

Project Design Template

Project Title: Expanding Diversity in WV

Strategy: Project Based Learning

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Level: Spanish Level 1 Novice Low to intermediate (adaptable to all levels)

Proficiency-Based Language Functions:

- Prepare and present short personal spoken and written communications which identify relevant common beliefs, customs, historical and contemporary figures of the target culture.
- Recognize and discuss commonalities in perspective, practices, and contributions which apply to daily activities found in both the West Virginia and target cultures.
- Recognize the relevance of the target language in future career, social, global and life opportunities.

Project Idea: The OAS (Organization of American States) is looking at West Virginia as an area that needs to expand their cultural diversity. Each group is one of the chosen advertising Agencies, competing against other firms to win the account. The task is to create an advertising campaign that will not only market the target culture but also stimulate interest in travel, tolerance and possible commerce with the Hispanic culture.

Entry Event: Students will receive a memo from the CEOs of their respective advertising agencies directing them to create an advertising campaign that encourages West Virginias to explore and understand the Hispanic Culture thus winning the advertising account for their respective agency. In the memo will be an excerpt of the request for proposal made by the OAS.

Power Standard: Students develop insights into the complex nature and interaction of culture by comparing native and target cultures while recognizing the distinctive viewpoints that are available only through a language and its culture(s).

Content Standards & Objectives:

Objectives Directly Taught or Learned Through Discovery	Identified Learning Targets	Evidence of Success in Achieving Identified Learning Target
FL.0.L1.1.02 Give basic information about	- Create a presentation	- Advertizing campaign

<p>familiar topics</p> <p>FL.0.L1.1.09 View, listen to and respond to culturally relevant sources.</p> <p>FL.0.L1.1.12 Prepare and present short personal spoken and written communication.</p> <p>FL.0.L1.2.01 Identify common beliefs and attitudes of the target cultures.</p> <p>FL.0.L1.2.09 Identify commonly recognized historical and contemporary figures of the target culture.</p> <p>FL.0.L1.3.02 Identify the cross-cultural relevance of common customs and traditions.</p> <p>FL.0.L1.4.05 Recognize</p>	<p>which contains information pertaining to Hispanic countries.</p> <ul style="list-style-type: none"> - Analyze content researched and decide appropriate content to use for the task. Also, recognize information to gather from Expert's presentations. - Prepare two modes of presentation for their campaign in which written and spoken Spanish is included. - Integrate pertinent information relating to traditions and beliefs into their ad campaigns. - Integrate knowledge of important Hispanic figures into their ad campaigns. - Understand how Hispanic and West Virginia cultures compare. 	<ul style="list-style-type: none"> - Scripts for ads - Project storyboards and checklist. - Advertising campaign. - Scripts - Advertizing Campaign. - Advertizing campaign. - Storyboards - Advertizing campaign
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<p>and discuss commonalities in perspectives, practices and contributions which apply to daily activities found in native and target cultures.</p> <p>FL.0.L1.5.01 Locate linguistic and/or cultural opportunities related to the target language in the local and/or global community.</p> <p>FL.0.L1.5.02 Recognize the potential benefits for personal growth, enrichment, enjoyment, and career opportunities that result from study of the target language.</p> <p>RLA.O.8.2.3 use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate</p>	<ul style="list-style-type: none"> - Create an ad campaign using Hispanic culture and recognize that it will represent a possible mode of using the target language in a future career. - Create a checklist, storyboard and final presentation. - Practice presentations. - Obtain peer feedback. 	<ul style="list-style-type: none"> - Advertizing campaign - Final drafts of storyboards, checklists, ad campaign. - Language Arts teacher will give her own evaluations, worksheets and quizzes.
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<p>organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea</p> <p>RLA.O.8.2.7 independently resolve information conflicts and validate information through assessing, researching and comparing data.</p> <p>SS.S.08.04 Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</p>	<ul style="list-style-type: none"> - Analyze other student feedback, teacher feedback and apply knowledge to project management. - Apply cultural knowledge of West Virginia and Hispanic countries to their final products. 	<ul style="list-style-type: none"> - Collaboration rubric - Individual progress evaluations - Storyboards - Project Management document - Content of Ad campaign
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21st Century Skills: Identify the Learning Skills and Technology Tools Standards that students will practice in this project.

21 st Century Skills	Learning Skills &	Teaching	Evidence of Success
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	Technology Tools	Strategies	
Information and Communication	21C.O.5-8.2.TT4 Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.	<ul style="list-style-type: none"> - Direct Instruction - Cooperative Learning 	<ul style="list-style-type: none"> - Media tools & visuals used in presentation
Thinking and Reasoning Skills	21C.O.5-8.2.LS1 Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.	<ul style="list-style-type: none"> - Pair Share - Cooperative Learning - Inquiry - Research - Role play - 	<ul style="list-style-type: none"> - Media and visuals the students create
Personal and Workplace Skills	21C.O.5-8.2.TT1 Student solves problems related to hardware, software and networks by applying problem solving techniques (e.g., Task Manager to close tasks, Ctrl-Alt-delete, restarting the systems, accessing help menus, performing online searches,	<ul style="list-style-type: none"> - Direct Instruction - Technology Integration 	<ul style="list-style-type: none"> - Software utilized - Computers and lab - Internet search engines -

	checking cable connections.		
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Performance Objectives: What must all students know and be able to do as a result of this PBL experience?

Know

- Cultural and geographical information on Hispanic countries in general.
- Commonalities and differences between Hispanic countries themselves.
- Preconceptions West Virginians may have about Hispanics.
- West Virginia culture and commonalities and differences between Hispanic culture and West Virginia culture
- What are the components of an advertizing campaign and how to create one.
- What the OAS is.
- Vocabulary and grammar, in the target language(Spanish), used in their campaigns.
- How to use the target language in appropriate places in their campaigns.
- Possible applications of the Spanish language to their own lives.
- What persuasive techniques are and how to use them.

Do

- Create an advertizing campaign
- Work collaboratively to create a product.
- Use media effectively to relay information.
- Acknowledge the importance of the Hispanic culture and its global contributions.

Driving Question: How can West Virginians be enticed to explore the diversity of the many Hispanic cultures in West Virginia?

Assessment Plan:

Major Group Products	<ul style="list-style-type: none"> - Advertising campaign - Group contract - Group checklist - Group Collaboration grade - Storyboards - Survey of preconceptions results - Project Management plan
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Major Individual Products	<ul style="list-style-type: none"> - Peer evaluations - Research notes in journals - Individual responsibilities checklist - Individual teacher evaluations of progress - Vocabulary lists with definitions/translations - Quizzes - Worksheets
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Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration	x	Written Communication	x
	Critical Thinking & Problem Solving	x	Content Knowledge	x
	Oral Communication	x	Other	
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests	x	Practice presentations	x
	Self-evaluation	x	Notes (<i>in journals</i>)	x
	Peer evaluation	x	Checklists/observations	x
	Online tests and exams		Concept maps	
Reflections:	Survey	x	Focus Group	
	Discussion	x	Task Management Chart (storyboard)	x
	Journal Writing/ Learning Log	x	Other	

Map the Project: Examine one major product for the project and analyze the tasks necessary to develop a high-quality product. What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Do the products and tasks give all students the opportunity to demonstrate what they have learned?

Product:

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Content of the Hispanic culture in general, commonalities and differences including ethnic groups that influence the culture	x	X (Teacher models content through Guatemala Presentation)	x
2. Grammar relating to descriptions, adjective/noun agreement, conjugation of verb. Vocabulary expansion covered during project.	x		x

3. Correct sentence structure in Spanish.	x		
4. Knowledge of West Virginia culture and stereotypes from their Social Studies course.	x		x
5. Geography of Hispanic countries.		x	
6. Use of media chosen	x		x

Resources:

School-based Individuals: Language Arts teacher, Social Studies teacher

Technology: Power Point, Publisher, Flip video cameras, Computers, Internet, Microsoft word, Excel, scanners, Flash drives, Smart Board, Smart Notebook Software, Moviemaker

Internet sites:

- OAS = <http://www.oas.org/main/english/>
- New York Times Article = <http://projects.nytimes.com/immigration/enrollment/west-virginia>
- Create WV = <http://www.createwv.com/diversity-and-inclusion>
- Pew Hispanic Center = <http://pewhispanic.org/states/?stateid=WV>
- Hispanic Culture = <http://www.hispanic-culture-online.com/>
- Advertizing = http://en.wikipedia.org/wiki/Advertising_campaign,
http://www.essortment.com/all/advertisingcamp_rnw.htm
- Ad Agencies sites =
http://advertising.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=advertising&cdn=money&tm=104&gps=190_164_1020_563&f=00&tt=14&bt=1&bts=1&zu=http%3A/www.cryanassoc.com/, <http://www.rwsalter.com/>

Community: Advertising experts, parents, business partners, Hispanic figures/experts (all TBA), OAS representative or authentic letter

Materials: *Sample Ad campaign obtained from ad agency*, journals, craft materials such as poster boards and construction paper, paper, Pencils/pens, highlighters..

Manage the Process:

- Students will be grouped in fours according to grouping techniques previously applied by the teacher. The teacher will take time prior to introducing the project to apply grouping strategies in the class that will lead to identifying the learners and their characteristics. The teacher will then assign groups the first day of the project. Teacher will closely observe the dynamics of the groups. Teacher has autonomy and any student problems should have been previously recognized and addressed.
- Teacher has modeled content (not AD) by giving her own presentation of a Hispanic country, Guatemala (in this case)
- Students will create a work contract that conceptualizes the desires and work ethics that they expect from each other and the consequences.
- Teacher will provide project guidelines to which the students will be directed when a question arises. If a student cannot find the answer on his own, then the teacher will lead the student to the answer by giving him/her prompts. The teacher is a facilitator and must relinquish control to the students yet maintain adequate classroom management. Teacher will also provide forms to aid in project organization.
- Students will be observed personally and in groups and given at least two group work ethic/progress evaluations and two individual work ethic/progress evaluations.
- Teacher will cater pedagogy to students need as well as her own plans for instruction created prior to project.
- Students will be assessed in collaboration as well as written and oral aspects of final products. They will also be assessed by project management forms, contract, checklist, storyboards and media used in ad campaign.
- Students who need modifications will receive such according to their IEPs, 504s or need. Teacher will consult with the Special Education or Gifted instructor prior to project. They will be placed in groups where their peers will be helpful and will be given a task they can perform or accomplish. They will not be excused from work. Expectations will be tailored to their individual needs. Work may be modified to their capabilities. Special education instructor or aid will be available when possible to work with the student during class time and out of class time.
- Refer to project guidelines.

Project Evaluation:

- Teacher Student progress evaluations
- End of project discussions
- Practice presentation peer feedback
- Teacher rubrics: collaboration, Critical thinking, Oral presentation, written presentation, Media self evaluations
- End of project Survey

Implementation tools:

- o Student Weekly planning sheet
- o Individual Daily Learning log
- o Group Daily Learning Log
- o Student Investigation Brief

- End of project self-assessment

Letter to parents
Project Calendar

MEMORANDUM

TO: _____(will explain blanks to students)_____ International Advertising Team

CC: Team members names

FROM: _____, Advertising Company CEO

DATE:

RE: OAS Campaign for Promoting Hispanic Cultural Diversity in West Virginia

Recently I received a request for proposal from the OAS (Organization of American States) regarding their desire to promote Hispanic cultural diversity in West Virginia. According to the U. S. Department of Education, National Center for Statistics, West Virginia is lagging behind other states in cultural diversity and awareness. West Virginia is 49th of 51 in diversity in the United States. In order to respond to this need, the

OAS is implementing a statewide campaign beginning with Hispanic awareness to motivate West Virginians to explore and understand Hispanic Culture.

The OAS is searching for an advertising agency to realize their efforts. Therefore, we are in competition with other advertising firms to win the account. Your task is to create an advertising campaign that will achieve the OAS mandates. It should also stimulate interest in travel, tolerance and commerce with the Hispanic culture.

This is a multi-million dollar account that will greatly impact our firm. As your boss it is imperative that we win this lucrative account. Your job depends on it! We will be presenting to the OAS in four weeks. The following is an excerpt of the letter I received from the OAS requesting a proposal.

[\(Hopefully OAS authentic letter excerpt to go here or make one up!\)](#)

Project Guidelines

You are going to work in groups of 4 to create an advertising campaign for the OAS

Your first task is to create a working contract with your classmates. The working contract must include:

- Time frames for completion of tasks
- Roles for group members and their responsibilities: *Project Manager, Assistant Project Manager, Media Specialist, Research Specialist*
- Consequences for late or incomplete work
- Guidelines for dismissal of group member
- Signatures of group members
- Teacher signature

You will create a working checklist which needs to include ***but is not limited to:*** (You must also have an individual working checklist in your journals as well as all information gathered in journals)

- Each student name and the task assigned to him/her
- Commonalities and differences according to Spanish speaking regions
- Three Hispanic countries of different regions to highlight in campaign
- Preconceptions about Hispanic culture
- Hispanic Culture in general:
 - Clothing
 - Foods
 - Entertainment
 - Traditions & Celebrations
 - Heritage (Identify Ethnic Groups and their influence on the culture of three countries)
 - Arts and Folklore
- Government: Types of Government
 - Major leaders
 - Government influence on way of life

- Economy: Cost of Living
Types of Currency & Exchange rates
- Tourism: Places to visit
Hospitality (What are the people like?)
Lodging
Things to do
- Geography: Where is it located?
Bordering countries, if it applies.
Climate
Flora & Fauna
- West Virginia culture and stereotypes
- Comparisons between cultures
- What would entice West Virginians to want to know more about Hispanic culture?

You will create an advertising campaign (think **Travel Channel** and TV ads). Your advertising campaign must include at least 2 forms of media and:

1. Advertising company name
2. Ad company LOGO
3. Your Chief Executive Officer (CEO) name

Items and Products to be assessed:

Campaign Proposal

- Management plan
- Must dress professionally
- Must use visuals

Ad campaign

- Must contain two forms of media as part of campaign.
- Each student must speak at least three full sentences in Spanish as part of campaign

Journals

- Implementation tool sheets stapled in journals
- Project map stapled in journals
- Definitions/translations of Vocabulary
- Storyboards of all media used in campaign stapled in journal
- Individual work checklists and info gathered

- Resources
- Contract
- Checklists
- Collaboration sheets
- Peer and Self evaluations
- Teacher Progress evaluations

SEG.

LEADERSHIP/EFFORT BONUS WORKSHEET

At the end of the project your group must meet to assign the work ethic/effort bonus and leadership bonus of 20 points.

Leadership bonus: **One** member of your group gets the bonus for leadership.

Leadership Bonus goes to:		Why:
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Work ethic/effort bonus of 20 points: Up to **two** members of your group can get a bonus for working especially hard. You can divide these points in any way between **two** people.

Work ethic/effort bonus goes to:		Why:
Work ethic/effort bonus goes to:		Why:

You have two options if your group can't make a decision.

Option 1: No one gets the bonus.

Option 2: Every member of the groups votes using the Borda method. That means you each get a piece of paper, write down everyone's name and then assign then a number between 1 and 6, with six being the highest.

Example:

Mary 6
Juan 5
Mark 4
Henry 3
Eloise 2
Johnny 1

Give the papers to your teacher and let them tally the votes

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DAILY LEARNING LOG: Individual

Student name:			
Project Name:		Date:	

Today I had the following goals for project work	1	
	2	
	3	
	4	
	5	

Today I accomplished...	1	
	2	
	3	

	4	
	5	

My next steps are...	1	
	2	
	3	
	4	
	5	

My most important concerns, problems or questions are...	1	
	2	
	3	
	4	
	5	

DAILY LEARNING LOG: Group

Students names:			
Project Name:		Date:	

Today we had the following <u>goals</u> for project work	1	
	2	
	3	
	4	
	5	

Today we accomplished...	1	
	2	
	3	
	4	
	5	

Our next steps are...	1	
	2	
	3	
	4	
	5	

Our most important concerns, problems or questions are...	1	
	2	
	3	
	4	
	5	

What Color Is Your Rainbow?

Even though you will be doing most of your work in collaborative groups, everyone has different skills and interests. Take a few minutes and rate yourself on a scale of 1 to 5 (with 5 being the highest) in the following categories. When you complete that task, pick the category which most defines you. Also indicate your second strongest trait. Remember, I want to know how you see yourself, not how you think others might perceive you.

	1	2	3	4	5
Artist					
Writer					
Leader					
Facilitator/Mediator					
Techie					
Researcher					

	Your style
Which skill from these categories best defines your role in group work?	
Which would be your second choice?	
Your favorite thing about groups work is?	
Your least favorite thing about group work?	
What is the best way for a group to resolve conflict when making a decision?	

Project Storyboard

Modify this format as needed regardless of the platform you use: Web site, PowerPoint, Flash or Video. Place a thumbnail or a hand-drawn image in the space provided. Place a description or sample of the text/quote/chart in the space provided.

Assessment and Due Date: This is due the Friday before the week of presentations. **Every member of your group will lose 10 of the 20 points this is worth if it is turned in a day late.**

Slide/screen/page 1	Slide/screen/page 11
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 2	Slide/screen/page 12
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 3	Slide/screen/page 13

Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 4	Slide/screen/page 14
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 5	Slide/screen/page 15
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 6	Slide/screen/page 16
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 7	Slide/screen/page 17

Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 8	Slide/screen/page 18
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 9	Slide/screen/page 19
Text/Quote/Chart	Text/Quote/Chart
Slide/screen/page 10	Slide/screen/page 20
Text/Quote/Chart	Text/Quote/Chart

Collaboration	Below Standard	At Standard	Above Standard
Leadership	<ul style="list-style-type: none"> • Student plays a passive role, • Student generates few new ideas • Student tends to only do what they are told to do by others. 	<ul style="list-style-type: none"> • Student plays an active role in generating new ideas. • Student takes initiative in getting tasks organized. • Student delegates responsibilities when required. • Student keeps group/class on task and on schedule. • Student understands and articulates goals of class/group. • Student accepts responsibilities for his or her actions and the actions of the group. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> • Student thoughtfully organizes and divides the work between group members. • Student monitors progress toward group goal. • Student adapts easily to changes in the task or group.
	0.....17	18.....35	36.....50
Cooperation	<ul style="list-style-type: none"> • Student does not willingly follow directions. • Student vocalizes intense opposition to group or classroom goals. • Student does not comply with group, classroom and community rules. 	<ul style="list-style-type: none"> • Student follows directions from group leaders, group members and adults who take the lead or offer assistance. • Student expresses the ability in words and deeds to adapt to the goals of the group, even when those goals may be different than their own. • Student complies with group, classroom and community rules. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> • Student encourages cooperation through words and actions. • Student creates or initiates procedures (or activities) that encourage cooperation. • Student willingly switches roles in group or classroom as required by the situation.
	0.....17	18.....35	36.....50
Attitude & Demeanor	<ul style="list-style-type: none"> • Student does not display positive attitude in words, expression or body language • Student does not provide positive feedback. • Student does not dress, act or respond appropriately to the task at hand. 	<ul style="list-style-type: none"> • Student displays positive attitude toward individual and group tasks in words, expression and body language • Student provides positive feedback to peers and adults • Student dresses, acts and responds appropriately to the task at hand. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> • Student models appropriate speech, behavior, clothing,, etc. even at the risk of breaking peer norms. • Student goes out of their way to encourage positive behavior and attitude.
	0.....17	18.....35	36.....50
Facilitation & Mediation	<ul style="list-style-type: none"> • Student is passive in the face of individual or group conflict. • Student encourages discord. • Student does not seek or encourage facilitation or mediation of conflict. 	<ul style="list-style-type: none"> • Student seeks to resolve conflicts between individuals or groups by listening to both sides. • Student encourages peers and adults to listen to each other. • Student never attempts to cause conflict by false reporting. • Student only engages in private side conversations when attempting to reduce discord. • Student is willing to accept facilitation or mediation in the event they are involved in a conflict. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> • Student serves as facilitator or mediator between groups or individuals. • Student volunteers to find resources or schedule meetings between individuals or groups in conflict. • Student, alone or in concert with other students or adults, initiates activities that further harmony between individuals or groups.
	0.....17	18.....35	36.....50
Empathy	<ul style="list-style-type: none"> • Student does not express empathy for the feelings of others. • Student displays a lack of awareness or disregard for diversity. • Student is locked into one view of issue(s). 	<ul style="list-style-type: none"> • Student expresses empathy for the feelings of others through words, body language or deeds. • Student displays awareness of diversity and the needs of different ethnic/social/religious groups. • Student demonstrates ability to look at issues from multiple points of view. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> • Student engages in action that makes the emotional comfort of others a primary concern. • Student attempts to broaden group activities to be more inclusive.
	0.....17	18.....35	36.....50

Presentation	Below Standard	At Standard	Above Standard
Appropriate	<ul style="list-style-type: none"> • Student does not select material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. • Student does not use language appropriate for the audience and the situation (as defined by school and district guidelines). • Student does not select an efficient tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines. • Student uses humor that doesn't enhance understanding and may offend audience. 	<ul style="list-style-type: none"> • Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. • Student uses language appropriate for the audience and the situation. • Student selects an effective tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines. • Student uses humor that enhances understanding and doesn't offend audience. 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> • Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding. • Student uses language that creates a strong, positive reaction in audience. • Student creates tools, techniques or paradigms that effectively achieve the desired goal.
	0.....17	18.....35	36.....50
Application	<ul style="list-style-type: none"> • Student does not demonstrate an ability to apply theories, principles and/or skills to new situations, settings or problems. • Student is not able to modify theories, products, behaviors or skills to fit new or changed environment. 	<ul style="list-style-type: none"> • Student demonstrates an ability to apply theories, principles and/or skills to new situations, settings or problems. • Student is able to modify theories, products, behaviors or skills to fit new or changed environment. 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> • Student actively seeks new environments and situations to apply theories, principles and/or skills. • Student provides multiple examples of how theory, principle or skill can be applied.
	0.....17	18.....35	36.....50
Analysis	<ul style="list-style-type: none"> • Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study. • Analysis does not include diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study. • The student does not identify cause-and-effect relationships. 	<ul style="list-style-type: none"> • Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study. • Analysis includes diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study. • The student can identify relationships between ideas, data sets, and phenomena. 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> • Student is able to use his/her analysis to teach the definitions, law, concepts, theories and principles under study. • Student and/or audience is able to differentiate between similar definitions, law, concepts, theories and principles. • The student can differentiate between correlation and cause and effect.
	0.....17	18.....35	36.....50
Evaluation	<ul style="list-style-type: none"> • Student does not demonstrate understanding of the criteria used for evaluation. • Student does not defend his/her evaluation (critique) • Evaluation is not supported by reference to standards • Evaluation does not include comparison and 	<ul style="list-style-type: none"> • Student demonstrates understanding of the criteria used for evaluation. • Student is able to defend his/her evaluation (critique). • Evaluation is supported by reference to standards. • Evaluation includes comparison and contrast to other ideas/objects/materials. 	In addition to meeting the PROFICIENT criteria: <ul style="list-style-type: none"> • Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials. • Student creates clearly defined criteria (i.e., rubric, standards, guidelines) for evaluation.

	contrast to other ideas/objects/materials.		
	0.....17	18.....35	36.....50
Synthesis	<ul style="list-style-type: none"> • Synthesis does not successfully integrate ideas, images and/or objects to form a cohesive whole. • Student does not summarize their thinking during the process of synthesis. • Combination of elements is not logical and/or verifiable. 	<ul style="list-style-type: none"> • Synthesis integrates ideas, images and/or objects to form a cohesive whole. • Student is able to summarize their thinking during the process of synthesis. • Combination of elements is logical and justified. 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> • Synthesis is unique. • Synthesis shows careful planning and attention to how disparate elements fit together. • Student is able to create new synthesis based on changing circumstances, input or environment. • Combination of elements is verified.
	0.....17	18.....35	36.....50

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Language Content	TASK COMPLETION	COMPREHENSIBILITY	FLUENCY	LEVEL OF DISCOURSE	VOCABULARY	GRAMMAR
	½...1...1 ½ ...2...2 ½ ...3...3 ½ ...4	½...1...1 ½ ...2...2 ½ ...3...3 ½ ...4	½...1...1 ½ ...2...2 ½ ...3...3 ½ ...4	½...1...1 ½ ...2...2 ½ ...3...3 ½ ...4	½...1...1 ½ ...2...2 ½ ...3...3 ½ ...4	½...1...1 ½ ...2...2 ½ ...3...3 ½ ...4
DOES NOT MEET EXPECTATIONS 1 (54-73%)	Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices	Inadequate and/or inaccurate use of vocabulary	Emerging use of basic language structures
ALMOST MEETS EXPECTATIONS 2 (74%-83%)	Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech	Use of complete sentences, some repetitive; few cohesive devices	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Emerging control of basic language structures
MEETS EXPECTATIONS 3 (84%-93%)	Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts	Emerging variety of complete sentences; some cohesive devices	Adequate and accurate use of vocabulary for this level	Control of basic language structures

EXCEEDS EXPECTATIONS 4 (94%-100%)	Superior completion of the task; content is rich; ideas developed with elaboration and detail	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication	Speech sustained throughout with few pauses or stumbling	Variety of complete sentences and of cohesive devices	Rich use of vocabulary, with some idiomatic expressions	Control of basic language structures occasional use of advanced language structures
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Total: _____/24 * Half points if student falls between categories but not quite there.

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Performance Assessment for Language Students

GROUP OBSERVATION CHECKLIST

(Observe group for 5-10 minutes and check all behaviors that were seen or heard)

Group:			
Project Name:		Date:	

When beginning a new task group members ...				
Behavior observed	All members	Most members	Some members	Few members
Agree on an agenda or plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin work promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get out project materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figure things out without minimal teacher help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share responsibilities and/or assign roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay on task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When working group members....				
Behavior observed	All members	Most members	Some members	Few members
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have relevant conversations	?	?	?	?
Evaluate new information for significance	?	?	?	?
Teach each other	?	?	?	?
Review each other's work	?	?	?	?
Assign overnight/weekend tasks	?	?	?	?
Ensure that work is turned in	?	?	?	?
Clean up and put away	?	?	?	?
Ask for help when needed	?	?	?	?
Stay on task	?	?	?	?

When discussing project work group members....				
Behavior observed	All members	Most members	Some members	Few members
Ask clarifying questions	?	?	?	?
Take turns speaking	?	?	?	?
Make decisions collaboratively	?	?	?	?
Record decisions and plans	?	?	?	?
Share essential information	?	?	?	?
Review deadlines	?	?	?	?
Stay on task	?	?	?	?

P R O J E C T C A L E N D A R

Project: Expanding Diversity in West Virginia

Start Date: TBA

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

P R O J E C T W E E K O N E

Entry event Driving question Guidelines	Know/need to know Group formation Daily logs every day from today Contracts	Checklist Group Map project Begin research	Teach concepts needed	Research
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P R O J E C T W E E K T W O

Teach	Hispanic Expert visit	Advertising agency visit or teleconference	Check progress Reflect research	Research Begin Develop storyboards
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P R O J E C T W E E K T H R E E

Teach	Hispanic expert visit	Develop storyboards Begin realizing media presentations	Realize media presentations	Realize media presentations
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Project week 4

Realize visuals and other props	Realize visuals and other props	Film ads, documentaries, etc..	Film Make revisions	Turn in Project
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Project Week 5

Presentations Monday, Tuesday, Wednesday

Debrief, reflect, survey Thursday, Friday