# *Checkpoint A: French*

**Student Work Sample**

**Bon Appétit Placemat**

**Context**

Seventh-grade French students were asked to create a placemat designed around a food-related theme. The students had to illustrate and label at least ten

**Performance Indicators**

*Students can:*

*. . . write in the target language to convey messages.*

**Circumstances of Performance:**

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|---|---|
| | **Timed Assignment** |
| | **Extended Project** |
| √ | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| √ | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

# *Checkpoint A: French*

**Student Work Sample**

**Let's Commands**

## Context

First-year French students were asked to illustrate at least five things that they could do together during the weekend. They were then told to label each drawing with the appropriate "let's" command.

## Performance Indicators

*Students can:*

*. . . compose short messages to exchange information about everyday activities.*

# *Checkpoint A: French*

**Student Work Sample**

**Weekend Plans**

**Context**

First-year French students were asked to illustrate at least six things that they or others want and do not want to do. They were then told to label each drawing in French, expressing what they wanted and did not want to do.

**Performance Indicators**

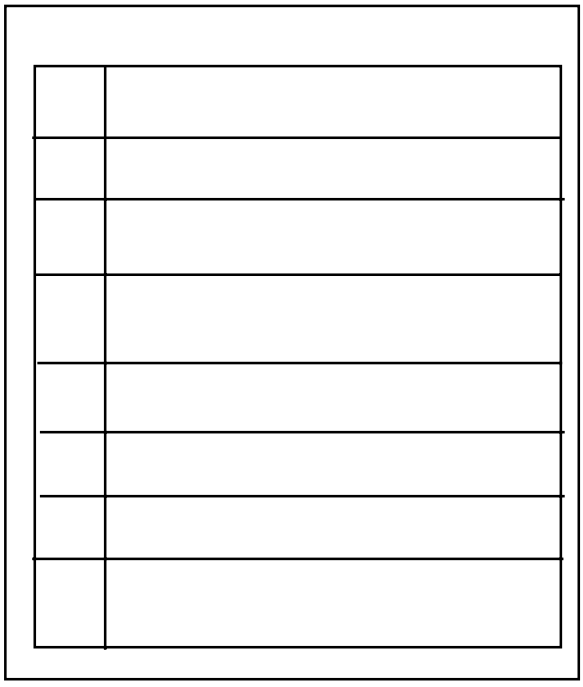
*Students can:*

*. . . compose short messages to exchange information about themselves and everyday activities and interests.*

## Commentary

The Sample:

- demonstrates the use of familiar words and learned expressions to convey an intended message (what people want to do during the weekend)
- exhibits the use of simple sentence structure to perform writing functions pertaining to everyday activities (what one wants and does not want to do)
- reflects the use of language practices that are most meaningful to the student (what she and others want and do not want to do)
- shows that with limited knowledge of the target language, written communication is possible
- combines language and visual cues to accomplish complete comprehension of the intended message (e.g., labeled drawings)
- .



# *Checkpoint A: French*

**Student Work Sample**

**Group Interview**

## Context

Each group of first-year French students was given three questions in French. They were instructed to ask each of these questions to the members of their group. They then were asked to record the answers.

## Performance Indicators

*Students can:*

*. . . comprehend simple language consisting of familiar vocabulary and structures in face-to-face communication*

*. . . engage in simple conversations in the target language with speakers of the same age group*

*. . . compose short notes to exchange information*

*. . . use some key cultural traits of the societies in which the target language is spoken.*

## Commentary

The Sample:

- shows that the student understands information presented in face-to-face communication
- demonstrates appropriate responses to simple questions
- employs simple sentence structure using the present tense
- uses a variety of vocabulary appropriate to level of student
- demonstrates the student's ability to participate in an informal conversation about personal interests and activities (e.g., summer, favorite activities)
- shows that pronunciation errors did not impede comprehension of the intended message
- shows recognition of cultural patterns of the target culture in the target language (e.g., in using "tu" when addressing peers).

**Circumstances of Performance:**

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| √ | **Timed Assignment** |
| | **Extended Project** |
| √ | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

**Circumstances of Performance:**

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| | **Timed Assignment** |
| | **Extended Project** |
| √ | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

**Circumstances of Performance:**

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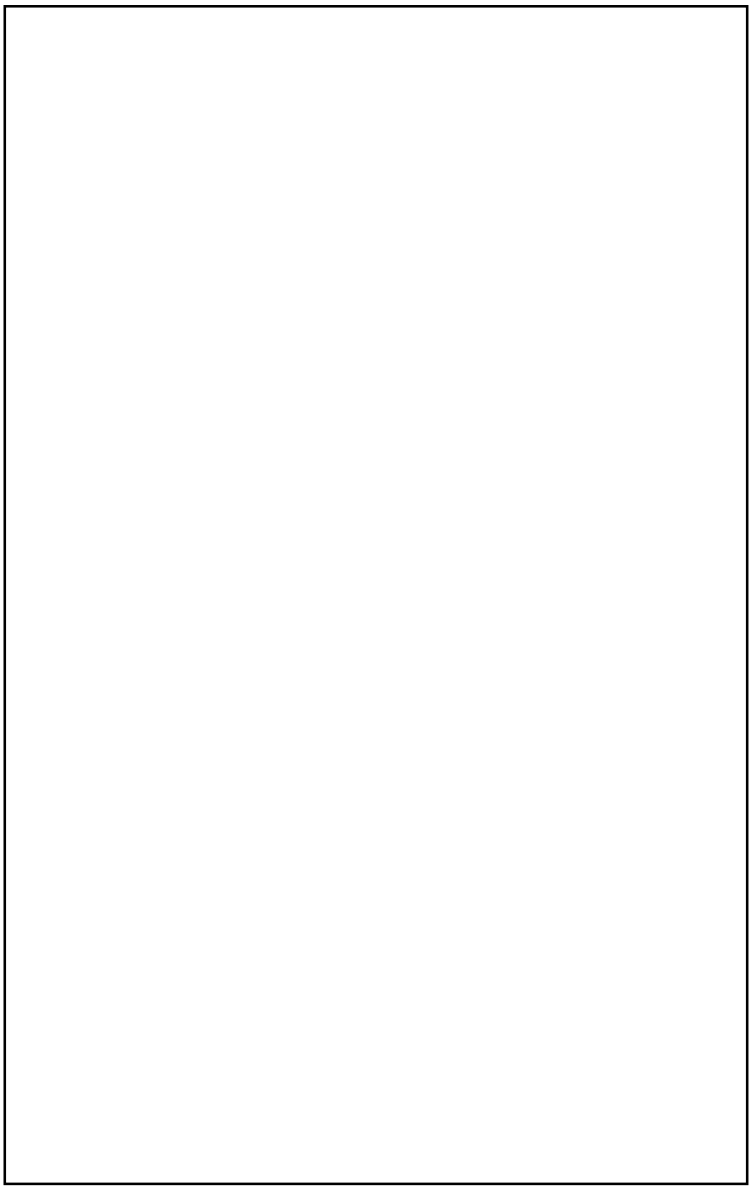
| | **Timed Assignment** |
| √ | **Extended Project** |
| √ | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

**Student Work Sample**

**Prometheus -** ***Mount Olympus Press***



# *Checkpoint A: Spanish*

**Student Work Sample**

**Reviewing the Weather**

## Context

Eighth-grade Spanish students were asked to review a topic covered in the past two years, using the target language and any medium. In this sample, a group of four students decided to teach weather in Spanish by producing a video.

## Performance Indicators

*Students can:*

*. . . engage in simple conversations in the target language with speakers of the same age group.*

During the video, students are dressed in clothing appropriate to the weather conditions and are engaged in appropriate weather related activities. Even ice, snow, and rain are shown visually.

**Music**

—Holá . . . El tiempo. . .

—Hace mucho sol
Hace muy buen tiempo
Es muy divertido

—Hace mucho calor

—Es muy mal tiempo
¡Qué pena!

—Hace fresco

—Hace mucho viento

—Hace mucho frio

—Nieva

—Llueve

—El fin del tiempo

—Adios

**Music**

## Commentary

The Sample:

- shows the students' ability to produce comprehensible message using learned structures and vocabulary (e.g., weather conditions)
- deals with a subject related to the daily environment (e.g., weather)
- demonstrates the students' ability to employ simple sentence structures using the present tense (e.g., Hace calor)
- includes the students' use of props (nonverbal cues) and gestures in order to make their speech comprehensible and to compensate for errors in pronunciation and structure
- shows the students' ability to work cooperatively to complete a task.

# *Checkpoint A: Spanish*

**Student Work Sample**

**A Monster**

## Context

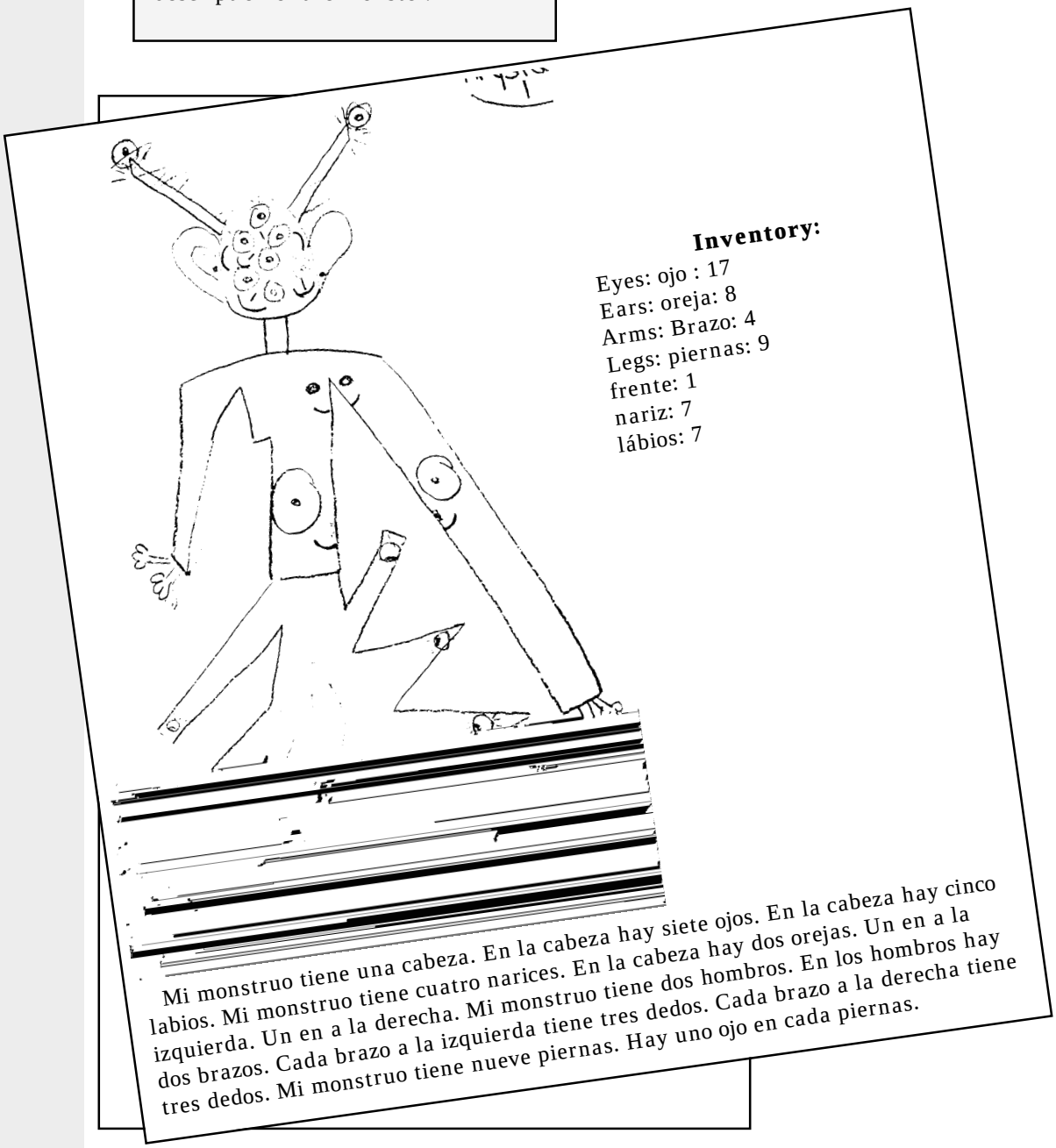
Students in a first-year Spanish class were asked to draw a monster that included all the vocabulary pertaining to body parts covered in the unit. The students then used this drawing to create a written inventory of body parts. Using this inventory, the students were asked to describe their drawings to another person. This activity concluded with a complete written description of the monster.

## Performance Indicators

*Students can:*

*. . . use appropriate strategies to initiate and then engage in simple conversations in the target language with speakers of the same age group*

*. . . compose short informal notes and messages to exchange information about familiar topics. Errors in spelling and structure may frequently occur.*



**Inventory:**

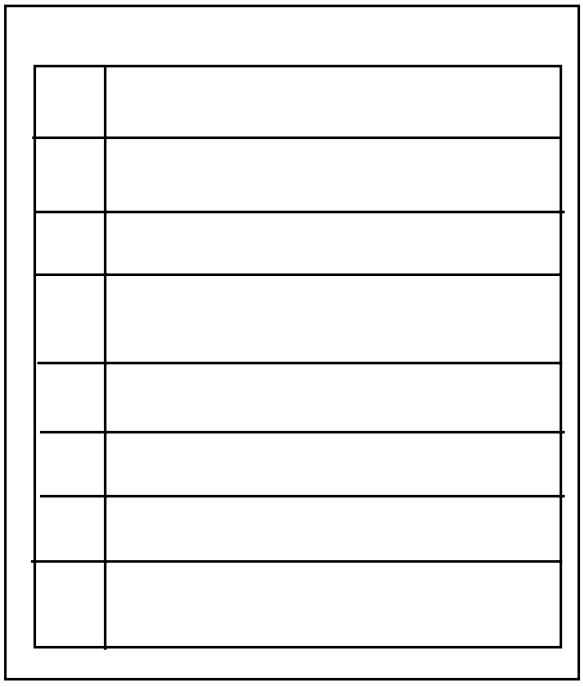
Eyes: ojo : 17
Ears: oreja: 8
Arms: Brazo: 4
Legs: piernas: 9
frente: 1
nariz: 7
lábios: 7

Mi monstruo tiene una cabeza. En la cabeza hay siete ojos. En la cabeza hay cinco labios. Mi monstruo tiene cuatro narices. En la cabeza hay dos orejas. Un en a la izquierda. Un en a la derecha. Mi monstruo tiene dos hombros. En los hombros hay dos brazos. Cada brazo a la izquierda tiene tres dedos. Cada brazo a la derecha tiene tres dedos. Mi monstruo tiene nueve piernas. Hay uno ojo en cada piernas.

## Commentary

The Sample:

- reflects a clear understanding of vocabulary pertaining to body parts (e.g., monster correctly described)
- uses a wide variety of familiar words and expressions (e.g., numerous body parts mentioned)
- demonstrates excellent use of grammatical structure for this level (e.g., all verbs in the correct form)
- demonstrates ideas that are organized with adequate supporting



# *Checkpoint A: Spanish*

**Student Work Sample**

**Spanish Menu**

**Context**

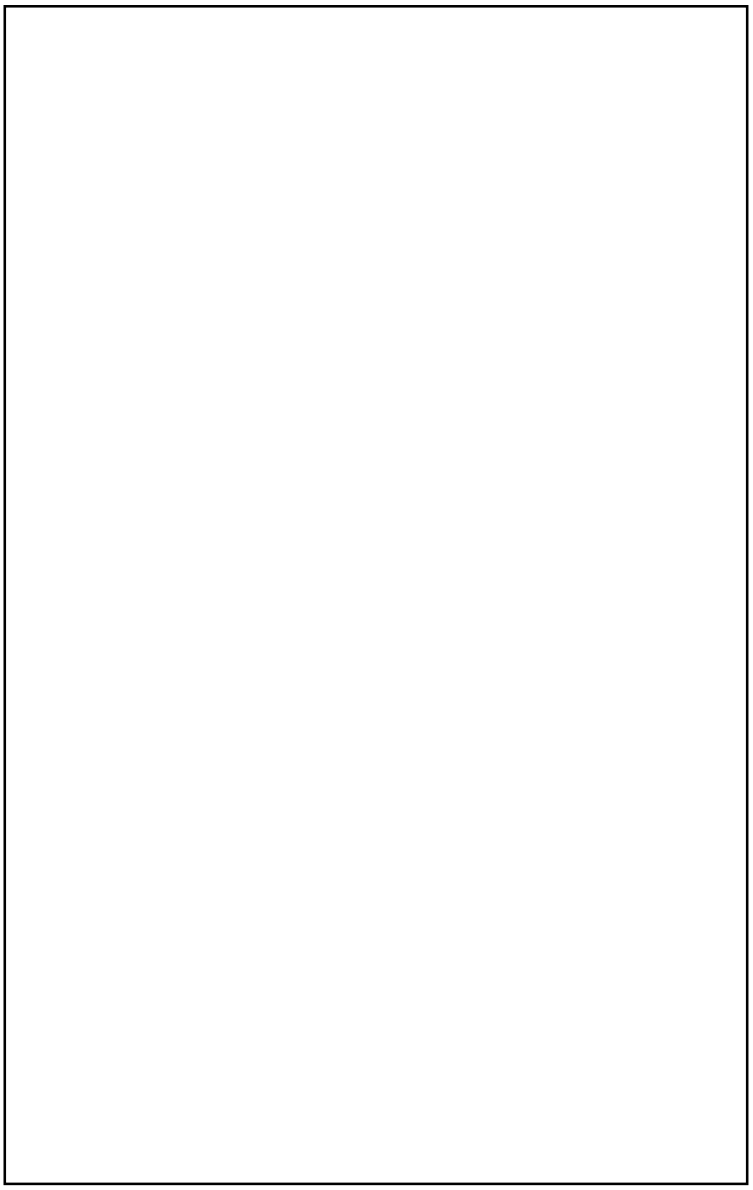
Students were asked to create a menu in Spanish that would feature three main categories of food, with appropriate prices listed for each specific offering. Six regional dishes

**Performance Indicators**

*Students can:*

*. . . use key cultural traits of societies in which the target language is spoken*

*. . . compose short pieces of writing to exchange information in the target language.*



**Las verduras**

El maíz 365pts.

Las papas 400pts.

Las habiehuelas 415pts.

El arroz 375pts.

**Los mariscos**

Los peseaitos 850pts.

Las gambas 1216pts.

La truecha 875pts.

**La carne**

El biftec 875pts.

El cerdo 765pts.

El pavo 61pts.

El pollo 610pts.

La paella 1216pts.

Las horas- 10,30-21,30

**Las bebidas**

El café con lecehe 386pts.

El refreseo 400pts.

El zumo(de naranja o manzana) 345pts.

La horchata 608pts.

**Los Postres**

El flan 650pts.

**Los entremeses** 608pts.

Las tapas 486pts.

La fruta 243pts.

El queso 365pts.

La ensalada o la sopa

**Las sopas** 608pts.

El gazpacho 851pts.

La sopa de queso y cebollo 487pts.

La sopa de pollo

**Las ensaladas** 500pts.

de jardin 475pts.

de cocinero 487pts.

de frutas

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# *Checkpoint B: French*

**Student Work Sample**

**Reading Journal**

Je m'appelle François et je voudrais te présénter la ville où je suis né. Elle s'appelle Confolens. Elle se trouve dans la région Atlantique du Poitou-Charentes. C'est une petite ville de trois mille habitants seulement.

Confolens ressemble à beaucoup d'autres petites ville françaises. La seule difference est que, tous les ans, au début du mois d'août, Confolens devient la capitale mondiale du folklore. Confolens connaît alors une grande animation. Pendant le festival, des centaines de milliers de touristes viennent voir les artistes des différents pays défiler dans les rues ou sur scène. Les artistes sont habillés en costumes traditionnels de leur pays. Il y a beaucoup de couleurs. Tout le monde chante, danse et l'ambiance est à la fête. Les gens se promènent dans les rues très tard le soir. Confolens représente alors un mélange incroyable de cultures différentes. Les artistes se rencontrent et des liens d'amitié se créent.

Depuis sa création en 1957, le festival de Confolens connaît chaque année un succès un peu plus important. Aujourd'hui, il a une renommée internationale. Donc, si tu aimes faire la fête, chanter et danser, je te conseille de venir faire un tour à Confolens au mois d'août prochain.

**Title: "Le Festival de Confolens"**

Magazine/article: "Bonjour" November/December 1995

Theme: Festival at Confolens—many different ethnic groups

Summary: The article is written by François, who describes his city, Confolens. Francois was born in Confolens, a little town with three thousand inhabitants, situated southwest of Paris. Confolens differs from other little French towns in that every year, in the beginning of August, Confolens has a Folklore Festival. Hundreds of thousands of tourists flock to the city to tour the town-seeing many ethnic groups represented. People (artists) dress in their ethnic attire, and everyone has a great time singing and dancing. There, is an air of festiveness and people spend hours through the streets, often retiring very late. The city is a mixture of peoples who "come together and the lines of friendship are created" each year. The festival was created in 1957. Since then it has been celebrated every year. Today it is internationally recognized.

New words:
un mélange - a mixture
des liens - ties
des centaines de milliers - hundreds of thousands
habiller - to dress
se créer - to create
se rencontrer - to meet

Interest: I thought that the article was very interesting. I didn't know France was so ethnically diverse. It is good to know that France encompasses many nationalities and has a designated day in Confolens whose culture is celebrated! It is wonderful! Americans should have something like this!

Recommend: I would recommend this article to a teacher teaching her students French culture because I think it is important for them to know how ethnically diverse France is and that at Confolens a festival has been celebrating the people's culture since 1957-almost fifty years ago.

## Commentary

The Sample:

- shows the student's understanding of the main idea and some specific information on a topic of her choice (e.g., a famous festival in France)
- demonstrates the student's ability to obtain information from a feature article in a magazine written in French
- provides evidence that the student can distinguish the subtleties of meaning through the use of learned vocabulary and structures
- communicates the student's personal reactions and insights related to her reading (e.g., interest)
- shows the student has derived meaning from printed material and has evaluated its content (e.g., recommendation)
- shows the student's ability to make comparisons between the target culture and her own (e.g., "Americans should have something like this!").

**Circumstances of Performance:**

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# *Checkpoint B: French*

**Student Work Sample**

**Comic Strip of *Aucassin et Nicolette***

## Context

After reading the medieval love story, *Aucassin et Nicolette*, French 3 students were assigned two chapters from the book and asked to create a two-frame comic strip for those chapters as well as to write a short summary in French of what happened in those chapters.

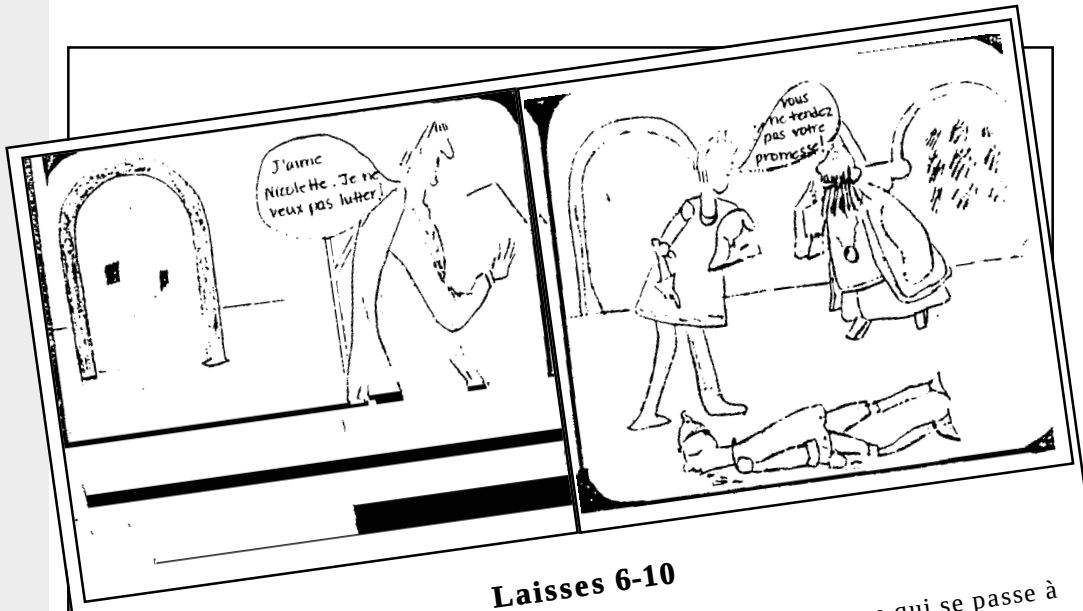
## Performance Indicators

Students can:

*. . . comprehend the content of most nontechnical prose and expository texts*

*. . . draw on a broad range of learned vocabulary, idioms, and structures that include simple and complex sentences and the full range of time frames; and draw on vocabulary, idioms, and structures acquired as a result of independent reading outside the classroom*

*. . . write texts in which their thoughts are unified and presented in an organized fashion.*




**Laisses 6-10**

Aucassin est triste parce que le vicomte ne dit pas à Aucassin ce qui se passe à Nicolette. Il va dans sa chambre et il pleure. Aucassin et son père font une promesse: Aucassin prendra les armes et il ira au combat contre les Sarrasins à condition que si'l revient vivant, son père le laissera voir Nicolette et lui donner un baiser; et son père est d'accord. Il se débarrasse de ses ennemis. Il attrape le comte de Valence et le fait voir à son père. Parce que son père ne tend pas sa promesse, Aucassin demande au comte de Valence de faire tort à son père.

## Commentary

The Sample:

- demonstrates the student's ability to write independently about a topic that extends beyond the student's daily life (e.g., medieval love story)
- deals with a topic of interest to members of the target culture (famous work of French literature)
- interprets a full-length version of prose that expresses universal themes (e.g., love and war)
- shows the effective use of culturally appropriate learned vocabulary and structures
- expresses complex ideas, using simpler forms of language

.

- reflects a clear understanding of the information from a text *(Aucassin et Nicolette)*
- portrays the information visually to facilitate comprehension of the text (e.g., comic strip drawings)
- includes informal dialogue that connects the characters to the text
- contains a minimal number of errors in form, none of which impede comprehension (e.g., "si'l").

**Circumstances of Performance:**

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| | **Timed Assignment** |
| √ | **Extended Project** |
| √ | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

# *Checkpoint B: German*

**Student Work Sample**

**The Story of the Squirrel and the Mice**

## Context

Students in a German 2 class were required to read the short story *Die Geschicte vom Eichhömchen und den Mäusen* (The Story of the Squirrel and the Mice). Then the students worked in small groups, using approximately two 22-minute blocks of time to create a "screenplay" of the story. The students performed the "screenplay" without notes. They were required to include all the major elements of the story. The teacher gave some assistance during this activity but did not correct all of the grammatical errors.

## Performance Indicators

*Students can:*

*. . . read and comprehend materials written for native speakers when the topic and language are familiar*

*. . . use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures*

*. . . when speaking, select vocabulary appropriate to a range of topics of general interest, employ simple and complex sentences, and express details*

*. . . initiate and sustain a conversations with groups of familiar peers.*

**Screenplay for the story.**

**Die Geschicte vom Eichhörnchen und den Mäusen**

Narrator: In einer Baumhöhle wohnt ein Eichhörnchen und in den Wurzeln eine Mäusekinder. Die Mäusekinder ist hungrig.

Mouse Baby: Mutti, Mutti, Ich habe Hunger

Mouse Mother: Ich werde in den Wald laufen. Ich finde Futter für meine Kinder.

Narrator: Die Mäusemutter geht zu weit in den Wald.

Mouse Mother: Ich kann meine Mausenest nicht finden. Meine Kinder ist allein.

Narrator: zurück um das Nest.

Mouse Baby: Pieps, Pieps.

Squirrel: Still, bitte! Ich kann nicht schlafen.

Mouse Baby: Ich habe Hunger.

Squirrel: Das ist nicht mein Problem.

Mouse Baby: Ich kann meine Mutti nicht finder.

Squirrel: Ich weisse das nicht. Es tut mir leid. Hier ist Nusse für du.

Mouse Baby: Du bist sehr nett.

Squirrel: Jetzt ich kann schlafe.

Narrator: Am Morgen.

Mouse Mother: Meine Kinder, Ich finde sie.

Narrator: Und alle sind froh.

(Scripted from the videotap. Includes errors made by the students.)

## Commentary

The Sample:

- shows the students' ability to communicate their ideas effectively and comprehensively
- demonstrates how students incorporated new vocabulary in their "screenplay"
- demonstrates the students' ability to simulate authentic speech through their use of intonation and nonverbal cues and gestures
- provides evidence that the students were able to work cooperatively to choose appropriate elements of the story to incorporate in their "screenplay" and appropriate language to express their ideas
- shows comprehension of the story the students have read.

**Circumstances of Performance:**

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| | **Timed Assignment** |
| √ | **Extended Project** |
| | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

# *Checkpoint B: German*

**Student Work Sample**

**The Story of the Squirrel and the Mice (II)**

## Context

Students in a German 2 class were required to read the short story, *Die Geschicte vom Eichhömchen und den Mäusen* (The Story of the Squirrel and the Mice). After a group activity in which the students, working in small groups, created and performed original "screenplays" for the story, each student was required to retell the story in written form and in his/her own words. The students illustrated their narrative as well.

## Performance Indicators

*Students can:*

*. . . read and comprehend materials written for native speakers when the topic and language are familiar*

*. . . use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures*

*. . .write complex content when given the opportunity for organization and advance preparation*

*. . . produce written narratives about selected stories and literature from the various cultures of the target language.*

## Commentary

The Sample:

- shows proficient use of German at Checkpoint B

  is creative

- shows comprehension of the story that students had read

- demonstrates the student's ability to identify and discuss topics and themes encountered in printed material produced for native language users.

**Circumstances of Performance:**

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**Circumstances of Performance:**

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| | **Timed Assignment** |
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| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| √ | **Embedded in Class Work** |
| √ | **Research Required** |

## Context

As part of an extended assignment involving chariot racing in ancient Rome, Latin 3 students were given authentic sepulchral inscriptions and directed to translate them. After reading a text in English about a chariot race in the Circus Maximus, they were directed to

**Circumstances of Performance:**

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| | **Timed Assignment** |
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| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| √ | **Student Choice** |
| √ | **Embedded in Class Work** |
| √ | **Research Required** |

# *Checkpoint B: Spanish*

**Student Work Sample**

**Self-Portrait**

## Context

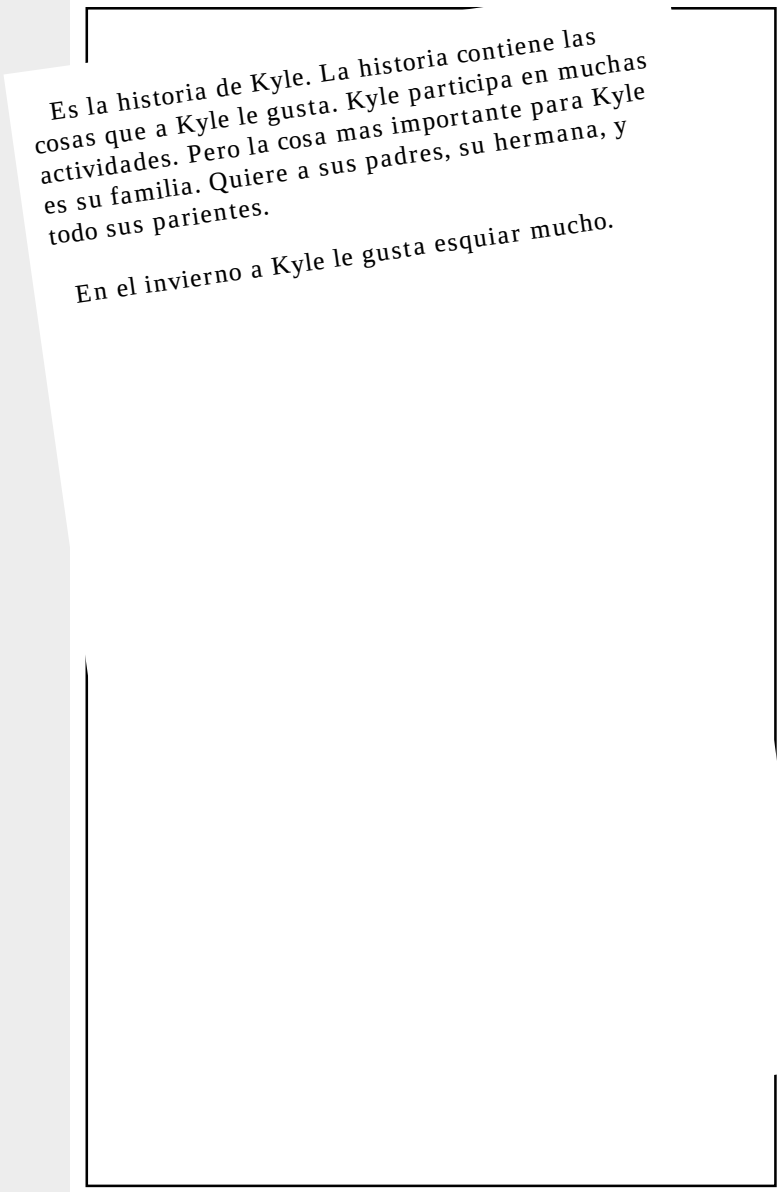
Third-year Spanish students were asked to draw a self-portrait and write an accompanying composition that included a physical description, a description of family life, and a description of interests and preferred leisure-time activities. The finished self-portraits were sent to a first-grade class of native speakers of Spanish as the first portion of an ongoing exchange.

## Performance Indicators

*Students can:*

*. . . write short reports*

*. . . write analyses of more complex content when given the opportunity for organization and advance preparation.*



Es la historia de Kyle. La historia contiene las cosas que a Kyle le gusta. Kyle participa en muchas actividades. Pero la cosa mas importante para Kyle es su familia. Quiere a sus padres, su hermana, y todo sus parientes.

En el invierno a Kyle le gusta esquiar mucho.

## Commentary

The Sample:

- shows the student's ability to convey opinion on a variety of topics that are within areas of personal interest or experience, using learned and practiced vocabulary and complex sentences
- demonstrates that the student can write independently on familiar topics dealing with issues related to everyday life at home and in the community
- shows that the student can write in Spanish that will be comprehensible to native speakers of the language
- employs simple and complex sentences to communicate through a full range of time frames (e.g., present and future tenses)
- demonstrates a high level of accuracy in form and structure
- includes well-organized ideas and supporting details.

**Circumstances of Performance:**

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| | **Timed Assignment** |
| √ | **Extended Project** |
| √ | **First Draft** |
| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| | **Embedded in Class Work** |
| √ | **Research Required** |

# *Checkpoint B: Spanish*

**Student Work Sample**

**Original Masterpiece**

Mi obra de arte se llama *La Destrucción de la Selva*. Es una obra en acuarela. Es un tablado Es impressionista, porque repre-senta mi sueño.

En la pintura hay un tigre, dos árboles, un pájaro, tres personas que están matando los animales, y los árbols. También, hay una serpiente.

## Commentary

The Sample:

- shows excellent use of grammatical structure for level of student
- demonstrates good organization and adequate supporting details
- shows the student's clear understanding of a style of art (e.g., Impressionist painting)
- uses a wide variety of vocabulary (e.g., nature words)
- reflects the connection between art and universal themes (e.g., destruction of nature)
- includes a high level of accuracy; errors do not impede comprehensibility of the text (e.g., "una linea negro," "de la primer tronco," "el primer persona")
- uses simple language to express complex ideas (e.g., present tense, colors, etc.).

**Circumstances of Performance:**

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| | **Timed Assignment** |
| √ | **Extended Project** |
| √ | **First Draft** |
| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| √ | **Student Choice** |
| | **Embedded in Class Work** |
| √ | **Research Required** |

# *Checkpoint B: Spanish*

**Student Work Sample**

**Postcard**

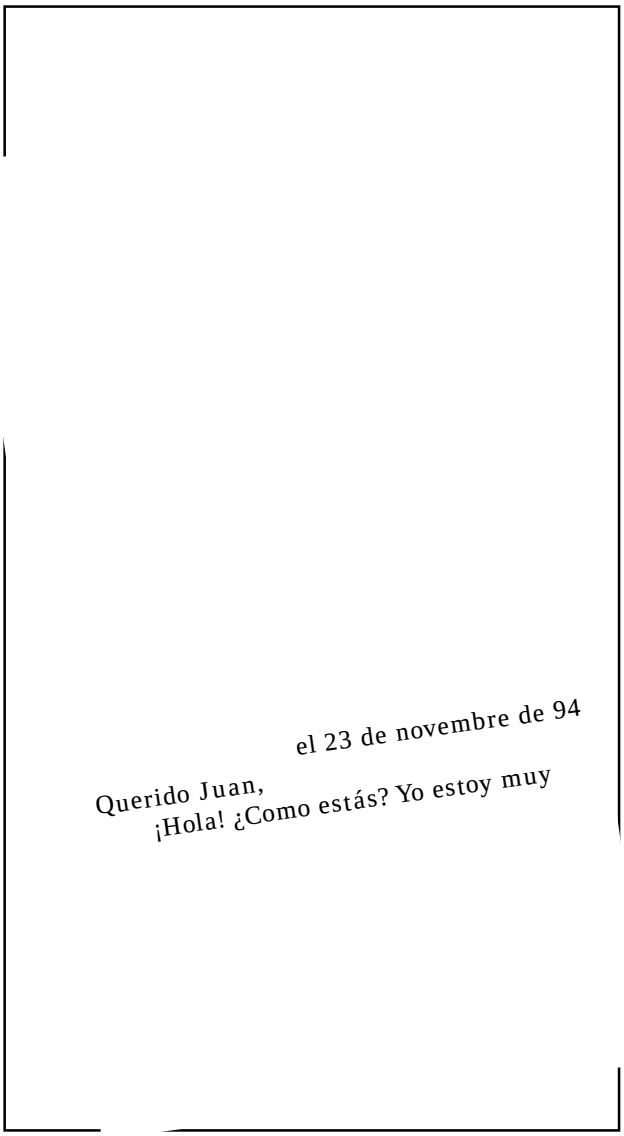
**Context**

The students were asked to write a postcard in Spanish. On one side, they had to include the date, greeting, message, closing, signature, addressee, street, city, and country. On the other side, they had to draw a picture of a vacation spot.

**Performance Indicators**

*Students can:*

*. . .write uncomplicated personal letters.*



el 23 de novembre de 94

Querido Juan,

¡Hola! ¿Como estás? Yo estoy muy

**Commentary**

The Sample:

- demonstrates the student's ability to convey a message using familiar words and learned expressions (e.g., writing about a vacation)
- uses simple sentences limited to the present tense to perform writing functions
- uses basic letter-writing techniques correctly (e.g., date, salutation)
- establishes a friendly, informal tone which is appropriate to this task (e.g., postcard to a friend).

**Circumstances of Performance:**

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|---|---|
| | **Timed Assignment** |
| √ | **Extended Project** |
| √ | **First Draft** |
| | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| | **Embedded in Class Work** |
| | **Research Required** |

# *Checkpoint B: Spanish*

**Student Work Sample**

**Short Story**

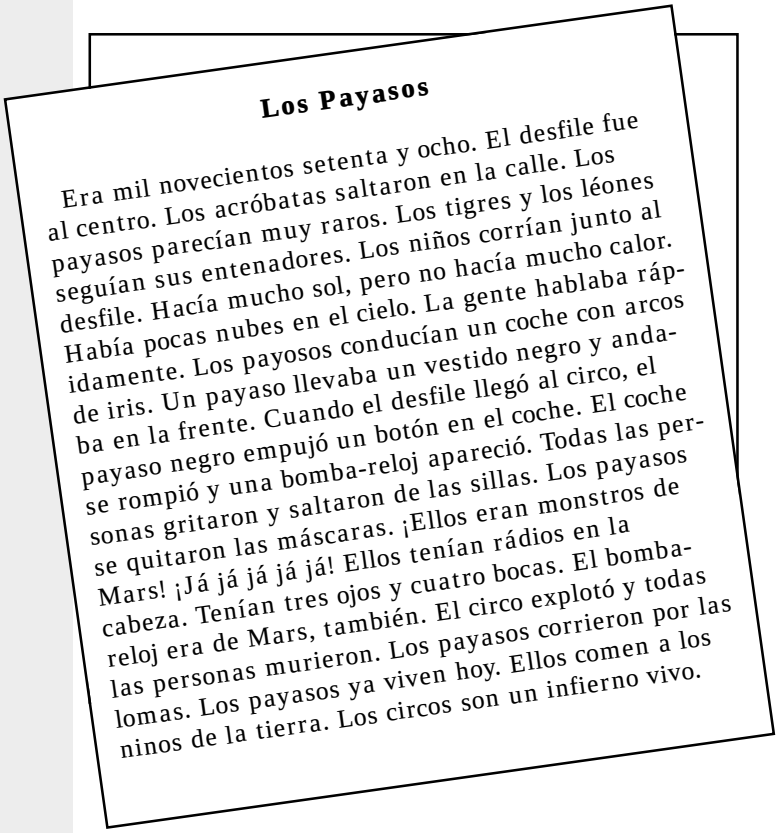
## Context

Upon completing a unit on the formation and uses of the preterite and imperfect tenses. Spanish 2 students were asked to write an original short story about the physical environment.

## Performance Indicators

*Students can:*

*. . . write short narratives in the target language. Errors may occur more frequently when the content is complex.*



**Los Payasos**

Era mil novecientos setenta y ocho. El desfile fue al centro. Los acróbatas saltaron en la calle. Los payasos parecían muy raros. Los tigres y los léones seguían sus entenadores. Los niños corrían junto al desfile. Hacía mucho sol, pero no hacía mucho calor. Había pocas nubes en el cielo. La gente hablaba ráp-idamente. Los payosos conducían un coche con arcos de iris. Un payaso llevaba un vestido negro y anda-ba en la frente. Cuando el desfile llegó al circo, el payaso negro empujó un botón en el coche. El coche se rompió y una bomba-reloj apareció. Todas las per-sonas gritaron y saltaron de las sillas. Los payasos se quitaron las máscaras. ¡Ellos eran monstros de Mars! ¡Já já já já já! Ellos tenían rádios en la cabeza. Tenían tres ojos y cuatro bocas. El bomba-reloj era de Mars, también. El circo explotó y todas las personas murieron. Los payasos corrieron por las lomas. Los payasos ya viven hoy. Ellos comen a los ninos de la tierra. Los circos son un infierno vivo.

## Commentary

The Sample:

- shows the student's ability to write independently on familiar topics (e.g., environment)
- demonstrates the student's ability to express himself using learned and practiced vocabulary, complex sentence structures, and past tenses (e.g., preterite and imperfect tenses)
- uses a wide variety of familiar words and structures
- shows a high level of accuracy (e.g., very few grammatical or spelling errors)
- includes adequate description and is well organized.

**Circumstances of Performance:**

| | |
|---|---|
| | **Timed Assignment** |
| √ | **Extended Project** |
| | **First Draft** |
| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| √ | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

# *Checkpoint B: Spanish*

**Student Work Sample**

**Invent an Animal**

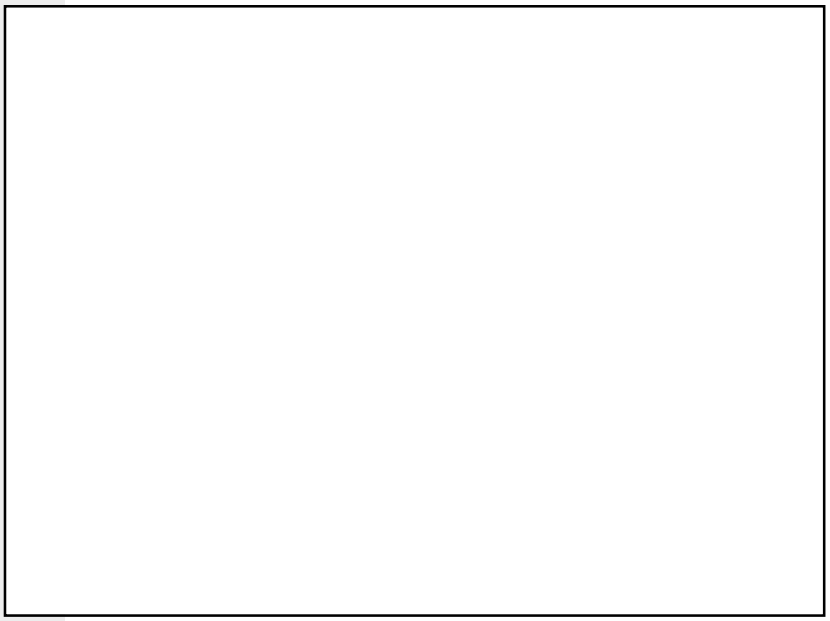
## Context

The students in this tenth-grade Spanish class were asked to invent an animal. Then they had to illustrate this new animal and prepare a detailed written description in Spanish.

## Performance Indicators

*Students can:*

*. . . write a short report in the target language.*



## Commentary

The Sample:

- demonstrates the student's ability to write independently on a creative topic (e.g., invent an animal)
- uses a wide variety of vocabulary and structures
- shows a high level of accuracy in form and spelling
- shows the student's ability to provide information on a topic (e.g., complete description of an animal)
- is well organized with sufficient supporting details
- includes visual representation to aid comprehension (e.g., drawing of the animal).

**Circumstances of Performance:**

| | |
|---|---|
| | **Timed Assignment** |
| √ | **Extended Project** |
| | **First Draft** |
| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| √ | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

# *Checkpoint B: Spanish*

**Student Work Sample**

**An Original Fable**

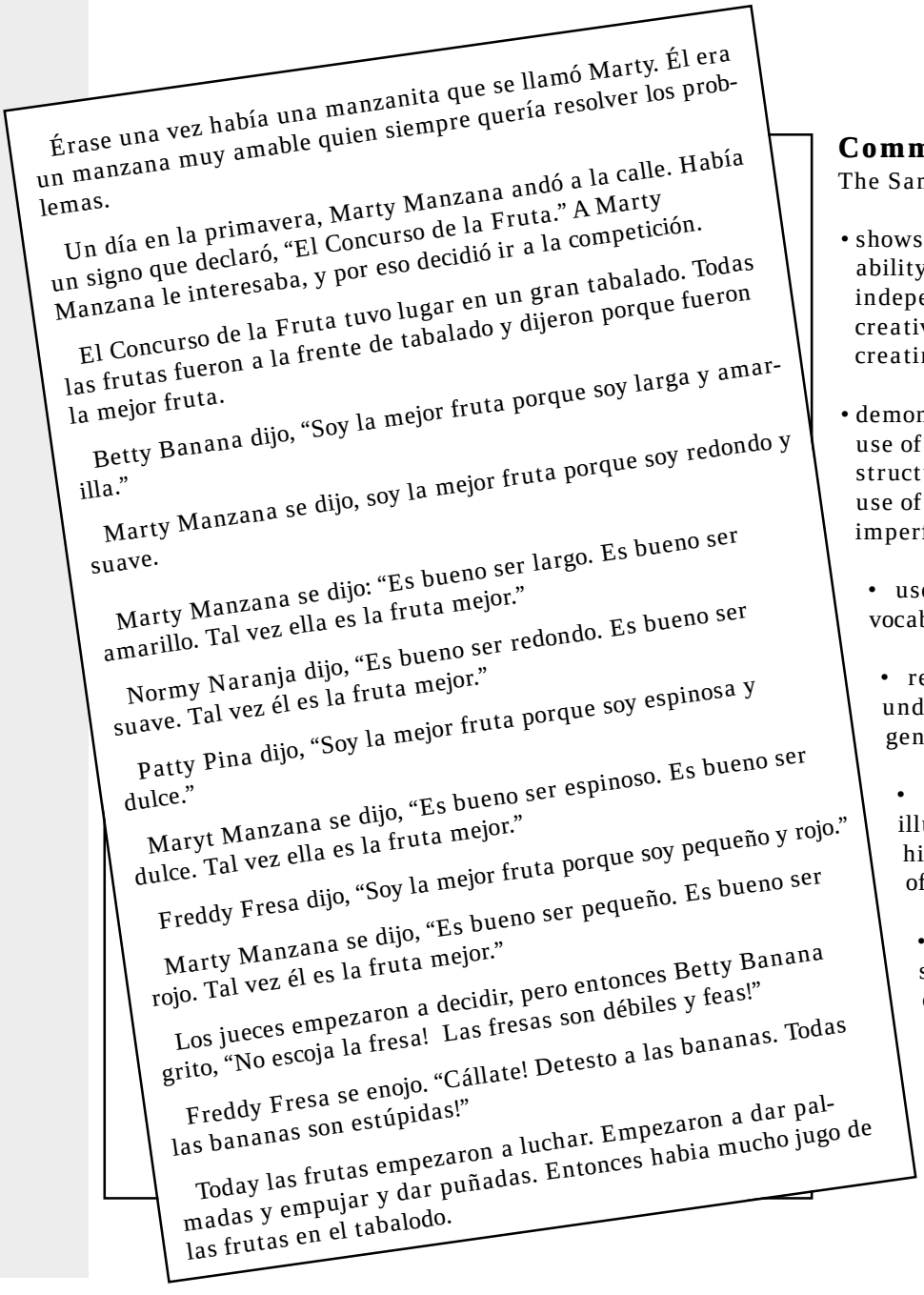
## Context

As part of a unit on fables, students in a Spanish 3 class were assigned the writing of an original fable. Rough drafts were to be shared with at least three other students.

## Performance Indicators

*Students can:*

*. . . produce written narratives.*



Érase una vez había una manzanita que se llamó Marty. Él era un manzana muy amable quien siempre quería resolver los problemas.

Un día en la primavera, Marty Manzana andó a la calle. Había un signo que declaró, "El Concurso de la Fruta." A Marty Manzana le interesaba, y por eso decidió ir a la competición.

El Concurso de la Fruta tuvo lugar en un gran tabalado. Todas las frutas fueron a la frente de tabalado y dijeron porque fueron la mejor fruta.

Betty Banana dijo, "Soy la mejor fruta porque soy larga y amarilla."

Marty Manzana se dijo, soy la mejor fruta porque soy redondo y suave.

Marty Manzana se dijo: "Es bueno ser largo. Es bueno ser amarillo. Tal vez ella es la fruta mejor."

Normy Naranja dijo, "Es bueno ser redondo. Es bueno ser suave. Tal vez él es la fruta mejor."

Patty Pina dijo, "Soy la mejor fruta porque soy espinosa y dulce."

Maryt Manzana se dijo, "Es bueno ser espinoso. Es bueno ser dulce. Tal vez ella es la fruta mejor."

Freddy Fresa dijo, "Soy la mejor fruta porque soy pequeño y rojo."

Marty Manzana se dijo, "Es bueno ser pequeño. Es bueno ser rojo. Tal vez él es la fruta mejor."

Los jueces empezaron a decidir, pero entonces Betty Banana grito, "No escoja la fresa! Las fresas son débiles y feas!"

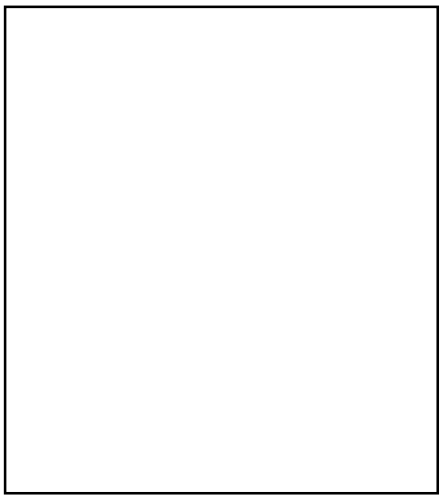
Freddy Fresa se enojo. "Cállate! Detesto a las bananas. Todas las bananas son estúpidas!"

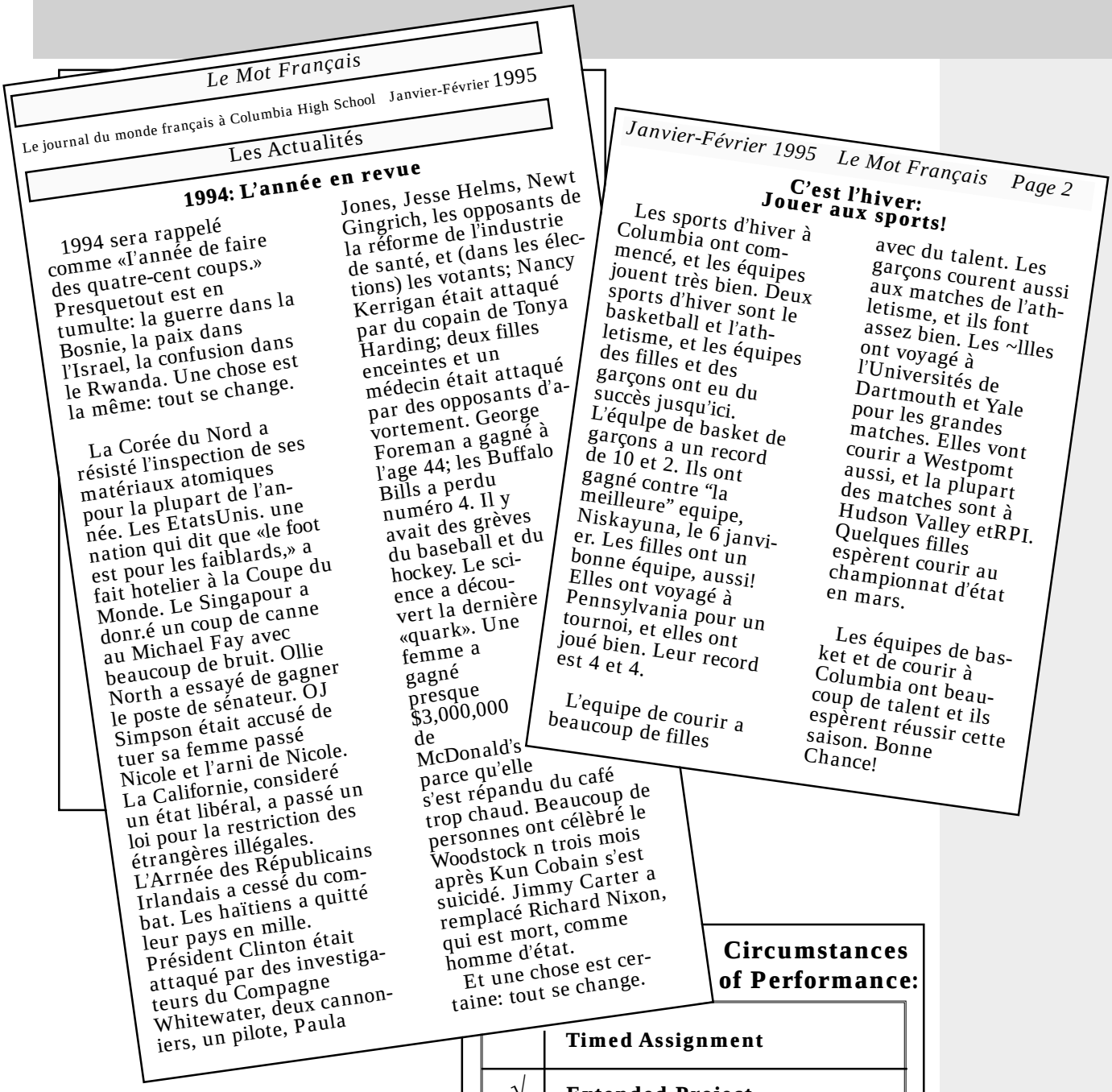
Today las frutas empezaron a luchar. Empezaron a dar palmadas y empujar y dar puñadas. Entonces habia mucho jugo de las frutas en el tabalodo.

## Commentary

The Sample:

- shows the student's ability to write independently on a creative topic (e.g., creating a fable)
- demonstrates an excellent use of grammatical structures (e.g., correct use of preterite and imperfect tenses)
- uses a wide variety of vocabulary
- reflects a clear understanding of the genre (e.g., the fable)
- includes an original illustration to highlight the content of the fable
- shows that the student can completely express her ideas using learned and practiced vocabulary.





*Le Mot Français*

Le journal du monde français à Columbia High School Janvier-Février 1995

Les Actualités

**1994: L'année en revue**

1994 sera rappelé comme «l'année de faire des quatre-cent coups.» Presquetout est en tumulte: la guerre dans la Bosnie, la paix dans l'Israel, la confusion dans le Rwanda. Une chose est la même: tout se change.

La Corée du Nord a résisté l'inspection de ses matériaux atomiques pour la plupart de l'année. Les EtatsUnis. une nation qui dit que «le foot est pour les faiblards,» a fait hotelier à la Coupe du Monde. Le Singapour a donr.é un coup de canne au Michael Fay avec beaucoup de bruit. Ollie North a essayé de gagner le poste de sénateur. OJ Simpson était accusé de tuer sa femme passé Nicole et l'arni de Nicole. La Californie, consideré un état libéral, a passé un loi pour la restriction des étrangères illégales. L'Arrnée des Républicains Irlandais a cessé du combat. Les haïtiens a quitté leur pays en mille. Président Clinton était attaqué par des investigateurs du Compagne Whitewater, deux cannoniers, un pilote, Paula Jones, Jesse Helms, Newt Gingrich, les opposants de la réforme de l'industrie de santé, et (dans les élections) les votants; Nancy Kerrigan était attaqué par du copain de Tonya Harding; deux filles enceintes et un médecin était attaqué par des opposants d'avortement. George Foreman a gagné à l'age 44; les Buffalo Bills a perdu numéro 4. Il y avait des grèves du baseball et du hockey. Le science a découvert la dernière «quark». Une femme a gagné presque $3,000,000 de McDonald's parce qu'elle s'est répandu du café trop chaud. Beaucoup de personnes ont célèbré le Woodstock n trois mois après Kun Cobain s'est suicidé. Jimmy Carter a remplacé Richard Nixon, qui est mort, comme homme d'état.

Et une chose est certaine: tout se change.

*Janvier-Février 1995 Le Mot Français Page 2*

**C'est l'hiver: Jouer aux sports!**

Les sports d'hiver à Columbia ont commencé, et les équipes jouent très bien. Deux sports d'hiver sont le basketball et l'athletisme, et les équipes des filles et des garçons ont eu du succès jusqu'ici. L'équlpe de basket de garçons a un record de 10 et 2. Ils ont gagné contre "la meilleure" equipe, Niskayuna, le 6 janvier. Les filles ont un bonne équipe, aussi! Elles ont voyagé à Pennsylvania pour un tournoi, et elles ont joué bien. Leur record est 4 et 4.

L'equipe de courir a beaucoup de filles avec du talent. Les garçons courent aussi aux matches de l'athletisme, et ils font assez bien. Les ~llles ont voyagé à l'Universités de Dartmouth et Yale pour les grandes matches. Elles vont courir a Westpomt aussi, et la plupart des matches sont à Hudson Valley etRPI. Quelques filles espèrent courir au championnat d'état en mars.

Les équipes de basket et de courir à Columbia ont beaucoup de talent et ils espèrent réussir cette saison. Bonne Chance!

**Circumstances of Performance:**

| | |
|---|---|
| | **Timed Assignment** |
| √ | **Extended Project** |
| | **First Draft** |
| √ | **Revised Draft** |
| | **Teacher-generated Topic** |
| √ | **Student Choice** |
| √ | **Embedded in Class Work** |
| | **Research Required** |

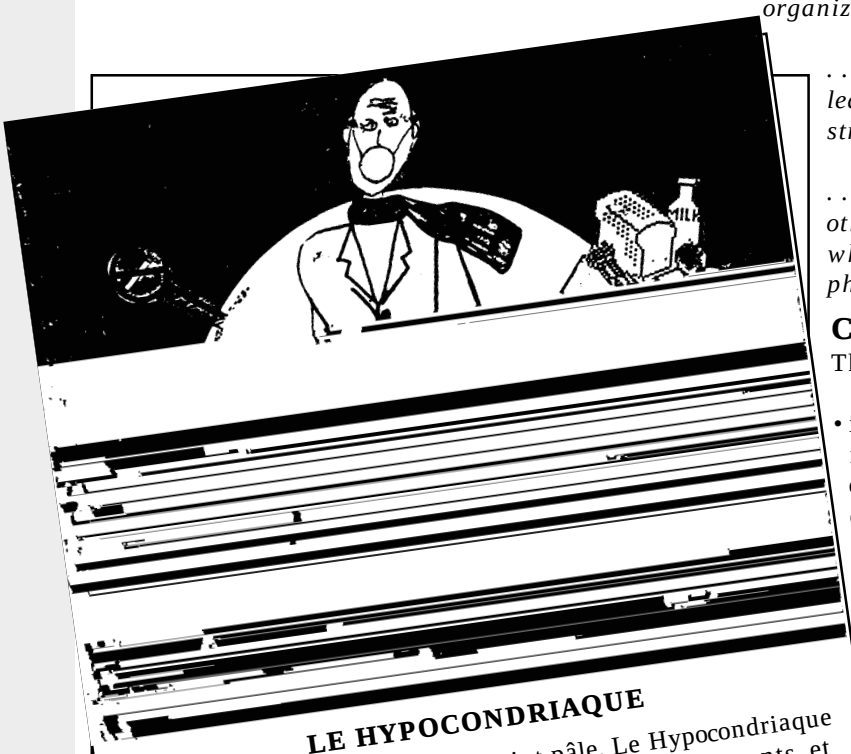
# *Checkpoint C: French*

**Student Work Sample**

**A Planet for *Le Petit Prince***

## Context

After reading St. Exupery's classic, *Le Petit Prince*, French 4 students were asked to create a new planet for the little prince to visit. They were required to write a description in French of the planet and its inhabitants and then illustrate it. In order to demonstrate their comprehension of *Le Petit Prince*, they were to indicate if the little prince would have stayed on this new planet.



**LE HYPOCONDRIAQUE**

Il est maigre et grand avec un teint pâle. Le Hypocondriaque n'a pas de cheveux. Cet homme porte un foulard, des gants, et un long manteau. ll porte un expression de souci sur le visage. Le Hypocondriaque a une voix faible. Il a aussi des rides. Cet homme porte un masque sur la bouche.

Sur la planète du Hypocondriaque, il y a des pilules et des désinfectants pour empêcher les maladies. L'homme possède un respirateur et une machine d'humidité. Cette planète est très propre parce qu'il se lève tôt chaque matin pour faire le nettoyage. Il arrache toutes les fleurs et les plantes car il a peur du pollen.Cet homrne déteste les insectes.ll se lave tou-jours les mains au lavabo avec le savon après les rêpas de bonne santé.

Le petit prince ne resterait pas sur la planète du Hypoconria. Cet homme s'inquiète trop lu'il mourra. Il n'estime pas la vie!

## Performance Indicators

*Students can:*

*. . . comprehend the content of most nontechnical prose and expository texts written for native speakers*

*. . . draw on a broad range of learned vocabulary, idioms, and structures that include simple and complex sentence structures as a result of independent reading outside the classroom*

*. . . write creative texts in which their thoughts are unified and presented in an organized fashion*

*. . . use culturally appropriate learned vocabulary and structures*

*. . . use the dictionary and other resources efficiently when seeking words and phrases.*

## Commentary

The Sample:

- includes a visual representation to enhance comprehension (e.g., drawing of the planet)
- shows understanding of the style and intent of the book's author by simulating his style
- uses dictionaries and other resources to expand previously learned vocabulary
- shows how the student responds imaginatively to an authentic text (e.g., creating the hypochondriac)
- demonstrates the ability to write in French with a high degree of accuracy in spelling and structure (e.g., mistake - "sur le visage").

**Circumstances of Performance:**

| | |
|---|---|
| | **Timed Assignment** |
| √ | **Extended Project** |
| √ | **First Draft** |
| √ | **Revised Draft** |
| √ | **Teacher-generated Topic** |
| | **Student Choice** |
| | **Embedded in Class Work** |
| √ | **Research Required** |

## Commentary

The Sample:

- deals independently with a topic that extends beyond the student's daily life
- reflects a topic of interest to members of the target culture (a famous painting)
- expresses complex ideas, using simpler forms of language
- shows skillful command of written language (e.g., correct use of the passé composé and the imparfait
- demonstrates the student's imaginative response to a stimulus (postcard)
- shows how a visual can stimulate independent thought
- engages the reader through effective storytelling techniques
- reflects the student's ability to use dictionaries or other resources to find necessary vocabulary not previously learned (e.g., "éventail" = fan)
- makes connections with art and relevant personal themes.

**Circumstances of Performance:**

| | |
|---|---|
| | **Timed Assignment** |
| √ | **Extended Project** |
| | **First Draft** |
| √ | **Revised Draft** |
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| | **Research Required** |