, and Student B responds to the second visual as shown by Student A. Both “worried” and “great” are to be assessed. Reverse roles.</p>
Materials, Resources, Equipment Needed:	<p>Flashcards/visuals representing “worried” and “great”</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	State Your Preference
Standard:	1.1 Students engage in conversation.

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Assessments—Year 5

Progress Indicators Assessed:	1.1 D Express likes and dislikes.
Level:	Intermediate
Performance Task:	<p>Teacher puts students in pairs. Student A has the 12 activity flashcards divided into two piles. Student A draws two flashcards (e.g. “write” and “read”) and says to Student B, “<i>¿Qué te gusta más, <u>escribir</u> o <u>leer</u>?</i>” (The underlined verbs change according to the flashcards drawn.) Student B picks one of the cards and states his/her preferences. (“<i>Me gusta más leer.</i>”) Student A repeats the question with the other flashcards/verbs.</p> <p>All verbs from this progress indicator are to be used in the assessment.</p> <p>Reverse roles.</p>
Materials, Resources, Equipment Needed:	<p>Flashcards representing verbs</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Agree to Disagree
Standard:	1.1 Students engage in conversation.
Progress	1.1 E Express agreement and disagreement.

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Assessments—Year 5

Indicators Assessed:	
Level:	Intermediate
Performance Task:	<p>Students will be assessed individually. The teacher and student will role play the following dialog:</p> <p>Teacher: <i>¡Hola, ____! Yo quiero ir a la piscina. ¿Y tú?</i> Student: <i>Tal vez...</i> Teacher: <i>¿Te gusta nadar?</i> Student: <i>Más o menos.</i> Teacher: <i>¿Quieres ir conmigo?</i> Student: <i>¡Claro!</i></p> <p>After each question asked by the teacher, the teacher uses body language to elicit the correct student response. (e.g. “<i>tal vez</i>”=shrug shoulders with hands, palms up; “<i>más o menos</i>”=“<i>así así</i>” hand motion; “<i>claro</i>”=“thumbs up”) The teacher may supply a word bank of the three responses.</p>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Check Out My Family
Standard:	1.1 Students engage in conversation.
Progress Indicators	1.1 F Respond to one-on-one interactions.

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Assessed:	
Level:	Intermediate
Performance Task:	The teacher instructs the students to individually complete the “Mi Familia” activity page according to number of particular members in their personal families. Next, students meet individually with the teacher to respond to “ <i>Dime acerca de tu familia.</i> ” The students will respond according to their checklist numbers by saying “ <i>Tengo # papá, # mamá,</i> ” etc. When the students have finished, the teacher asks, “ <i>¿Tienes veinte hermanos?</i> ” The student responds negatively with “ <i>No tengo veinte hermanos.</i> ”
Materials, Resources, Equipment Needed:	<p>“<i>Mi Familia</i>” activity page</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Oh, Where Can It Be?
Standard:	1.1 Students engage in conversation.
Progress	1.1 F Respond to one-on-one interactions.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 5

Indicators Assessed:	
Level:	Intermediate
Performance Task:	<p>The teacher works with each student individually. Students are given the “Oh, Where Can It Be?” activity visual. The teacher asks each of the following questions:</p> <p><i>¿Qué hay en tu mochila?</i> <i>¿Qué hay en tu pupitre?</i> <i>¿Qué hay en el escritorio?</i></p> <p>The students answer each question according to the visual, using “<i>Hay</i>” when listing the items. Students respond with:</p> <p><i>una regla, un bolígrafo</i> <i>una computadora, un sacapuntas</i> <i>una carpeta, una calculadora, una goma</i></p> <p>Next, the teacher asks each of the following questions:</p> <p><i>¿Qué hay a la izquierda del sacapuntas?</i> <i>¿Qué hay a la derecha de la calculadora?</i> <i>¿Qué hay detrás del escritorio?</i> <i>¿Qué hay enfrente del pupitre?</i></p> <p>Students respond with:</p> <p><i>la computadora</i> <i>la goma</i> <i>el calendario</i> <i>la mochila</i></p>
Materials, Resources, Equipment Needed:	<p>“Oh, Where Can It Be?” Visual</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	Other questions could be asked (instead of the ones listed) according to the visual.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	What’s Missing?
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 5

Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher places any 3 classroom objects in front of the student being assessed. Then the teacher takes away one item and asks “ <i>¿Qué falta?</i> ” The student responds by saying “ <i>Falta</i> (and the item that was taken away).”
Materials, Resources, Equipment Needed:	Any 3 classroom objects Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Getting Personal
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

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Assessments—Year 5

Performance Task:	<p>Student A questions a new student (Student B) in the class. Student B responds appropriately, and Student A records the answers on the “Getting Personal” activity sheet. Student A asks in Spanish:</p> <ol style="list-style-type: none"> 1. “<i>¿Cómo te llamas?</i>” 2. “<i>¿Dónde vives?</i>” 3. “<i>¿Cuántos años tienes?</i>” 4. “<i>¿Cuándo es tu cumpleaños?</i>” <p>Switch roles after all questions have been asked, answered, and recorded.</p>
Materials, Resources, Equipment Needed:	<p>“Getting Personal” activity sheet</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Pet Store Photo Shop
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	<p>The teacher will assess the students in pairs. Student A plays the role of the store clerk; Student B plays the role of the shopper.</p> <p>Student B asks what the animals in the three “photos” are and what each costs by using the two questions from Year 5, 1.1 G. Student A responds.</p> <p>Reverse roles.</p>
Materials, Resources, Equipment Needed:	<p>“Pet Store Photo Shop” visual</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Games People Play
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	<p>Students, in pairs, are each given a set of flashcards for the ten questions/commands and the four game words. Student A picks up a card and asks the question, gives the command, or says the vocabulary word as indicated.</p> <p>Student B answers the question, performs the action, or points to the game item. Students take turns picking up cards from their decks so that each student does each role for each card.</p>
Materials, Resources, Equipment Needed:	<p>2 sets of flashcards from Year 5, 1.1H Games, cards, dice, token</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	Observe students playing games. Check off the phrases and vocabulary when used correctly.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Card Sharks
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	Students will be assessed individually. The teacher holds up a playing card and says, “¿ <i>Qué es esto?</i> ” The student responds in Spanish with either the name of the card or the suit.
Materials, Resources, Equipment Needed:	Playing cards representing the vocabulary being assessed Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Wait a Minute, Okey Dokey?
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 5

Performance Task:	<p>Students are to be assessed doing the following role play in pairs.</p> <p>Student A: (Taps student B on the shoulder.) Student B says: <i>Un momento.</i> Student A says: <i>Bien./Vale.</i></p> <p>Reverse roles.</p>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Chow Time
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	<p>Students will be assessed individually. The teacher displays the ten tableware flashcards or actual objects in front of the student being assessed. The teacher uses a command such as “<i>Dame</i>” (“Give me”) or “<i>Señala</i>” (“Point to”).</p> <p>The student will give the requested item to the teacher or point to it. Each of the ten tableware vocabulary words will be assessed.</p>
Materials, Resources, Equipment Needed:	<p>Tableware flashcards or items</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Set the Table
Standard:	1.3 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	<p>The teacher will assess students in pairs, making sure that they are unable to see each other's actions. Using flashcards or actual items, the teacher instructs the students to place the tableware items according to his/her directions (e.g. "Put the plate next to the napkin." <i>"Pongan el plato al lado de la servilleta."</i>)</p> <p>The students will do what the teacher asks. Each of the four "<i>Pongan</i>" commands should be assessed.</p>
Materials, Resources, Equipment Needed:	<p>Tableware flashcards or actual items</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	School Supplies
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

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Assessments—Year 5

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Actual classroom items or classroom flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Give It
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	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.
Materials, Resources, Equipment Needed:	Classroom objects Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Who’s Who in the School?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Year 5, 1.2 A School personnel flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Identify Who...
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	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.
Materials, Resources, Equipment Needed:	<p>Pictures of people representing the three hair colors and the four characteristics (each picture should have a name on it)</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	Instead of doing everything orally, the teacher could have the questions written and the student writes the name of the person being described.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Let's Compare
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Objects/pictures representing comparative words</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	<p>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.</p>
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Who, When, Where?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate

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Assessments—Year 5

Performance Task:	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 correct. The answers are (1-a, 2-c, 3-b, 4-b).
Materials, Resources, Equipment Needed:	<p>“Who, When, Where?” story for each student</p> <p>Pencils</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	The teacher reads the story and the questions out loud for the students. The students may individually answer the questions orally with the teacher.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	What Do I Do?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate

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Assessments—Year 5

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Flashcards of the activity expressions</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	<p>The teacher could act out the activity expression instead of using visuals.</p>
Scoring Criteria:	<p>Checklist or <i>IN-VISION</i> Rubric</p>
Title:	<p>First to Last</p>
Standard:	<p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p>
Progress Indicators Assessed:	<p><input type="checkbox"/> <input type="checkbox"/> Respond to speech of peers and familiar adults on a given topic.</p>
Level:	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	<p>The students will be assessed individually. The teacher has a list of sports teams, colors, or any other vocabulary list. The teacher points to a word, color, etc., and asks, “¿<i>Qué es primero?</i>” (“¿<i>Quién?</i>” for “Who?”)</p> <p>The student responds with the name of the object, color, person, etc. The teacher repeats the question using all of the ordinal numbers.</p>
Materials, Resources, Equipment Needed:	<div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div> <div> vocabulary <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> or <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Tell Me About School
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate

Assessments—Year 5

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

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Food flashcards or food items</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Party Time
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 F Comprehend and respond to simple personal written communications.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

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

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	<p>The teacher gives each student a copy of the story with the “¿<i>Qué pasa?</i>” question. The students read the story, circle the correct response, and hand in the papers for the teacher to correct.</p> <p>The answer to the question is “c”.</p>
Materials, Resources, Equipment Needed:	<p>“¿<i>Qué pasa?</i>” story for each student</p> <p>Pencils</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	<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>
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Lend Me
Standard:	1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Classroom objects</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

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

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 5

Performance Task:	<p>Students write three things about themselves:</p> <ol style="list-style-type: none"> 1. Describe their personality and/or physical characteristic(s) (e.g. “<i>Soy</i> _____.”) 2. Something they have (e.g. “<i>Tengo</i> _____.”) 3. Something they like (e.g. “<i>Me gusta(n)</i> _____.”) <p>Students illustrate their writing with photos, drawings, or pictures. The teacher will assess the writings.</p>								
Materials, Resources, Equipment Needed:	<table border="0"> <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
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Colored pencils	Magazines								
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Variation:	<ul style="list-style-type: none"> • Students could write about a fictional character. • Students could create their writing on the computer using a word processor, clip art, and a scanner. 								
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric								
Title:	You're Invited								
Standard:	1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.								
Progress Indicators Assessed:	1.3 C Write a personal communication; such as a note, letter, or invitation.								
Level:	Intermediate								

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 5

Performance Task:	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.
Materials, Resources, Equipment Needed:	Paper Pencils Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	This activity could be done on the computer.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

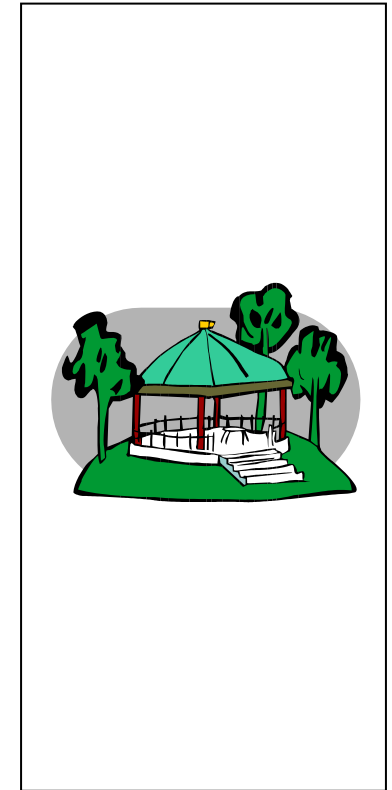
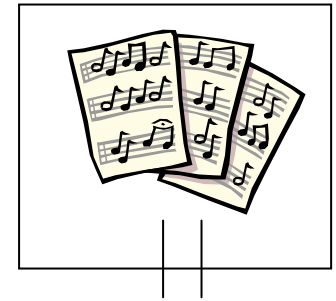
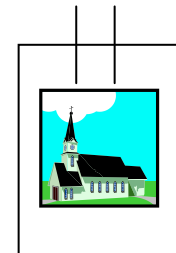
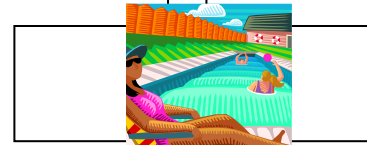
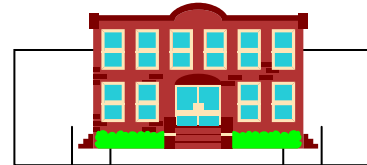
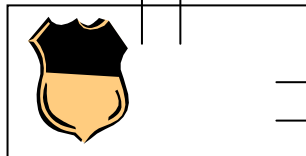
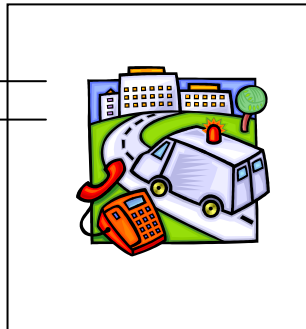
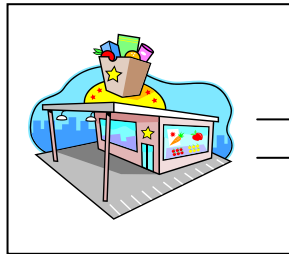
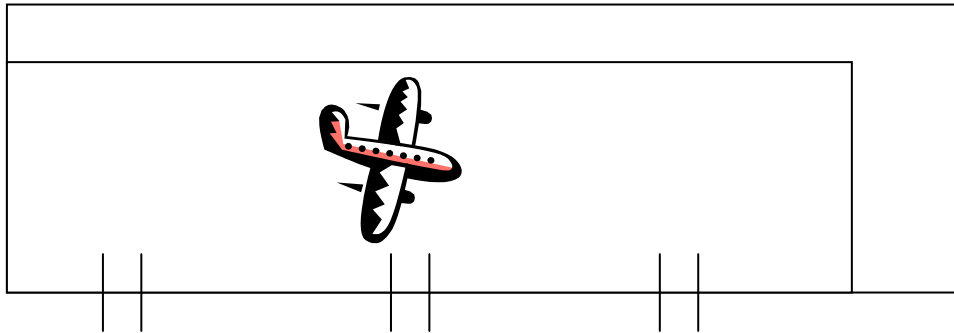
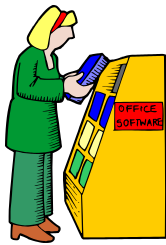
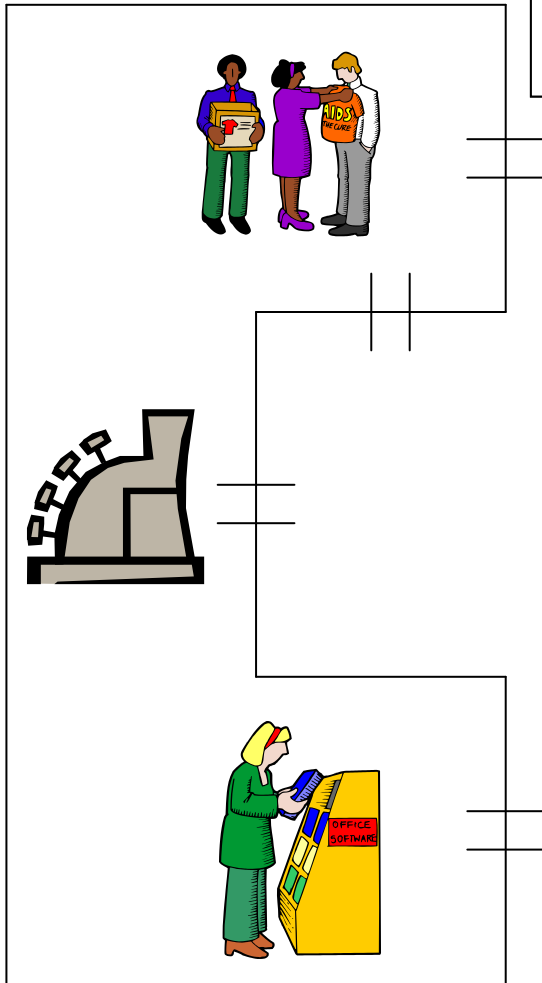
Title:	Show Time!!
Standard:	1.3 Students convey information to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 E Present prepared material to an audience.
Level:	Primary & Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 5

Performance Task:	<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><u>Español Para Ti</u> “Spanish Is For You and For Me”</p> <p><u>“Body Tengo” poem</u> <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>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

El Mapa de la Ciudad (City Map)



1. ¿Qué hay a la izquierda del parque?
2. ¿Qué hay a la derecha del cine?
3. ¿Qué hay detrás de la escuela?
4. ¿Qué hay en frente del supermercado?

el banco o la tienda
la comisaría o la iglesia
la piscina o el aeropuerto
el hospital o el centro comercial

Getting Personal Activity

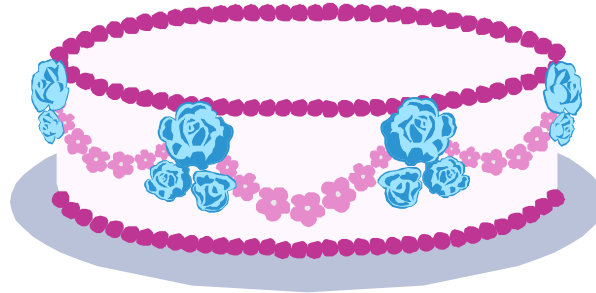
1) Mi amigo/amiga se llama _____.

2)



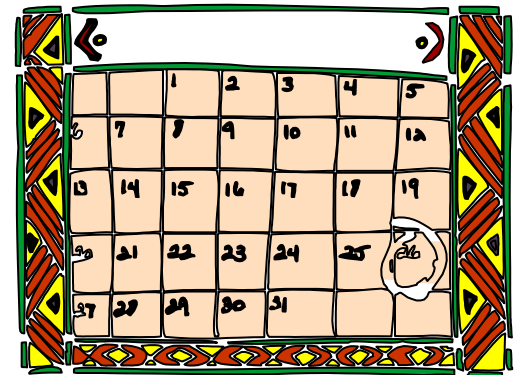
Circle the response.

3)



Draw the candles on the cake to represent age.

4)



Circle the date and write the month in at the top.

Invitation Visual

Querido/a _____

Qué: una fiesta de cumpleaños

Cuándo: sábado, el 4 de abril, a las 2:00

Dónde: en casa de Julio

Confirma para: jueves, el 2 de abril

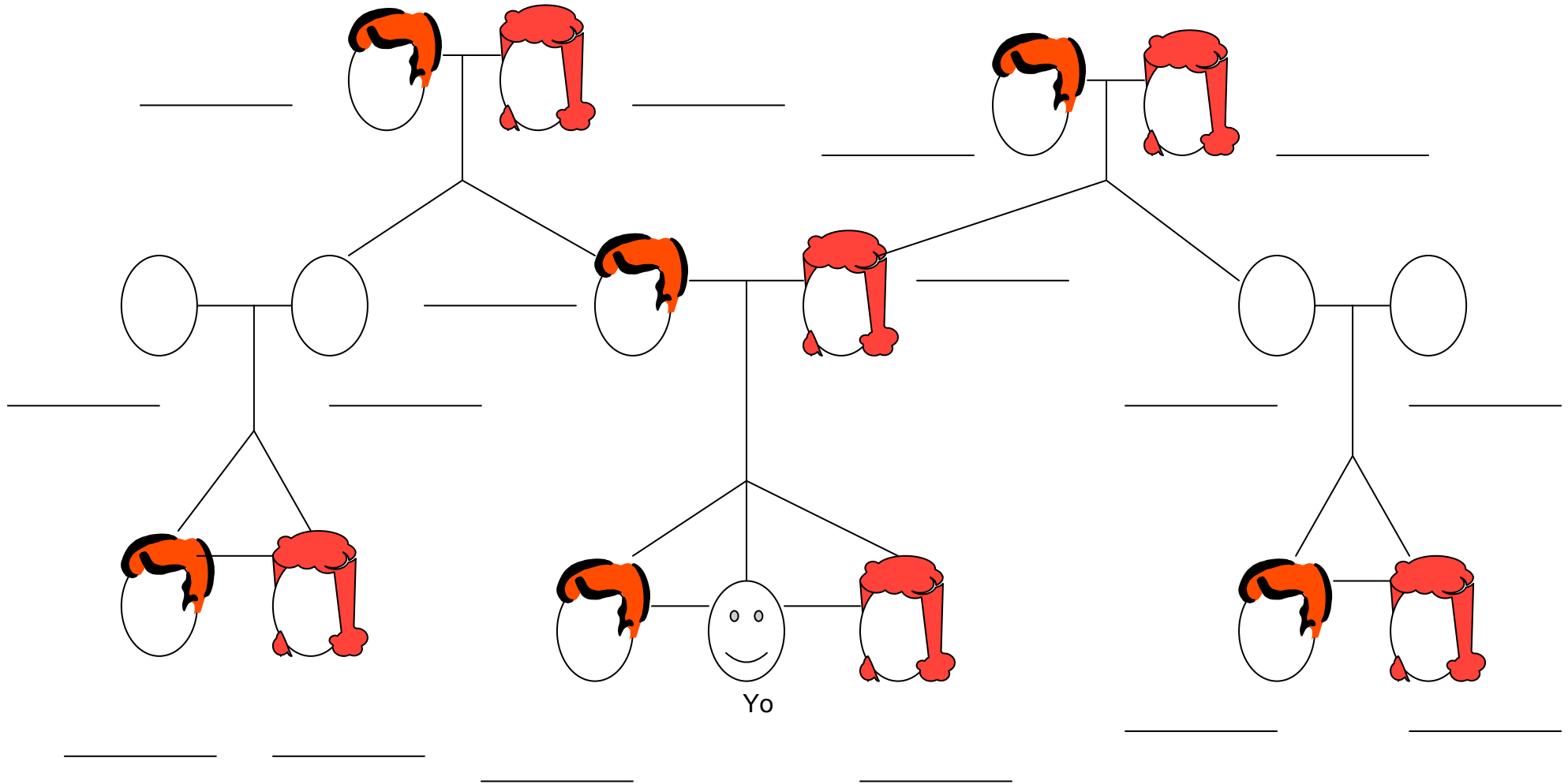
Sinceramente,

Julio



Mi Familia

Write the number that you have of each family member in the appropriate blanks.



____ abuelo(s)
 ____ abuela(s)
 ____ tío(s)
 ____ tía(s)

____ papá(s)
 ____ mamá(s)
 ____ primo(s)
 ____ prima(s)

____ hermano(s)
 ____ hermana(s)

Oh, Where Can It Be?



Title:	School Supplies
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Actual classroom items or classroom flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric

Title:	Give It
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	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.
Materials, Resources, Equipment Needed:	Classroom objects Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric

Title:	Who's Who in the School?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Year 5, 1.2 A School personnel flashcards</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric

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

Title:	Let's Compare
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Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate
Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Objects/pictures representing comparative words</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	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.
Scoring Criteria:	<i>IN-VISION</i> Rubric
Title:	Who, When, Where?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.

Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate
Performance Task:	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).
Materials, Resources, Equipment Needed:	<p>“Who, When, Where?” story for each student</p> <p>Pencils</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	The teacher reads the story and the questions out loud for the students. The students may individually answer the questions orally with the teacher.
Scoring Criteria:	<i>IN-VISION</i> Rubric
Title:	What Do I Do?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.

Level:	Intermediate
Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Flashcards of the activity expressions</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	The teacher could act out the activity expression instead of using visuals.
Scoring Criteria:	<i>IN-VISION</i> Rubric
Title:	First to Last
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	<input type="checkbox"/> Respond to speech of peers and familiar adults on a given topic.

Level:	□□□□□□□□□□
Performance Task:	<p>The students will be assessed individually. The teacher has a list of sports teams, colors, or any other vocabulary list. The teacher points to a word, color, etc., and asks, “¿<i>Qué es primero?</i>” (“¿<i>Quién?</i>” for “Who?”)</p> <p>The student responds with the name of the object, color, person, etc. The teacher repeats the question using all of the ordinal numbers.</p>
Materials, Resources, Equipment Needed:	<p>□□□□□□□□ bulary □□□□□□□□ , □□□□□□□□□□□□□□ or □□□□□□□□</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric
Title:	Tell Me About School
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate

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

Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Food flashcards or food items</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric

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

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

Performance Task:	<p>The teacher gives each student a copy of the story with the “¿Qué pasa?” 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>
Materials, Resources, Equipment Needed:	<p>“¿Qué pasa?” story for each student Pencils</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	<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>
Scoring Criteria:	<i>IN-VISION</i> Rubric

Title:	Lend Me
Standard:	1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.

Level:	Intermediate
Performance Task:	<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>
Materials, Resources, Equipment Needed:	<p>Classroom objects</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric

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

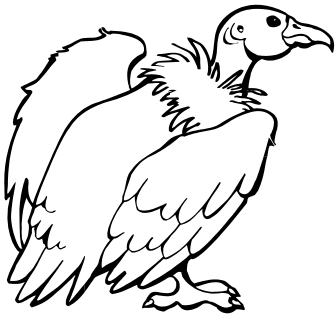
Performance Task:	<p>Students write three things about themselves:</p> <ol style="list-style-type: none"> 1. Describe their personality and/or physical characteristic(s) (e.g. “Soy _____.”) 2. Something they have (e.g. “Tengo _____.”) 3. Something they like (e.g. “Me gusta(n) _____.”) <p>Students illustrate their writing with photos, drawings, or pictures. The teacher will assess the writings.</p>								
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Scoring Criteria:	<i>IN-VISION</i> Rubric								
Title:	You're Invited								
Standard:	1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.								
Progress Indicators Assessed:	1.3 C Write a personal communication; such as a note, letter, or invitation.								
Level:	Intermediate								

Performance Task:	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.
Materials, Resources, Equipment Needed:	Paper Pencils Check the list of all phrases/structures/vocabulary to be assessed.
Variation:	This activity could be done on the computer.
Scoring Criteria:	<i>IN-VISION</i> Rubric

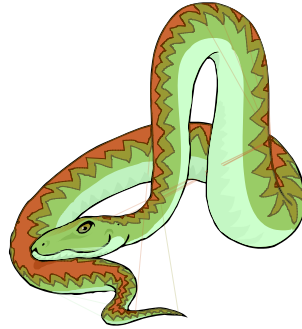
Title:	Show Time!!
Standard:	1.3 Students convey information to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 E Present prepared material to an audience.

Level:	Primary & Intermediate
Performance Task:	<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;"><u>Español Para Ti</u> “Spanish Is For You and For Me”</p> <p style="text-align: center;"><u>“Body Tengo” poem</u> <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>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	<i>IN-VISION</i> Rubric

Pet Store Photo Shop Visual



\$180



□250



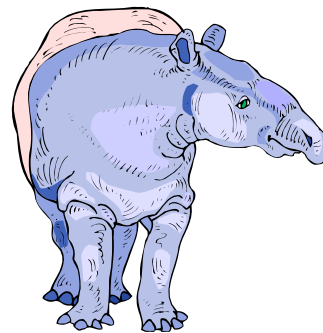
50¢



\$60



□1300



\$500

“Who, When, Where?”

Me llamo Diego. Es el verano, y mis amigos y yo no estamos en la escuela. Mi hermano, Paco, está en el hospital porque está enfermo. Mi papá está en su oficina en el banco. Mis hermanas, Rita y Rosa, están en el centro comercial. Van en coche. A ellas 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 maestro
2. ¿Dónde están Diego y sus amigos?
 - a) en la centro comercial
 - b) en el hospital
 - c) en la piscina
3. ¿Dónde está el papá de Diego?
 - a) en casa
 - b) en el banco
 - c) en el hospital
4. ¿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

Address Activity

1. Juan Manuel Rodriguez
Paseo de la Reforma 21
Apto. 113
México D.F. 02300
México
2. Anita María Iturbide
Calle Francisco Silvela 33
Madrid 28007
España
3. Roberto Carlos Ballesteros
Apartado 41396
San José 95160
Costa Rica
4. Diego Geraldo Rivera
Avenida Insurgentes
México D.F. 03330
México

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 6

Title:	My Body
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 A Express basic needs.
Level:	Intermediate
Performance Task:	The students will be assessed individually or in pairs seated back to back. The teacher will tell the students to point to a certain body part and the students will do as the teacher directs. All ten body parts will be assessed.
Materials, Resources, Equipment Needed:	
Variation:	The students could have a visual of the body and point to the indicated body part.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	My Aching Body
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 A Express basic needs.
Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher points to one body part (i.e. head) and asks, “ <i>¿Qué te pasa?</i> ” The student says, “ <i>Tengo dolor de cabeza.</i> ” (“I have a headache.”) The teacher points to another part of the body and again asks, “ <i>¿Qué te duele?</i> ” The student says, “ <i>Me duele/n _____.</i> ”
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	First Impressions
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Level:	Intermediate
Performance Task:	<p>Students working in pairs will take turns introducing each other to the teacher.</p> <p>Example:</p> <p>Student B approaches Student A,</p> <p>Student A: <i>Bienvenido/a, Quisiera presentarle a mi amigo/amiga, _____</i> (Student B's name).</p> <p>Teacher: <i>Mucho gusto.</i></p> <p>Student B: <i>Igualmente.</i></p> <p>Student A: <i>Hasta pronto.</i></p> <p>Student B: <i>Nos vemos.</i></p> <p>Switch roles.</p>
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric







IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	Good Mood/ Bad Mood
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 C Express state of being.
Level:	Intermediate
Performance Task:	<p>The teacher assesses students in pairs. Student A asks Student B “<i>¿Cómo te sientes?</i>”</p> <p>The teacher shows Student B either a happy face or a sad face and Student B responds accordingly using “<i>Me siento bien.</i>” / “<i>Estoy de buen humor.</i>” or “<i>Estoy de mal humor.</i>” / “<i>Tengo vergüenza.</i>”</p> <p>The teacher shows the other face to which Student B responds upon hearing the question again from Student A. Switch roles.</p>
Materials, Resources, Equipment Needed:	Happy and Sad Face flashcards/visuals
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 6

Title:	Activities! Activities! Activities!
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 D Express likes and dislikes.
Level:	Intermediate
Performance Task:	The students will be assessed individually. The teacher will show flashcards/visuals representing the five expressions. The student will tell the teacher, in Spanish, the expression represented by the visual. All five expressions will be tested.
Materials, Resources, Equipment Needed:	Flashcards/Visuals
Variation:	The teacher acts out the five expressions and the student says the expression in Spanish.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	What We Like to Do...						
Standard:	1.1 Students engage in conversation.						
Progress Indicators Assessed:	1.1 D Express likes and dislikes.						
Level:	Intermediate						
Performance Task:	<p>Each student is assessed individually. The teacher places the “What We Like to Do” assessment grid in front of the student. The teacher places any six action flashcards on the grid. The student creates a like or dislike statement for each flashcard.</p> <p>e.g.</p> <table><tr><td>A Juan</td><td>Sí</td><td>No</td></tr><tr><td></td><td></td><td></td></tr></table> <p><i>Le gusta bailar. No le gusta leer.</i></p> <p>All six “<i>gusta</i>” expressions are to be assessed.</p>	A Juan	Sí	No			
A Juan	Sí	No					
							
Materials, Resources, Equipment Needed:	Any six action flashcards, Levels 1-6 Assessment grid						
Variation:							
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric						

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	Believe It or Not
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 E Express agreement and disagreement.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher says any factual or non-factual statement. e.g. “<i>Tengo cuatro bocas.</i>” (“I have four mouths.”) or “<i>Disney World está en Montana.</i>” (“Disney World is in Montana.”)</p> <p>The student says, “<i>Creo que no.</i>” The teacher says, “<i>Una banana es amarilla.</i>” (“A banana is yellow.”) or “<i>Un elefante es grande.</i>” (“An elephant is big.”) The student says, “<i>Creo que sí.</i>”</p>
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	Let's Play
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. Using the sports flashcards, the teacher shows the picture of a sport and says, “<i>¿Qué es esto?</i>” The student answers in Spanish with the name of the sport.</p> <p>All ten sports words will be assessed.</p>
Materials, Resources, Equipment Needed:	Sports Flashcards/Visuals
Variation:	The teacher shows a flashcard of golf and says, “ <i>Es golf o fútbol?</i> ” (Is it golf or soccer?) The student answers appropriately according to the picture.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Title:	My Friend the Animal
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.
Level:	Intermediate
Performance Task:	The students will be assessed individually. Using the six pet flashcards, the teacher will show the animal card to the student saying “ <i>¿Qué es esto?</i> ” (What is this?) The student will say the name of the animal in Spanish. All six animal words will be assessed.
Materials, Resources, Equipment Needed:	Pet Flashcards/Visuals
Variation:	The teacher shows a flashcard of a hamster and says, “ <i>¿Es un hámster o es un pez?</i> ” (Is it a hamster or a fish?) The student answers appropriately according to the picture.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Feed Me

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.
Level:	Intermediate
Performance Task:	The students will be assessed individually. Using the food flashcards, the teacher will ask the students, “¿ <i>Qué es esto?</i> ” The students will respond with the name of the food. All ten food words will be assessed.
Materials, Resources, Equipment Needed:	Food flashcards/Visuals
Variation:	The teacher shows a flashcard of pears and says, “¿ <i>Son peras o son uvas?</i> ” (Are they pears or grapes?) The student responds appropriately according to the picture.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	More About Me
Standard:	1.1 Students engage in conversations.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.
Level:	Intermediate
Performance Task:	<p>Before the assessment begins, the teacher instructs the students to draw:</p> <ul style="list-style-type: none"> a) their pets b) their favorite sport c) a food that they like <p>The assessment will be done with each student individually. The student will use his/her own drawings to help in answering the teachers three questions:</p> <p><i>¿Que mascotas tienes?</i> <i>¿Qué deporte te gusta?</i> and <i>¿Qué te gusta comer?</i></p> <p>These are said in any order. The student answers each question, according to his/her own drawings, while correctly using</p> <p><i>Tengo</i> _____ (pet). or <i>No tengo mascota.</i> and <i>Me gusta(n)</i> _____.</p>
Materials, Resources, Equipment Needed:	
Variation:	Students may use photos, clip art, or magazine pictures instead of drawings.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Measuring Up
Standard:	1.1 Students engage in conversations.
Progress Indicators	1.1 G Ask and answer simple questions.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Assessed:	
Level:	Intermediate
Performance Task:	The students will be assessed individually. Using the measurement flashcards, the teacher will say, “ <i>¿Qué es esto?</i> ” The student will respond with the appropriate measure word. All eight measurement words will be assessed.
Materials, Resources, Equipment Needed:	Measurement flashcards/Visuals
Variation:	The teacher shows a flashcards of inches and says, “ <i>¿Son pulgadas o pies?</i> ” (Are these inches or feet?) The student responds appropriately according to the picture.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	How Many Are There?
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	<p>The students will be assessed in pairs. Using the “How Many Are There?” visual, Student A asks Student B, “¿Cuántos <i>pies</i> (or “<i>galones</i>”) <i>hay</i>?” Student B responds in Spanish using the number indicated and the picture clue, “<i>Hay</i> <u> # </u> <i>pies</i>.” (The picture only represents the item not the number.)</p> <p>Student A repeats the question using, “¿Cuántas (“<i>pulgadas</i>”, “<i>yardas</i>”, “<i>millas</i>”, “<i>onzas</i>”, “<i>libras</i>” or “<i>tazas</i>”) <i>hay</i>?”</p> <p>Student B responds according to the visual, “<i>Hay</i> <u> # </u> (<i>number</i>) <i>pulgadas</i>.” Reverse roles.</p>
Materials, Resources, Equipment Needed:	How Many Are There? visual
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric
Title:	Have a Ball!
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	The teacher assesses each student individually. The teacher shows a small ball and a large ball or the flashcard for each. When asked by the teacher, “¿ <i>Qué es esto?</i> ”, the student responds accordingly.
Materials, Resources, Equipment Needed:	The ball flashcards or a small ball and a large ball.
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Coach & Player
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 6

Performance Task:	Students will be assessed in pairs. The teacher will prompt Student A with flashcards or gestures for each of the seven activity commands to be given. Student A says the commands, in Spanish, for Student B to perform. Students switch roles after all seven commands have been given and performed.
Materials, Resources, Equipment Needed:	Activity flashcards for 1.1H Year 6
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Oh, the Places You'll Go!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>Students will be assessed individually.</p> <p>The teacher says, “¿<i>Cuál es <u>el pueblo</u>?</i>” (“Which is the town?”). The student points to the appropriate name on the “Oh, the Places You’ll Go!” visual. The teacher repeats the question, substituting “<i>el estado</i>”, “<i>la ciudad</i>”, “<i>el país</i>”, and “<i>el continente</i>” for the word “<i>el pueblo</i>”.</p>
Materials, Resources, Equipment Needed:	<p>Compass or compass rose</p> <p>“Oh, the Places You’ll Go!” visual</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Count to 1000
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	The teacher instructs a pair of students to count to 1000 by 100's. " <i>Cuenten de cien al mil de cien en cien.</i> " Student A begins with 100. Student B continues with 200, Student A 300, Student 400, etc. When they are done, the teacher instructs the students to count, again with Student B starting with 100 and Student A 200 etc.
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Let's Get Mathematical!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	<p>The students are assessed individually. The teacher tells the student, “Suma # y #.” The student gives the correct answer. The teacher repeats the problem using “Resta # de #.,” “Multiplica # por #.,” and “Divide # entre #.”</p> <p>After each problem the student responds with the correct answer. Then the teacher says, “Mide tu libro.” (Measure your book.) The student uses a ruler to follow the teacher’s command.</p>
Materials, Resources, Equipment Needed:	Ruler for measuring
Variation:	<p>The student could give the actual inches after measuring the book.</p> <p>The math problem could be written down for the student to see.</p>
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Going in All Directions
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>The students will be assessed individually using a map of the United States. The teacher says, “<i>Dime el estado que está _____ (al norte)de _____.</i>” (Names a state) The student says the name of the correct state.</p> <p>The teacher repeats the question three times using the other location expressions. The student gives the name of the correct state in each case.</p>
Materials, Resources, Equipment Needed:	Map of the United States
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	The Western Hemisphere
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	The teacher will assess each student individually using a map or a globe for reference. The teacher asks, “ <i>¿Qué es esto?</i> ” while pointing to North, Central, South America. The student identifies each of the four places in Spanish.
Materials, Resources, Equipment Needed:	Globe or map (of world or the Western hemisphere)
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Home Sweet Home
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>Students will be assessed in pairs sitting back to back. The students or teacher will have cut apart the “Home Sweet Home” animal visual before doing the assessment so that each student has the animals and each student has a copy of the habitats visual.</p> <p>The teacher will instruct the students to hold up an animal (e.g. “<i>Levanten el mono pequeño.</i>”). Next, the teacher will instruct the students to place that animal in a habitat (e.g. “<i>Pongan el mono pequeño en el desierto.</i>”) The teacher continues giving commands until all animals have been placed and each of the five habitats has at least one animal in it.</p>
Materials, Resources, Equipment Needed:	<p>“Home Sweet Home” habitats visual “Home Sweet Home” animals visual</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	¿Qué Pasa?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 C Read and respond to developmentally appropriate material.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 6

Performance Task:	<p>The teacher gives a copy of the story to each student to read. (The teacher might want to read it out loud while the students are reading silently.) The teacher then reads the question and the three possible choices. The students circle the correct response and hand in the papers for the teacher to correct.</p> <p>(answer: b)</p>
Materials, Resources, Equipment Needed:	<i>¡Qué viaje interesante!</i> Story
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	What Time Is It?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	Students will be assessed individually. The student has in front of him/her the “What Time Is It?” worksheet. The teacher asks, “¿ <i>Qué hora es?</i> ” and points to one of the clocks. The student responds in Spanish with the time indicated on the clock. The teacher repeats the question for the eight clocks on the worksheet.
Materials, Resources, Equipment Needed:	“What Time Is It?” Worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Gotta Go!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>The students will be assessed individually. The student has in front of him/her the “Gotta Go!” visual. The teacher points to one of the pictures and asks, “<i>¿Dónde está el baño?</i>” (“Where is the bathroom?”)</p> <p>The student responds in Spanish with “<i>Está _____</i>” and the appropriate expression according to the picture.</p> <p>The teacher repeats the question for all time pictures.</p>
Materials, Resources, Equipment Needed:	“Gotta Go!” visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Favorite Things
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>Students will be assessed individually. Students are to draw their favorite animal, sport, food, and color before being assessed. (Students could also use photos, magazine pictures, or clip art.). The students use their own visuals to elicit responses during the assessment. The teacher asks the following four questions:</p> <p>a) <i>¿Cuál es tu animal favorito?</i> b) <i>¿Cuál es tu color favorito?</i> c) <i>¿Cuál es tu comida favorita?</i> d) <i>¿Cuál es tu deporte favorito?</i></p> <p>Students answer each question according to their visual using the response, “<i>Mi favorito/a es _____.</i>”</p>
Materials, Resources, Equipment Needed:	Student –created visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Let’s Go For a Ride
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>The students will be assessed individually. The teacher gives the transportation flashcards to the student. The teacher says, “¿<i>Dónde está</i> _____ (transportation)?”</p> <p>The student points to the appropriate transportation card. All ten transportation words are to be assessed.</p>
Materials, Resources, Equipment Needed:	Transportation Flashcards/Visuals
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Getting There
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	<p>The students will be assessed individually. Using the transportation flashcards, the teacher holds one transportation card up and says, “¿<i>Cómo vas a la escuela?</i>” (“How do you go to school”?) The student answers with “<i>Voy en</i> _____ (name of transportation).”</p> <p>The teacher repeats the question showing the walking visual. The student answers with “<i>Camino.</i>” (“I walk”).</p>
Materials, Resources, Equipment Needed:	<p>Transportation Flashcards Flashcard/Visual of person walking</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Endings
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 6

Performance Task:	The teacher will hand out the “Endings” worksheet to each student. The student will translate the sentences to English.
Materials, Resources, Equipment Needed:	“Endings” worksheet for each class member
Variation:	Students could say the sentence orally instead of writing it.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Getting to Know You
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 F Comprehend and respond to simple personal written communications; such as notes, invitations, and letters.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 6

Performance Task:	The teacher will give the “Getting to Know You” worksheet to each student and have them fill it out and hand it in. The teacher will then correct it.
Materials, Resources, Equipment Needed:	“Getting to Know You” worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	En el Zoológico
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 G Identify main ideas and key words in oral and written material.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>The teacher will read a short paragraph entitled “<i>En el Zoológico</i>” (The teacher might want to give a copy of the paragraph to each student so that he/she can follow along.).</p> <p>The teacher will then supply each student with the two questions to be assessed. The students circle the correct response and hand in the papers for the teacher to correct.</p> <p>(Answers: 1 – a; 2 – a)</p>
Materials, Resources, Equipment Needed:	“ <i>En el Zoológico</i> ” story and questions
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	I’m the Teacher
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	A student will take the role of the “teacher.” The student “teacher” will call two classmates by name and tell them to come here (“ <i>Vengan acá.</i> ”). The student “teacher” will then tell them to put their pens, pencils, papers or other objects here (“ <i>Pongan sus _____ aquí.</i> ”). Each student will take a turn being the teacher.
Materials, Resources, Equipment Needed:	
Variation:	The teacher may give prompts to elicit the commands from the student (teacher)
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Stop Doing That!
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 6

Performance Task:	Each student will be assessed individually. The student will sit or stand in front of the teacher. The teacher will “push” the student, then tap the student’s shoulder repeatedly, then continue to tap. The student will respond in Spanish with “Don’t push”, “Leave me alone”, and “Enough already!” (in this order)
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Yo soy... (Oral Part)
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>The teacher will assess each student individually. The teacher creates two piles of flashcards—one of the three countries and one of the two professions. The student will turn over a card from each pile.</p> <p>(e.g. A map of Mexico and the student card) (The student says, “<i>Soy de México. Soy mexicano/a. Soy estudiante.</i>”)</p> <p>The student turns over the next card from each pile to create another string of descriptions. For the third description, the student turns over the remaining country card and uses the previous profession card.</p>
Materials, Resources, Equipment Needed:	Year 6, 1.3 B vocabulary flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Yo soy... (Written Part)
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	<p>The teacher will give each student the “<i>Yo soy...</i>” template. The students choose the correct vocabulary from the word bank to be used to describe themselves.</p> <p>The students write their three-sentence self-description.</p>
Materials, Resources, Equipment Needed:	“ <i>Yo soy</i> ” template page—one per student
Variation:	The students could cut out a picture of a student and/or a teacher from a magazine. Student writes a three-sentence description of the cut-out and attaches the picture to the description.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Address It!
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 C Write a personal communication.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	<p>Students will be assessed individually. The teacher gives the student the address activity page. The teacher then asks the questions:</p> <p><i>¿Cuál es el código postal de Madrid?</i> <i>¿Cómo se llama el paseo en México D.F.?</i> <i>¿Cuál es el número del apartamento en México D.F.?</i> <i>¿Cómo se llama la calle en Madrid?</i> <i>¿Cuál es el número del apartado en San José?</i> <i>¿Cómo se llama la avenida en México D.F.?</i></p> <p>The student writes the correct answers on a sheet of paper.</p>
Materials, Resources, Equipment Needed:	Address Activity Page
Variation:	The students could have a copy of the questions in front of them.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Pen Pal
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 C Write a personal communication.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 6

Performance Task:	<p>Students will be assessed individually. The teacher gives each student the “Pen Pal” activity sheet and instructs the students to write a pen pal letter and to address the envelope. <i>“Escriban de una carta a un amigo/una amiga.” y “Pongan la dirección en el sobre.”</i></p> <p>The students will hand in their letters for the teacher to check.</p>
Materials, Resources, Equipment Needed:	<p>“Pen Pal” activity sheet (1 per student) and one envelope per student.</p> <p>The teacher could use the address activity sheet as examples of addresses to be used on the envelope.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Just a Quick Note...
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 C Write a personal communication.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	Students will be assessed individually. The teacher gives each student the “Quick Note” activity sheet and instructs the students to write a quick note. “ <i>Escriban una nota.</i> ” The students will hand in their notes to the teacher to be checked.
Materials, Resources, Equipment Needed:	“Quick Note” activity sheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Show Time!!
Standard:	1.3 Students convey information to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 E Present prepared material to an audience.
Level:	Primary & Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 6

Performance Task:	<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 niños</i> (One, Two, Three Children)</p> <p style="text-align: center;"><u>Español Para Ti</u> “Spanish Is For You and For Me”</p> <p style="text-align: center;"><u>“Body Tengo” poem</u> <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>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Endings Worksheet

Translate the following sentences to English.

1. Tiger Woods es famoso.

2. México es una nación.

3. El perro corre rápidamente.

4. El maestro tiene una buena personalidad.

Answer Key!
Do not give this part to students!

1. Tiger Woods is famous.

2. Mexico is a nation.

3. The dog runs rapidly.

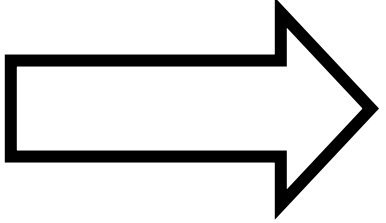
4. The teacher has a good personality.

Getting to Know You

Fill out the following information needed for school.

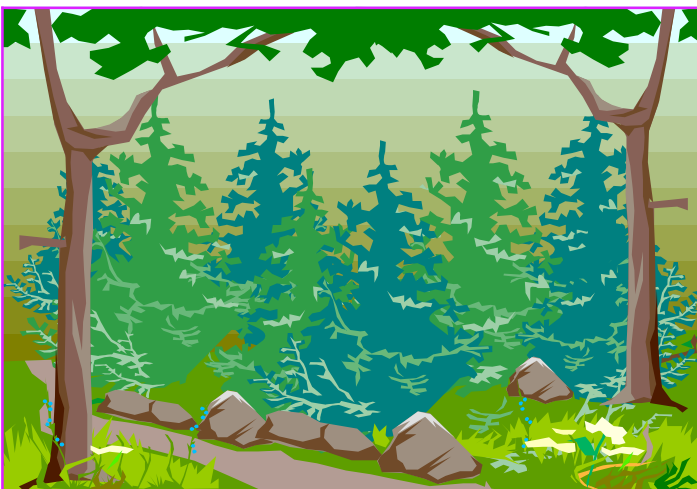
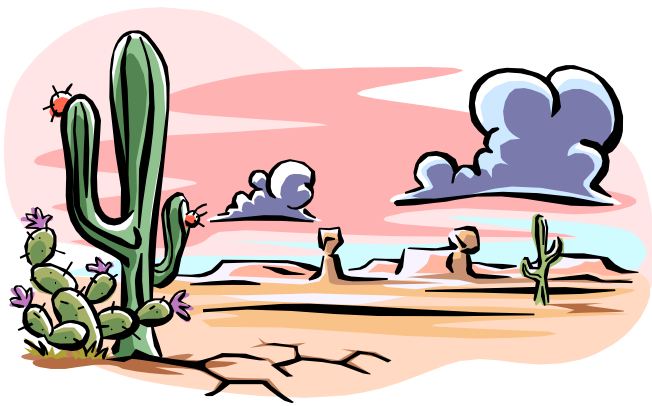
1. Nombre _____
2. Apellido _____
3. Número de teléfono _____
4. Dirección _____
5. Nombres de los padres _____

Gotta Go!

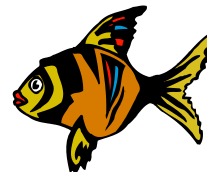
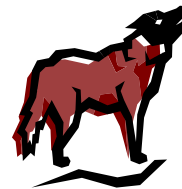
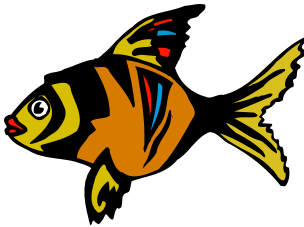
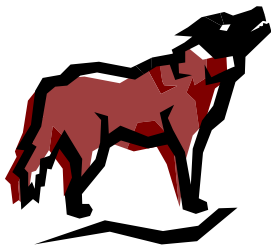
BAÑO 

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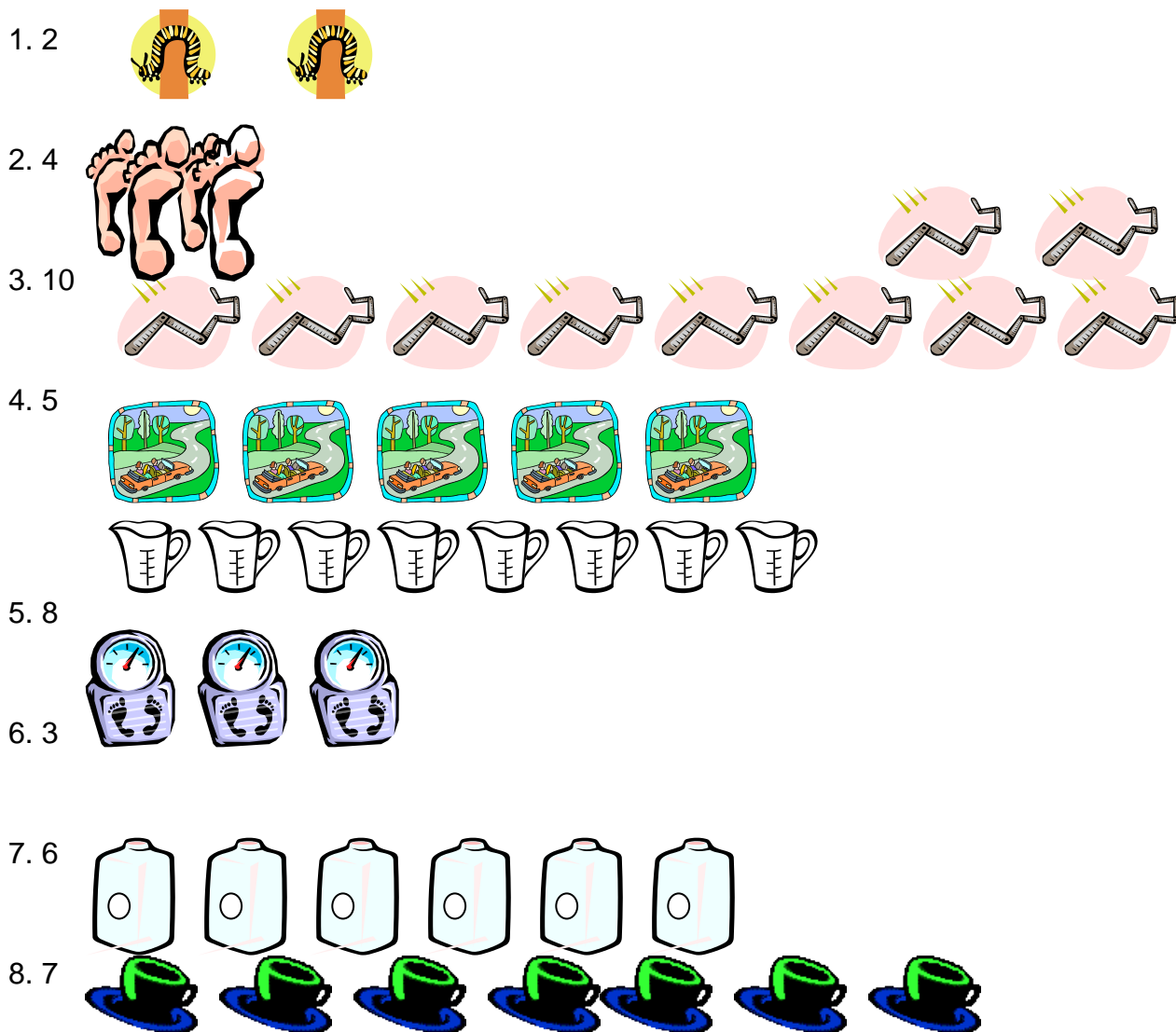
 **BAÑO**



Home Sweet Home- Animals



How Many Are There?



Oh, the Places You'll Go!

*** los Estados Unidos**

***Sudamérica**

***Nebraska**

***Omaha**

***West Point**

Title:	Going in All Directions
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually using a map of the United States. The teacher says, “<i>Dime el estado que está _____ (al norte) de _____.</i>” (Names a state) The student says the name of the correct state.</p> <p>The teacher repeats the question three times using the other location expressions. The student gives the name of the correct state in each case.</p>
Materials, Resources, Equipment Needed:	Map of the United States
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	The Western Hemisphere
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	The teacher will assess each student individually using a map or a globe for reference. The teacher asks, “ <i>¿Qué es esto?</i> ” while pointing to North, Central, South America. The student identifies each of the four places in Spanish.
Materials, Resources, Equipment Needed:	Globe or map (of world or the Western hemisphere)
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Home Sweet Home
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate
Performance Task:	<p>Students will be assessed in pairs sitting back to back. The students or teacher will have cut apart the “Home Sweet Home” animal visual before doing the assessment so that each student has the animals and each student has a copy of the habitats visual.</p> <p>The teacher will instruct the students to hold up an animal (e.g. “<i>Levanten el mono pequeño.</i>”). Next, the teacher will instruct the students to place that animal in a habitat (e.g. “<i>Pongan el mono pequeño en el desierto.</i>”) The teacher continues giving commands until all animals have been placed and each of the five habitats has at least one animal in it.</p>
Materials, Resources, Equipment Needed:	“Home Sweet Home” habitats visual “Home Sweet Home” animals visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	¿Qué Pasa?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 C Read and respond to developmentally appropriate material.
Level:	Intermediate
Performance Task:	<p>The teacher gives a copy of the story to each student to read. (The teacher might want to read it out loud while the students are reading silently.) The teacher then reads the question and the three possible choices. The students circle the correct response and hand in the papers for the teacher to correct.</p> <p>(answer: b)</p>
Materials, Resources, Equipment Needed:	<i>¡Qué viaje interesante!</i> Story
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	What Time Is It?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate
Performance Task:	Students will be assessed individually. The student has in front of him/her the “What Time Is It?” worksheet. The teacher asks, “ <i>¿Qué hora es?</i> ” and points to one of the clocks. The student responds in Spanish with the time indicated on the clock. The teacher repeats the question for the eight clocks on the worksheet.
Materials, Resources, Equipment Needed:	“What Time Is It?” Worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Gotta Go!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The student has in front of him/her the “Gotta Go!” visual. The teacher points to one of the pictures and asks, “<i>¿Dónde está el baño?</i>” (“Where is the bathroom?”)</p> <p>The student responds in Spanish with “<i>Está _____</i>” and the appropriate expression according to the picture.</p> <p>The teacher repeats the question for all time pictures.</p>
Materials, Resources, Equipment Needed:	“Gotta Go!” visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Favorite Things
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate
Performance Task:	<p>Students will be assessed individually. Students are to draw their favorite animal, sport, food, and color before being assessed. (Students could also use photos, magazine pictures, or clip art.). The students use their own visuals to elicit responses during the assessment. The teacher asks the following four questions:</p> <p>a) <i>¿Cuál es tu animal favorito?</i> b) <i>¿Cuál es tu color favorito?</i> c) <i>¿Cuál es tu comida favorita?</i> d) <i>¿Cuál es tu deporte favorito?</i></p> <p>Students answer each question according to their visual using the response, “<i>Mi favorito/a es _____.</i>”</p>
Materials, Resources, Equipment Needed:	Student –created visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Let's Go For a Ride
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher gives the transportation flashcards to the student. The teacher says, “¿<i>Dónde está</i> _____ (transportation)?”</p> <p>The student points to the appropriate transportation card. All ten transportation words are to be assessed.</p>
Materials, Resources, Equipment Needed:	Transportation Flashcards/Visuals
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Getting There
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. Using the transportation flashcards, the teacher holds one transportation card up and says, “<i>¿Cómo vas a la escuela?</i>” (“How do you go to school”?) The student answers with “<i>Voy en</i> _____ (name of transportation).”</p> <p>The teacher repeats the question showing the walking visual. The student answers with “<i>Camino.</i>” (“I walk”).</p>
Materials, Resources, Equipment Needed:	Transportation Flashcards Flashcard/Visual of person walking
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Endings
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate
Performance Task:	The teacher will hand out the “Endings” worksheet to each student. The student will translate the sentences to English.
Materials, Resources, Equipment Needed:	“Endings” worksheet for each class member
Variation:	Students could say the sentence orally instead of writing it.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Getting to Know You
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 F Comprehend and respond to simple personal written communications; such as notes, invitations, and letters.
Level:	Intermediate
Performance Task:	The teacher will give the “Getting to Know You” worksheet to each student and have them fill it out and hand it in. The teacher will then correct it.
Materials, Resources, Equipment Needed:	“Getting to Know You” worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	En el Zoológico
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 G Identify main ideas and key words in oral and written material.
Level:	Intermediate
Performance Task:	<p>The teacher will read a short paragraph entitled “<i>En el Zoológico</i>” (The teacher might want to give a copy of the paragraph to each student so that he/she can follow along.).</p> <p>The teacher will then supply each student with the two questions to be assessed. The students circle the correct response and hand in the papers for the teacher to correct.</p> <p>(Answers: 1 – a; 2 – a)</p>
Materials, Resources, Equipment Needed:	“ <i>En el Zoológico</i> ” story and questions
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	I'm the Teacher
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate
Performance Task:	A student will take the role of the “teacher.” The student “teacher” will call two classmates by name and tell them to come here (“ <i>Vengan acá.</i> ”). The student “teacher” will then tell them to put their pens, pencils, papers or other objects here (“ <i>Pongan sus _____ aquí.</i> ”). Each student will take a turn being the teacher.
Materials, Resources, Equipment Needed:	
Variation:	The teacher may give prompts to elicit the commands from the student (teacher)
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Stop Doing That!
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate
Performance Task:	Each student will be assessed individually. The student will sit or stand in front of the teacher. The teacher will “push” the student, then tap the student’s shoulder repeatedly, then continue to tap. The student will respond in Spanish with “Don’t push”, “Leave me alone”, and “Enough already!” (in this order)
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Yo soy... (Oral Part)

Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate
Performance Task:	<p>The teacher will assess each student individually. The teacher creates two piles of flashcards—one of the three countries and one of the two professions. The student will turn over a card from each pile.</p> <p>(e.g. A map of Mexico and the student card) (The student says, “<i>Soy de México. Soy mexicano/a. Soy estudiante.</i>”)</p> <p>The student turns over the next card from each pile to create another string of descriptions. For the third description, the student turns over the remaining country card and uses the previous profession card.</p>
Materials, Resources, Equipment Needed:	Year 6, 1.3 B vocabulary flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Yo soy... (Written Part)
Standard:	1.3 Students convey information.

Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate
Performance Task:	<p>The teacher will give each student the “<i>Yo soy...</i>” template. The students choose the correct vocabulary from the word bank to be used to describe themselves.</p> <p>The students write their three-sentence self-description.</p>
Materials, Resources, Equipment Needed:	“ <i>Yo soy</i> ” template page—one per student
Variation:	The students could cut out a picture of a student and/or a teacher from a magazine. Student writes a three-sentence description of the cut-out and attaches the picture to the description.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Address It!
Standard:	1.3 Students convey information.
Progress Indicators	1.3 C Write a personal communication.

Assessed:	
Level:	Intermediate
Performance Task:	<p>Students will be assessed individually. The teacher gives the student the address activity page. The teacher then asks the questions:</p> <p><i>¿Cuál es el código postal de Madrid?</i> <i>¿Cómo se llama el paseo en México D.F.?</i> <i>¿Cuál es el número del apartamento en México D.F.?</i> <i>¿Cómo se llama la calle en Madrid?</i> <i>¿Cuál es el número del apartado en San José?</i> <i>¿Cómo se llama la avenida en México D.F.?</i></p> <p>The student writes the correct answers on a sheet of paper.</p>
Materials, Resources, Equipment Needed:	Address Activity Page
Variation:	The student could have a copy of the questions in front of them.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Pen Pal
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 C Write a personal communication.

Level:	Intermediate
Performance Task:	<p>Students will be assessed individually. The teacher gives each student the “Pen Pal” activity sheet and instructs the students to write a pen pal letter and to address the envelope. <i>“Escriban de una carta a un amigo/una amiga.”</i> y <i>“Pongan la dirección en el sobre.”</i></p> <p>The students will hand in their letters for the teacher to check.</p>
Materials, Resources, Equipment Needed:	<p>“Pen Pal” activity sheet (1 per student) and one envelope per student.</p> <p>The teacher could use the address activity sheet as examples of addresses to be used on the envelope.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Just a Quick Note...
Standard:	1.3 Students convey information.
Progress Indicators Assessed:	1.3 C Write a personal communication.
Level:	Intermediate

Performance Task:	Students will be assessed individually. The teacher gives each student the “Quick Note” activity sheet and instructs the students to write a quick note. “ <i>Escriban una nota.</i> ” The students will hand in their notes to the teacher to be checked.
Materials, Resources, Equipment Needed:	“Quick Note” activity sheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Show Time!!
Standard:	1.3 Students convey information to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 E Present prepared material to an audience.
Level:	Primary & Intermediate

Performance Task:	<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 niños</i> (One, Two, Three Children)</p> <p><u>Español Para Ti</u> “Spanish Is For You and For Me”</p> <p><u>“Body Tengo” poem</u> <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>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Pen Pal Activity

You are to write a letter to a pen pal. Create your first draft on the template below before writing out the final copy of your letter. Use the key to determine the type of information to include as well as the order in which it should be written. Use the word bank for the information you are to write, giving your personal information in the word bank phrase blanks.

1) _____
2) _____
3)/4)/5)/6) _____

7) _____
8) _____

- | | |
|-------------------|------------------------|
| 1) date | 2) salutation |
| 3) name | 4) age |
| 5) where you live | 6) what you like to do |
| 7) closing | |
| 8) your name | |

Word Bank

- ☐ Sinceramente,
- ☐ Me gusta _____.
- ☐ Vivo en _____.
- ☐ Tengo _____ años.
- ☐ Querido amigo, or Querida amiga,
- ☐ el dos de mayo
- ☐ Me llamo _____.

Just a Quick Note...

You are to write a note to a classmate: 1) inviting him/her; 2) to your house
3) to play outside; 4) after school.

Circle the correct phrase from A or B for #1 - 4, then rewrite the circled
phrases in your note. Be sure to address the note and to sign it.

A

1. Levanten
2. a mi casa
3. para jugar afuera
4. después de escuchar

B

- Ven
- a mi clase
- para tocar la flauta
- después de la escuela

What Time Is It?

Answer Key

1. Es la una.
2. Son las tres.
3. Son las cuatro y diez.
4. Son las seis y cuarto.
5. Son las ocho y media.
6. Son las once menos cuarto. OR
Son las diez y cuarenta y cinco.
7. Son las doce menos diez. OR
Son las once y cincuenta.
8. Son las cinco y pico.*

*(Prompt students to give a general rather than a specific time so they say e.g., It's a little after five.)

What Time Is It?

1.

1:00

2.

3:00

3.

4:10

4.

6:15

What Time Is It?

5.

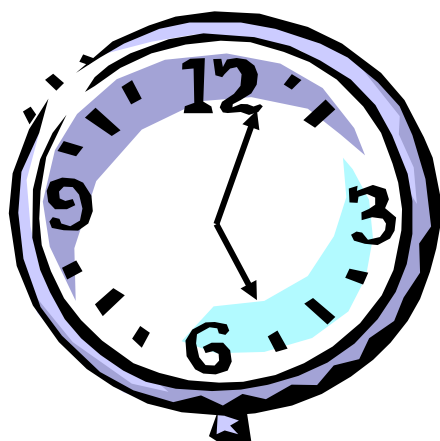
8:30

6.




10:45

11:50

8.



What We Like to Do...

A Juan	Sí	No
		
A Juan y a María	Sí	No
		
A Juan, a María, y a mí	Sí	No
		

Yo soy...

las nacionalidades

americano

mexicano

español

americana

mexicana

española

los países

los EEUU

México

España

las profesiones

estudiante

maestra

En el zoológico

Unos amigos están en el zoológico. Raúl mira los elefantes.

¡Qué grandes! Rosa mira los monos. ¡Qué cómicos! Rita y

Ricardo miran los pingüinos. “¡Me gusta nadar también!” dice

Ricardo. Ramón y Renato miran los tigres. ¡Qué feroces! ¡A los

amigos les gusta mirar los animales! ¡Les gusta visitar el

zoológico!

1. ¿Cuál de los personajes mira los monos?
 - a) Rosa
 - b) Raúl
 - c) Rita y Ricardo
2. ¿Cuáles de los personajes miran los pingüinos?
 - a) Rita y Ricardo
 - b) Ramón y Renato
 - c) Rosa y Raúl

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Title:	Bumps & Bruises
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 A Express basic needs.
Level:	Intermediate
Performance Task:	<p>The teacher will assess each student individually. Prior to the assessment, the teacher will pull out the flashcards for “I’m hurt,” “I cut myself,” “I fell down,” “I twisted/sprained,” and “I broke,” and a part of the body flashcard (ankle or wrist). The student will say a statement based on each flashcard shown.</p> <p>(For the “twisted/sprained” and “broke” flashcards, also show the body part card.) Next, the teacher will make two of the statements to which the student should respond with “<i>¡Pobrecito/a!</i>” and “<i>¡Qué lástima!</i>”</p>
Materials, Resources, Equipment Needed:	<p>Body parts flashcards</p> <p>Year 7 1.1 A flashcards</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Look Who’s Talking

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 B Express basic courtesies.
Level:	Intermediate
Performance Task:	<p>The students will be assessed in pairs—Each student has a phone.</p> <p>Student A dials the phone.</p> <p>Student B: <i>Diga</i> or <i>Hola</i> or <i>Bueno</i> or <i>Aló</i>.</p> <p>Student A: <i>¿Está</i> _____ (name of someone)?</p> <p>Student B: <i>Está ocupado/a</i></p> <p>Student B: <i>¿Te gusta dejar un recado?</i></p> <p>Student A: <i>No. Adiós.</i></p> <p>Student B: <i>Hasta pronto.</i></p> <p>Switch roles. The teacher may prompt the students with gestures, visuals, or clues to help with the dialog.</p>
Materials, Resources, Equipment Needed:	Two play phones
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Hello, World!
Standard:	1.1 Students engage in conversations.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Progress Indicators Assessed:	1.1 B Express basic courtesies.
Level:	Intermediate
Performance Task:	The teacher will give each student a copy of the “Hello, World!” assessment worksheet. The students match the “Hello” phrases to the appropriate map. The worksheets will be checked by the teacher.
Materials, Resources, Equipment Needed:	“Hello, World!” worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	I’m Feeling...
Standard:	1.1 Students engage in conversations.
Progress Indicators	1.1 C Express state of being.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Assessed:	
Level:	Intermediate
Performance Task:	<p>The teacher will assess each student individually. The teacher will ask the student “¿<i>Cómo estás?</i>” and show him/her each of the three emotion flashcards (“bored,” “excited,” “embarrassed”).</p> <p>The student responds accordingly.</p>
Materials, Resources, Equipment Needed:	Year 7 1.1 C flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	What To Do? What To Do?
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 D Express likes and dislikes.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher will hold up one of the chore cards. The students will say in Spanish “<i>Tengo que</i> _____ (chore verb).”</p> <p>All nine chore verbs are to be assessed.</p>
Materials, Resources, Equipment Needed:	“Chores” flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	What Do You Think?
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 D Express likes and dislikes.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 7

Performance Task:	<p>The students will each receive a copy of the “What Do You Think?” worksheet. The teacher reads the expressions one at a time from the worksheet word bank.</p> <p>The students then write the expression under the picture that reflects the expression. (The answers may vary somewhat as it is an opinion.)</p>
Materials, Resources, Equipment Needed:	“What Do You Think?” worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Agree? No Way!
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 E Express agreement and disagreement.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	<p>The teacher will assess each student individually. The teacher first asks a question such as “<i>¿Te gusta comer los insectos?</i>” The student responds with “<i>De ninguna manera.</i>” The teacher then makes two statements (one for the student to agree with and one for the student to disagree with). The student agrees or disagrees.</p> <p><i>Example:</i></p> <table> <tr> <td>Teacher:</td><td>Student:</td></tr> <tr> <td><i>Los elefantes son grandes.</i></td><td><i>Estoy de acuerdo.</i></td></tr> <tr> <td><i>Las bananas son rojas.</i></td><td><i>No estoy de acuerdo.</i></td></tr> </table>	Teacher:	Student:	<i>Los elefantes son grandes.</i>	<i>Estoy de acuerdo.</i>	<i>Las bananas son rojas.</i>	<i>No estoy de acuerdo.</i>
Teacher:	Student:						
<i>Los elefantes son grandes.</i>	<i>Estoy de acuerdo.</i>						
<i>Las bananas son rojas.</i>	<i>No estoy de acuerdo.</i>						
Materials, Resources, Equipment Needed:							
Variation:							
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric						
Title:	Ready! Set! Action!						
Standard:	1.1 Students engage in conversations.						
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.						
Level:	Intermediate						

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	<p>The students will be assessed individually. Using the action verb flashcards, the teacher shows the nine flashcards one at a time and each time asks, “<i>¿Qué estás haciendo?</i>” (What are you doing?)</p> <p>The student answers, “<i>Estoy</i> _____ (verb that picture denotes).” for each verb flashcard shown. The teacher then repeats the question showing the flashcard for “nothing.” The student responds with “<i>Nada.</i>”</p>
Materials, Resources, Equipment Needed:	<p>Action verb flashcards</p> <p>“Nothing” flashcard</p>
Variation:	<p>The teacher could act out the verbs.</p>
Scoring Criteria:	<p>Checklist or <i>IN-VISION</i> Rubric</p>
Title:	<p>My Future</p>
Standard:	<p>1.1 Students engage in conversations.</p>
Progress Indicators Assessed:	<p>1.1 F Respond to one-on-one interactions.</p>
Level:	<p>Intermediate</p>

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	Before the assessment, the students draw a picture, use clip art, find a visual, etc., that represents a profession that they want to be. The name of the profession should be learned in Spanish. For the assessment, the students bring the visual with them to use. Each student will be assessed individually. The teacher asks, “ <i>Qué quieres ser?</i> ” The student responds, “ <i>Quiero ser</i> _____ (name of profession),” according to the visual.
Materials, Resources, Equipment Needed:	Students’ own visual of a profession
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Building Blocks
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Performance Task:	<p>Students will be assessed individually. The teacher gives the “Building Blocks” map to the student and asks where each of the four buildings is located. The student answers accordingly.</p> <table> <tr> <td>Teacher:</td><td>Student:</td></tr> <tr> <td><i>¿Dónde está el supermercado?</i></td><td><i>Está por allá.</i></td></tr> <tr> <td><i>¿Dónde está el banco?</i></td><td><i>Está en la esquina.</i></td></tr> <tr> <td><i>¿Dónde está el hotel?</i></td><td><i>Está todo derecho.</i></td></tr> <tr> <td><i>¿Dónde está el cine?</i></td><td><i>Está por acá.</i></td></tr> </table>	Teacher:	Student:	<i>¿Dónde está el supermercado?</i>	<i>Está por allá.</i>	<i>¿Dónde está el banco?</i>	<i>Está en la esquina.</i>	<i>¿Dónde está el hotel?</i>	<i>Está todo derecho.</i>	<i>¿Dónde está el cine?</i>	<i>Está por acá.</i>
Teacher:	Student:										
<i>¿Dónde está el supermercado?</i>	<i>Está por allá.</i>										
<i>¿Dónde está el banco?</i>	<i>Está en la esquina.</i>										
<i>¿Dónde está el hotel?</i>	<i>Está todo derecho.</i>										
<i>¿Dónde está el cine?</i>	<i>Está por acá.</i>										
Materials, Resources, Equipment Needed:	“Building Blocks” visual										
Variation:											
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric										
Title:	What’s for Breakfast?										
Standard:	1.1 Students engage in conversations.										
Progress Indicators Assessed:	1.1 F Respond to one-on-one interactions.										
Level:	Intermediate										

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	The teacher will assess each student individually. The teacher will ask the student, “¿ <i>Qué desayunaste?</i> ” While showing one of the five breakfast food flashcards, the student will answer with “ <i>Desayuné</i> ” and the name of the food item shown. Each of the five breakfast foods is to be assessed.
Materials, Resources, Equipment Needed:	Breakfast food flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	I Like It! I Like It!
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	<p>The students are assessed in pairs. Before the assessment, the students fill out the “topic” sheet to be used in the assessment. During the assessment, Student A says, “<i>Qué</i> _____ (lists a topic) <i>te gusta más?</i>”</p> <p>Student B uses the topic sheet and responds, “<i>Me gusta más</i> _____ (name used on “topic” sheet).”</p>
Materials, Resources, Equipment Needed:	“I Like It! I Like It!” topic sheet
Variation:	Student A could have a flashcard for the topic as a cue.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Identify Who & Where
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	<p>Students will be assessed in pairs. Student A will ask the following questions, and Student B will answer them. Give each student the assessment visual as a guide.</p> <p>Student A: <i>¿Quién es?</i> Student B: <i>Es Pepe.</i> Student A: <i>¿De dónde es?</i> Student B: <i>Es de Puebla.</i> Student A: <i>¿Quiénes son?</i> Student B: <i>Son Mario y Sara.</i> Student A: <i>¿De dónde son?</i> Student B: <i>Son de Tampico.</i> Student A: <i>¿De dónde eres?</i> Student B: <i>Soy de _____.</i></p> <p>Switch roles.</p>
Materials, Resources, Equipment Needed:	“Identify Who & Where” visual worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Who Is It?
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Performance Task:	<p>The students are assessed in pairs. Student A has one set of flashcards for boy, girl, teenager-boy, teenager-girl, friend-male, friend-female, and another set of flashcards for boys, girls, boys and girls together, teenagers-males, teenagers-females, teenagers-males and females together. Student A asks Student B, “¿<i>Quién es?</i>”</p> <p>Student B answers according to the picture shown.</p> <p>Student A repeats the question for each of the flashcards. Then Student A uses the second set of flashcards and asks, “¿<i>Quiénes son?</i>” Student B answers according to the picture shown. Reverse roles.</p>
Materials, Resources, Equipment Needed:	Flashcards or pictures representing the vocabulary to be assessed.
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	People I Know
Standard:	1.1 Students engage in conversation.
Progress Indicators Assessed:	1.1 G Ask and answer simple questions.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	The students are assessed individually using the “People in the Community” flashcards. The teacher shows the cards one by one to the student each time asking, “¿ <i>Quién es?</i> ”. The student answers according to the picture, “ <i>Es</i> _____. (name of community person).” All seven community people are to be assessed.
Materials, Resources, Equipment Needed:	“People in the Community” flashcards
Variation:	Have two students test each other. Student A takes the role of the teacher, then reverse roles and Student B takes the role of the teacher.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Let’s Find Out
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Performance Task:	<p>The students are assessed in pairs doing the following role play.</p> <p>Student A: <i>Necesito información.</i> (I need some information.)</p> <p>Student B: <i>Busca en la red/el internet. Ve a yahoo punto com.</i> (Look online. Go to yahoo.com.)</p> <p>Switch roles.</p>
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Let's Communicate
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Performance Task:	The students are assessed individually. Using the flashcards for “ <i>Entra.</i> ,” “ <i>Mándame un correo electrónico.</i> ,” and “ <i>Sal.</i> ” (“Log on,” “E-mail me,” and “Log off.”) The teacher shows the flashcard to the student. The student says the Spanish expression that the picture shows.
Materials, Resources, Equipment Needed:	Flashcards for “E-mail me” and “Log on.” and “Log off.”
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Accent the Punctuation!
Standard:	1.1 Students engage in conversations.
Progress Indicators Assessed:	1.1 H Make and respond to simple requests.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	The students are assessed individually. The teacher shows the punctuation flashcards, one by one, to the student and asks, “¿ <i>Qué es esto?</i> ” (“What is this?”) The student answers in Spanish according to the flashcard shown. All nine punctuation words are assessed. Then the teacher says to the student, “¿ <i>Cómo se deletrea lápiz?</i> ” (“How do you spell pencil?”) The student spells it in Spanish. Then, the teacher says “¿ <i>Necesita un acento?</i> ” (“Does it need an accent?”) The student says, “ <i>Sí.</i> ” (“Yes.”)
Materials, Resources, Equipment Needed:	Flashcards for punctuation words
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Cooking Up a Storm!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Level:	Intermediate
Performance Task:	The students will be assessed individually. Using the cooking flashcards, the teacher shows the cards to the student one by one and says, “¿ <i>Qué es?</i> ” The student responds according to the picture. All six cooking words are to be assessed. Then the teacher says in Spanish the eight cooking verbs and the student acts them out.
Materials, Resources, Equipment Needed:	Cooking vocabulary flashcards
Variation:	These could be two separate assessments.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	A Household of Furnishings
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher gives the rooms in the house and the In the House flashcards to the student. Then the teacher says, “<i>Pon</i> _____ (“in the house” word) <i>en</i> _____ (“room in the house” word).”</p> <p><i>Example:</i> (“<i>Pon la estufa en la cocina.</i>”) (“Put the stove in the kitchen.”)</p> <p>All rooms and furnishings are to be assessed.</p>
Materials, Resources, Equipment Needed:	<p>Rooms in the house flashcards In the house flashcards</p>
Variation:	Use play objects for the furnishings
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Hard to Find
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher places a flashcards of one of the rooms somewhere in the classroom with an object (book, pencil, etc.) on it. The teacher then tells the student “<i>Ve a _____</i> (name of room) <i>para conseguir _____</i> (name of object).”</p> <p>Then the teacher says, “<i>Mira debajo del libro.</i>”, “<i>Mira sobre el libro.</i>”, “<i>Mira en el libro.</i>” The student does what the teacher tells him/her to do.</p>
Materials, Resources, Equipment Needed:	Flashcard of a room and classroom object
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric
Title:	What’s in a Description?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Level:	Intermediate
Performance Task:	The students will be assessed individually or in pairs seated back-to-back. The teacher gives each student a set of the descriptive adjective flashcards and says, “ <i>Esta persona es _____</i> (adjective).” (e.g. “ <i>Esta persona es bonita.</i> ”) The student/s point to the appropriate picture. the teacher repeats the sentence each time using all seven descriptive adjectives. The teacher then gives to the student/s three pictures representing different professions including a teacher and says, “ <i>Esta persona es maestra.</i> ” The student points to the picture of the teacher.
Materials, Resources, Equipment Needed:	Descriptive adjective flashcards
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric
Title:	What’s the Composition?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Level:	Intermediate
Performance Task:	The students will be assessed individually. The student will have a copy of the “What’s the composition?” visual. The teacher says, “ <i>Es de <u>cuero</u></i> .” The student points to the picture representing leather. The teacher repeats the sentence using all ten object description words.
Materials, Resources, Equipment Needed:	“What’s the Composition?” visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	What’s It Like?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Level:	Intermediate
Performance Task:	The students will be assessed individually. The student has a copy of the seven attribute expressions. The teacher says, “ <i>Es <u>(duro)</u></i> .” The student points to the appropriate picture. The teacher repeats the sentence for the seven attributes.
Materials, Resources, Equipment Needed:	Object description (attribute) flashcards
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric
Title:	Music Makes Me Happy!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 C Read and respond to developmentally appropriate material.

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 7

Level:	Intermediate
Performance Task:	<p>The teacher hands out the “Music Makes Me Happy!” letter to each student. The students read the letter, circle the response, and hand in the papers for the teacher to correct.</p> <p>(Answers: 1 – c 2 – b)</p>
Materials, Resources, Equipment Needed:	“Music Makes Me Happy!” story
Variation:	The teacher could read the story to the students as they follow along.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	When Is It?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Level:	Intermediate												
Performance Task:	<p>Students will be assessed individually. The teacher will set out the event flashcards in a column:</p> <div><div>practice</div><div>concert</div><div>game</div></div> <p>Next to each event, the teacher will place two time cards, one in column A and one in column B.</p> <table><tr><td></td><td>A</td><td>B</td></tr><tr><td>practice</td><td>1:00</td><td>1:30</td></tr><tr><td>concert</td><td>2:00</td><td>2:15</td></tr><tr><td>game</td><td>12:00pm</td><td>12:00am</td></tr></table> <p>The teacher will ask at what time an event takes place while pointing to either column A or column B. The student will answer in Spanish accordingly. (e.g. Pointing to column A, the teacher asks, “¿Cuándo es el concierto?” The student responds with, “A las dos.” Each event and time are to be assessed.</p>		A	B	practice	1:00	1:30	concert	2:00	2:15	game	12:00pm	12:00am
	A	B											
practice	1:00	1:30											
concert	2:00	2:15											
game	12:00pm	12:00am											
Materials, Resources, Equipment Needed:	From 1.2 D Year 7, the 3 event flashcards and the 6 time flashcards												
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric												
Title:	Who Is That Teacher?												
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.												
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.												

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher asks the student the names of three of his/her teachers of certain school subjects. The student responds accordingly using the phrase, “ <i>Se llama</i> _____.”
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	The Sound of Music
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher, in advance, will pull out the flashcards of the ten musical instruments. Showing the student a flashcard, the teacher asks, “¿ <i>Cuál es este instrumento musical?</i> ” The student says the name of the instrument in Spanish. Each instrument will be assessed.
Materials, Resources, Equipment Needed:	Musical instrument flashcards
Variation:	
Scoring Criteria:	Checklist or IN-VISION Rubric
Title:	Play It Again!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum
Assessments—Year 7

Performance Task:	Students will be assessed individually. The teacher will ask each student, “¿ <i>Qué instrumento musical tocas?</i> ” The student answers either with “ <i>No toco nada.</i> ” Or “(Yo) <i>Toco</i> _____ (name of instrument).”, depending on whether or not he/she plays an instrument.
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Take Note!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 F Comprehend and respond to simple personal written communications; such as notes, invitations, and letters.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 7

Performance Task:	Students will be assessed individually. The teacher will give eight written notes, one at a time, to the student. The student will respond accordingly by acting out what each note says.
Materials, Resources, Equipment Needed:	Signs to place in the classroom for secretary, principal, home, school, and bus Telephone
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	The Written Word
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 G Identify main ideas and key words in oral and written material.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	Students will be assessed individually. The teacher will show an example of each of the eight written items from Year 7, 1.2 G. the teacher will ask the student, “¿Qué es?” The student will respond accordingly in Spanish. Each of the eight written items is to be assessed.
Materials, Resources, Equipment Needed:	Examples of an invitation, a message/note, a letter, an ad, an assignment, a composition, a menu, and a recipe
Variation:	Find examples of each using authentic Spanish materials
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Go Tell It to Me!
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 7

Performance Task:	<p>The students will be assessed in pairs. Student A will give Student B instructions to follow. Then the students switch roles. The teacher will check off the commands when given. Flashcards should be used as prompts for commands.</p> <ol style="list-style-type: none">1. Go get your _____. (books, boots, coat, etc.)2. Go to the _____. (gym, playground, etc.)3. Tell me your name.4. Tell me again.
Materials, Resources, Equipment Needed:	<p>Flashcards for the four commands Flashcard of a school place and of an item (for the student to get).</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Feel It! Smell It! Touch It!
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**
Assessments—Year 7

Performance Task:	The students will be tested individually. Using the “characteristics” flashcards, the teacher shows one card at a time to the student saying, “¿ <i>Qué es esto?</i> ” The student responds in Spanish with the appropriate word according to the flashcard shown. All ten characteristics will be assessed.
Materials, Resources, Equipment Needed:	“Characteristics” flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Sensational!
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 7

Performance Task:	The students will be assessed individually. Each student is given a copy of the “Sensational” worksheet and fills it out and then reads it to the teacher. The student should use one expression per word from each column, only once.
Materials, Resources, Equipment Needed:	“Sensational” Worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Dear Me
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 C Write a personal communication; such as a note, letter, or invitation.
Level:	Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	<p>Students will be assessed individually. Using the guide list, students will write a friendly letter in Spanish.</p> <p>Guide List</p> <ol style="list-style-type: none"> 1. Write the date. 2. Dear _____, 3. State your name. 4. State your profession. 5. State where you're from. 6. Tell something that you like to do. 7. Write your closing. 8. Sign your name. <p>The students should also be given a word bank as well.</p> <p><i>Me llamo---Soy de---Tu amigo/a---Me gusta---Soy---Querido/a---estudiante</i></p>
Materials, Resources, Equipment Needed:	<p>Paper or stationary</p> <p>Pencil/pen</p> <p>Guide list/Word bank for “Dear Me”</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Friends to the End
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 C Write a personal communication; such as a note, letter, or invitation.
Level:	Intermediate

***IN-VISION* Elementary Spanish Curriculum**

Assessments—Year 7

Performance Task:	Students will be assessed individually. The teacher will give each student the “Friends to the End” assessment worksheet to complete using the word bank. The teacher may read the four letter closings out loud as the students work on the worksheet. The teacher will check each worksheet.
Materials, Resources, Equipment Needed:	“Friends to the End” Assessment Worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

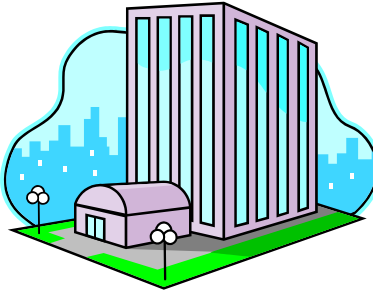
Title:	Show Time!!
Standard:	1.3 Students convey information to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 E Present prepared material to an audience.
Level:	Primary & Intermediate

IN-VISION Elementary Spanish Curriculum

Assessments—Year 7

Performance Task:	<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 niños</i> (One, Two, Three Children)</p> <p><u>Español Para Ti</u> “Spanish Is For You and For Me”</p> <p><u>“Body Tengo” poem</u> <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>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Building Blocks Visual



La Avenida Puertorriqueña



La Calle de San Juan

*

Estás aquí.



Assessments 7

Music Makes Me Happy!

7.2C

The teacher hands out the “Music Makes Me Happy!” letter to each student. The students read the letter and answer the two questions.

(Answers 1-C 2-B)

Materials: “Music Makes Me Happy!” letter

Variation: The teacher could read the letter to the students as they follow along.

Check List or IN-VISION Rubric

Music Makes Me Happy!

Querida Alicia,

¿Cómo estás? Yo estoy muy bien. Me gustan mis clases especialmente mi clase de música. Yo toco el clarinete. Mi maestro de música se llama Sr. Muñoz. El es muy amable. Estoy muy emocionada. El viernes voy a un concierto. ¡Qué padre! Mándame un correo electrónico o una carta.

Abrazos,

Tu amiga, Juana

Read the following questions based on the letter and circle the correct answers.

1-¿Cómo se siente Juana?

- a-muy amable**
- b-muy padre**
- c- muy emocionada**

2-¿Por qué está feliz?

- a-Le gusta el clarinete.**
- b-Va a un concierto el viernes.**
- c-Le gusta el correo electrónico.**

Friends to the End



**Abrazos
Con cariño
Te extraño
Tu amigo/a**





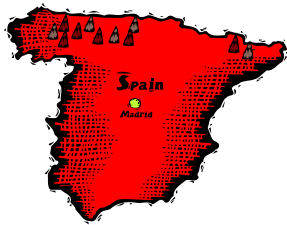


Hello, World!

Draw a line from the “hello” expression to the country that uses it in phone conversations.



Aló.



Bueno.



Diga.



Hola.

I Like It! I Like It!

Topic Worksheet

Fill in your favorite in the categories listed below.

1. animal favorito _____

2. color favorito _____

3. deporte favorito _____

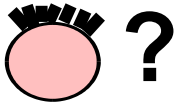
4. película favorita _____

5. material favorito _____

Identify Who & Where

A

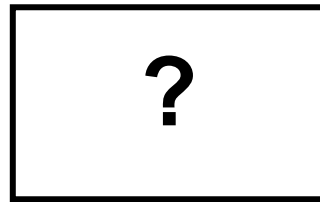
1.



2.



3. mi amigo/mi amiga



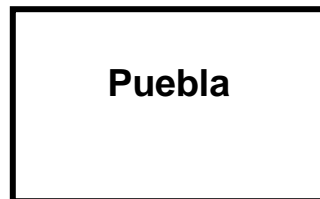
Identify Who & Where

B

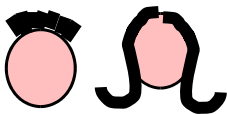
1.



Pepe



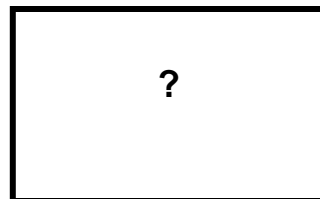
2.



Mario & Sara



3. yo



Music Makes Me Happy!

Querida Alicia,

¿Cómo estás? Yo estoy muy bien. Me gustan mis clases, especialmente mi clase de música. Yo toco el clarinete. Mi maestro de música se llama el Sr. Muñoz. Él es muy amable. Estoy muy emocionada. El viernes voy a un concierto. ¡Qué padre! Mándame un correo electrónico o una carta.

Abrazos,

Tu amiga, Juana

Read the following questions based on the letter and circle the correct answers:

1. ¿Cómo se siente Juana?

- a – muy amable
- b – muy padre
- c – muy emocionada

2. ¿Por qué está feliz?

- a – El maestro se llama el Sr. Muñoz.
- b – Hay un concierto el viernes.
- c – Le gusta el correo electrónico.

Title:	Cooking Up a Storm!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	The students will be assessed individually. Using the cooking flashcards, the teacher shows the cards to the student one by one and says, “¿ <i>Qué es?</i> ” The student responds according to the picture. All six cooking words are to be assessed. Then the teacher says in Spanish the eight cooking verbs and the student acts them out.
Materials, Resources, Equipment Needed:	Cooking vocabulary flashcards
Variation:	These could be two separate assessments.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	A Household of Furnishings
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher gives the rooms in the house and the In the House flashcards to the student. Then the teacher says, “<i>Pon</i> _____ (“in the house” word) <i>en</i> _____ (“room in the house” word).”</p> <p>(e.g. “<i>Pon la estufa en la cocina.</i>”) (“Put the stove in the kitchen.”)</p> <p>All rooms and furnishings are to be assessed.</p>
Materials, Resources, Equipment Needed:	Rooms in the house flashcards In the house flashcards
Variation:	Use play objects for the furnishings
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	Hard to Find
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually. The teacher places a flashcards of one of the rooms somewhere in the classroom with an object (book, pencil, etc.) on it. The teacher then tells the student “<i>Ve a</i> _____ (name of room) <i>para conseguir</i> _____ (name of object).”</p> <p>Then the teacher says, “<i>Mira debajo del libro.</i>”, “<i>Mira sobre el libro.</i>”, “<i>Mira en el libro.</i>” The student does what the teacher tells him/her to do.</p>
Materials, Resources, Equipment Needed:	Flashcard of a room and classroom object
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric

Title:	What's in a Description?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors.
Level:	Intermediate
Performance Task:	<p>The students will be assessed individually or in pairs seated back-to-back. The teacher gives each student a set of the descriptive adjective flashcards and says, “<i>Esta persona es _____</i> (adjective).” (e.g. “<i>Esta persona es bonita.</i>”) The student/s point to the appropriate picture. the teacher repeats the sentence each time using all seven descriptive adjectives. The teacher then gives to the student/s three pictures representing different professions including a teacher and says, “<i>Esta persona es maestra.</i>” The student points to the picture of the teacher.</p>
Materials, Resources, Equipment Needed:	Descriptive adjective flashcards
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric

Title:	What's the Composition?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate
Performance Task:	The students will be assessed individually. The student will have a copy of the "What's the composition?" visual. The teacher says, " <i>Es de <u>cuero</u></i> ." The student points to the picture representing leather. The teacher repeats the sentence using all ten object description words.
Materials, Resources, Equipment Needed:	"What's the Composition?" visual
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	What's It Like?
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptions.
Level:	Intermediate
Performance Task:	The students will be assessed individually. The student has a copy of the seven attribute expressions. The teacher says, " <i>Es (<u>duro</u>)</i> ." The student points to the appropriate picture. The teacher repeats the sentence for the seven attributes.
Materials, Resources, Equipment Needed:	Object description (attribute) flashcards
Variation:	
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric

Title:	Music Makes Me Happy!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 C Read and respond to developmentally appropriate material.
Level:	Intermediate
Performance Task:	<p>The teacher hands out the “Music Makes Me Happy!” letter to each student. The students read the letter, circle the response, and hand in the papers for the teacher to correct.</p> <p>(Answers: 1 – c 2 – b)</p>
Materials, Resources, Equipment Needed:	“Music Makes Me Happy!” story
Variation:	The teacher could read the story to the students as they follow along.
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

Title:	When Is It?														
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.														
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.														
Level:	Intermediate														
Performance Task:	<p>Students will be assessed individually. The teacher will set out the event flashcards in a column:</p> <div><div>practice</div><div>concert</div><div>game</div></div> <p>Next to each event, the teacher will place two time cards, one in column A and one in column B.</p> <table><tr><td></td><td>A</td><td>B</td></tr><tr><td>practice</td><td>1:00</td><td>1:30</td></tr><tr><td>concert</td><td>2:00</td><td>2:15</td></tr><tr><td>game</td><td>12:00pm</td><td>12:00am</td></tr></table> <p>The teacher will ask at what time an event takes place while pointing to either column A or column B. The student will answer in Spanish accordingly. (e.g. Pointing to column A, the teacher asks, “¿Cuándo es el concierto?” The student responds with, “A las dos.” Each event and time are to be assessed.</p>				A	B	practice	1:00	1:30	concert	2:00	2:15	game	12:00pm	12:00am
	A	B													
practice	1:00	1:30													
concert	2:00	2:15													
game	12:00pm	12:00am													
Materials, Resources, Equipment Needed:	From 1.2 D Year 7, the 3 event flashcards and the 6 time flashcards														
Scoring Criteria:	Checklist and <i>IN-VISION</i> Rubric														
Title:	Who Is That Teacher?														

Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher asks the student the names of three of his/her teachers of certain school subjects. The student responds accordingly using the phrase, “ <i>Se llama</i> _____.”
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	The Sound of Music
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.

Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues.
Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher, in advance, will pull out the flashcards of the ten musical instruments. Showing the student a flashcard, the teacher asks, “¿ <i>Cuál es este instrumento musical?</i> ” The student says the name of the instrument in Spanish. Each instrument will be assessed.
Materials, Resources, Equipment Needed:	Musical instrument flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Play It Again!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress	1.2 E Identify aural, visual, and context clues.

Indicators Assessed:	
Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher will ask each student, “¿ <i>Qué instrumento musical tocas?</i> ” The student answers either with “ <i>No toco nada.</i> ” Or “ <i>(Yo) Toco</i> _____ (name of instrument).”, depending on whether or not he/she plays an instrument.
Materials, Resources, Equipment Needed:	
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Take Note!
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 F Comprehend and respond to simple personal written communications; such as notes, invitations, and letters.

Level:	Intermediate
Performance Task:	Students will be assessed individually. The teacher will give eight written notes, one at a time, to the student. The student will respond accordingly by acting out what each note says.
Materials, Resources, Equipment Needed:	Signs to place in the classroom for secretary, principal, home, school, and bus Telephone
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	The Written Word
Standard:	1.2 Students understand and interpret written and spoken language on a variety of topics.
Progress Indicators Assessed:	1.2 G Identify main ideas and key words in oral and written material.
Level:	Intermediate

Performance Task:	Students will be assessed individually. The teacher will show an example of each of the eight written items from Year 7, 1.2 G. the teacher will ask the student, “¿ <i>Qué es?</i> ” The student will respond accordingly in Spanish. Each of the eight written items is to be assessed.
Materials, Resources, Equipment Needed:	Examples of an invitation, a message/note, a letter, an ad, an assignment, a composition, a menu, and a recipe
Variation:	Find examples of each using authentic Spanish materials
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Go Tell It to Me!
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 A Give directions, commands, and instructions.
Level:	Intermediate

Performance Task:	<p>The students will be assessed in pairs. Student A will give Student B instructions to follow. Then the students switch roles. The teacher will check off the commands when given. Flashcards should be used as prompts for commands.</p> <ol style="list-style-type: none"> 1. Go get your _____. (books, boots, coat, etc.) 2. Go to the _____. (gym, playground, etc.) 3. Tell me your name. 4. Tell me again.
Materials, Resources, Equipment Needed:	<p>Flashcards for the four commands Flashcard of a school place and of an item (for the student to get).</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Feel It! Smell It! Touch It!
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate

Performance Task:	The students will be tested individually. Using the “characteristics” flashcards, the teacher shows one card at a time to the student saying, “¿ <i>Qué es esto?</i> ” The student responds in Spanish with the appropriate word according to the flashcard shown. All ten characteristics will be assessed.
Materials, Resources, Equipment Needed:	“Characteristics” flashcards
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Sensational!
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 B Give a description orally and in writing using simple phrases.
Level:	Intermediate

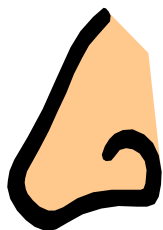
Performance Task:	The students will be assessed individually. Each student is given a copy of the “Sensational” worksheet and fills it out and then reads it to the teacher. The student should use one expression per word from each column, only once.
Materials, Resources, Equipment Needed:	“Sensational” Worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Dear Me
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 C Write a personal communication; such as a note, letter, or invitation.
Level:	Intermediate

Performance Task:	<p>Students will be assessed individually. Using the guide list, students will write a friendly letter in Spanish.</p> <p>Guide List</p> <ol style="list-style-type: none"> 1. Write the date. 2. Dear _____, 3. State your name. 4. State your profession. 5. State where you're from. 6. Tell something that you like to do. 7. Write your closing. 8. Sign your name. <p>The students should also be given a word bank as well.</p> <p><i>Me llamo---Soy de---Tu amigo/a---Me gusta---Soy---Querido/a---estudiante</i></p>
Materials, Resources, Equipment Needed:	<p>Paper or stationary</p> <p>Pencil/pen</p> <p>Guide list/Word bank for "Dear Me"</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Friends to the End
Standard:	1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 C Write a personal communication; such as a note, letter, or invitation.
Level:	Intermediate

Performance Task:	Students will be assessed individually. The teacher will give each student the “Friends to the End” assessment worksheet to complete using the word bank. The teacher may read the four letter closings out loud as the students work on the worksheet. The teacher will check each worksheet.
Materials, Resources, Equipment Needed:	“Friends to the End” Assessment Worksheet
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric
Title:	Show Time!!
Standard:	1.3 Students convey information to listeners and readers for a variety of purposes.
Progress Indicators Assessed:	1.3 E Present prepared material to an audience.
Level:	Primary & Intermediate

Performance Task:	<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><u>Español Para Ti</u> “Spanish Is For You and For Me”</p> <p><u>“Body Tengo” poem</u> <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>
Materials, Resources, Equipment Needed:	<p>NA</p> <p>Check the list of all phrases/structures/vocabulary to be assessed.</p>
Variation:	
Scoring Criteria:	Checklist or <i>IN-VISION</i> Rubric

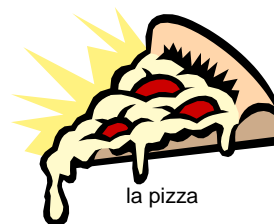
Sensational





el calcetín sucio





la pizza





la manzana





la campana





el chile

A
Huele

Sabe

Es

Se ve/
parece

Suena

B
picante bien

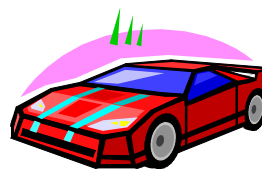
suave fuerte

mal

What Do You Think?

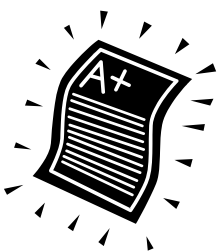
Fill in the blank with the appropriate expression.













¡Estupendo!

¡Qué asco!/¡Guácala!

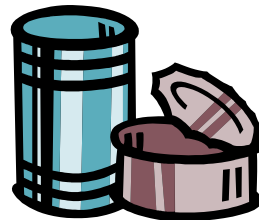
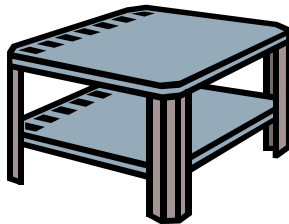
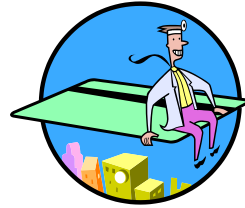
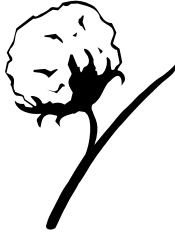
¡Qué padre!/¡Pura vida!/¡Chévere!

¡Qué rico!

¡Fuchi!/¡Puf!

¡Es horrible!

What's the Composition?



What's the Composition?

