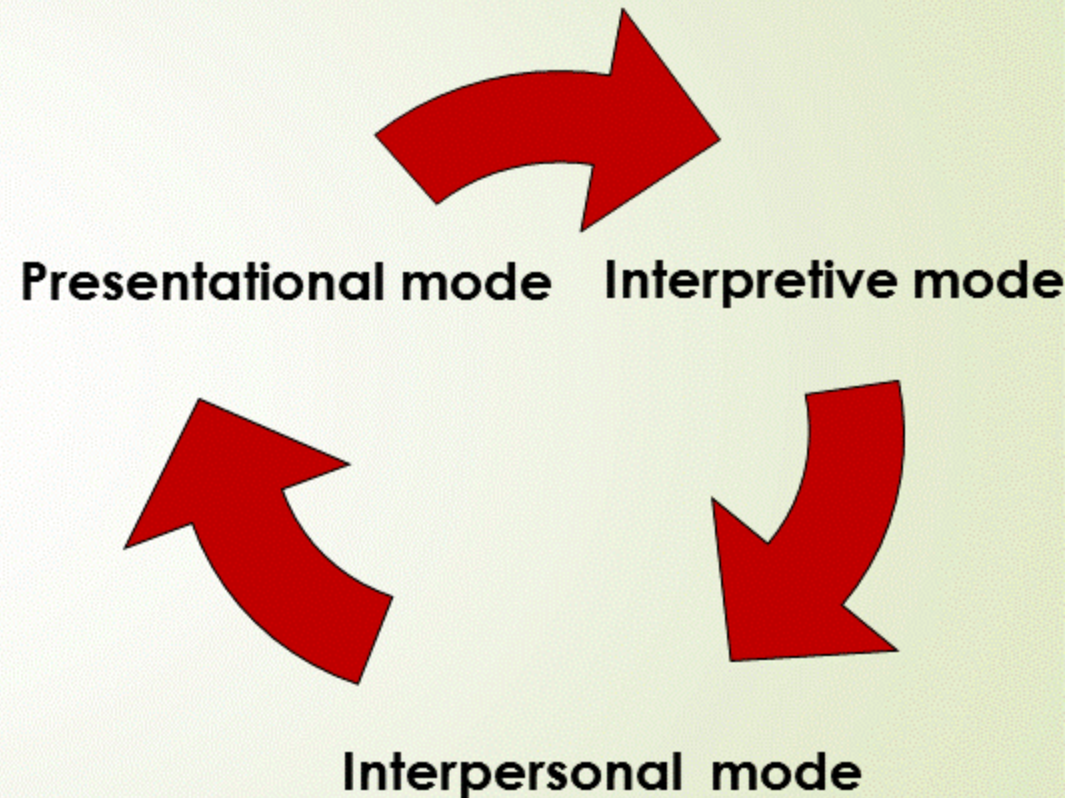




# World Languages NYS In the 21<sup>st</sup> Century



## Articulated Performance Assessment Tasks



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Queens College, CUNY

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# NYSED needs our feedback

## Please answer the call to participation

### Respond to Surveys



- Bridging the Gap, examining Perceptions and Practices of new and veteran teachers. <https://goo.gl/j2hBt1>



**Help NYSED plan effective PD to  
Close the Gap between newly certified  
and in-service teachers  
Responses are anonymous**

- Research to inform practice, examining use of research based practices for teacher candidates and in-service PD.  
<https://goo.gl/nhtUdW>



- Current research project, Research on innovation and implementation of the three modes and four skills.  
<https://goo.gl/LnmpsS>





# Can Dos for our session



## *I can*

- Describe articulation as key to Seal of Biliteracy goals
- Define transfer as a goal of performance assessment
- Identify the three modes from examples
- Explain the procedures for developing an articulated exemplar







## NYS World Language Standards and PD Initiative



- ▶ **Adopt standards as described in World Readiness Standards: Communication and Culture, with Comparisons, Communities, and Connections supporting Communication and Intercultural Competence**
- ▶ **Refreshed NYS Syllabus Topics under four new overarching themes, facilitating vertical articulation between levels, buildings and schools**
- ▶ **Shift from four skills to three Modes of Communication: Interpretive, Interpersonal, and Presentational. Articulated performance assessment exemplars with specific Can Do Statements**
- ▶ **Transition from Checkpoints to Performance Targets:  
Novice High, Intermediate Mid and Intermediate High  
(Seal of Biliteracy)**



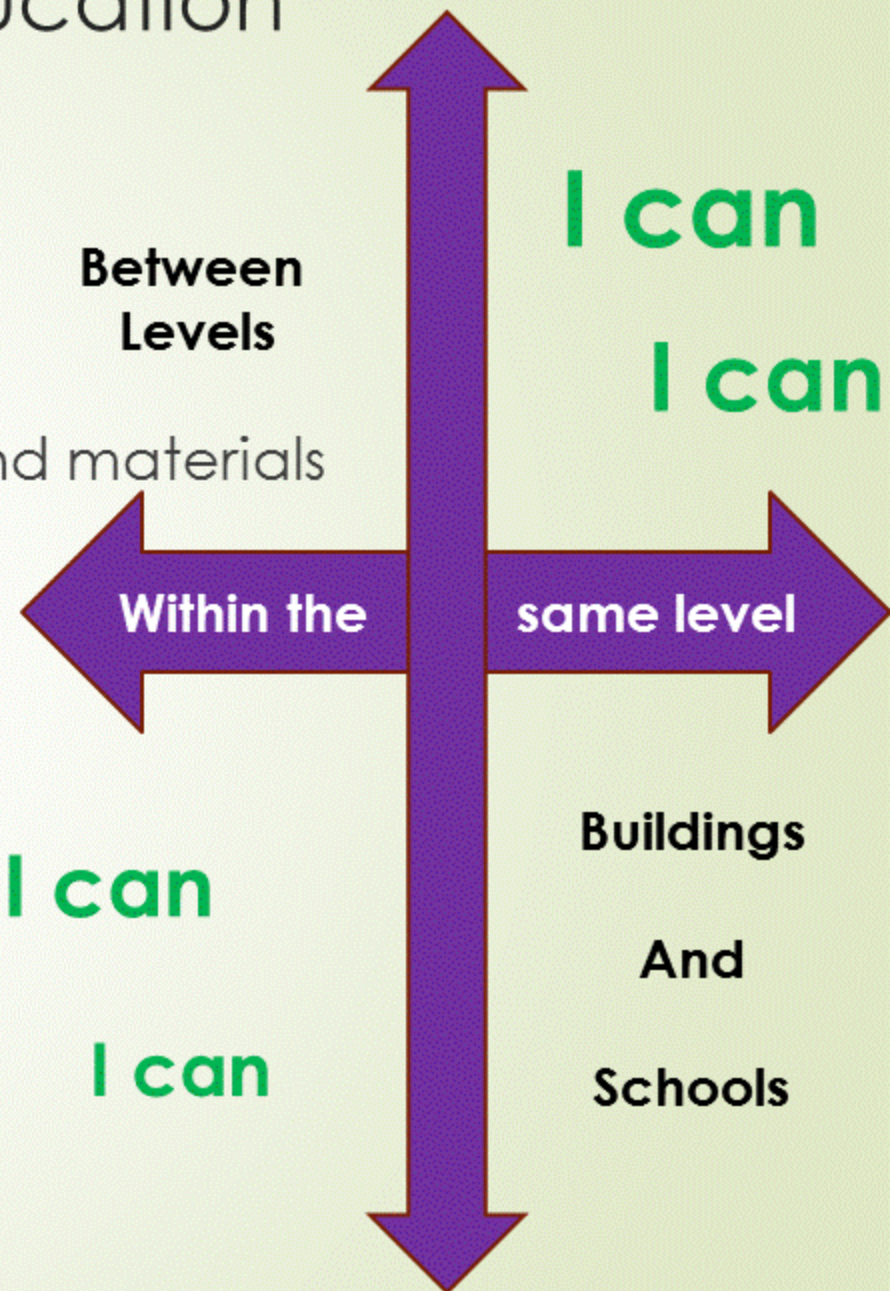
# World Languages NYS in the 21<sup>st</sup> Century Themes and Topics

<b>Identity Social Relationships</b>	<b>Contemporary Life</b>	<b>Science, Technology and the Arts</b>	<b>Global Awareness</b>
Auto/Biographical	Nutrition and Meal Taking	Physical Environs Climate	Environmental Issues
Family Life	House and Home	Technology	Food and Nutrition
Celebrations	Earning a Living Volunteerism	Pop Culture	Government and Politics
Social Events	Education	Design and Aesthetics	Health and Welfare
National Identities	Travel	Fine Arts: Music, Dance, Film, Literature, Theatre, Visual Arts	Global Challenges and Economy
Personal Goals	Leisure	Fashion and Clothing	Geography
Milestones	Community Public/Private Services	Inventions and Innovations	Social Justice, Human Rights, Accessibility



# Articulation in World Language Education

- ▶ Horizontal
  - ▶ Continuity
  - ▶ Similar objectives, content, teaching strategies and materials
- ▶ Vertical
  - ▶ Transition
  - ▶ Between Levels, Buildings, and Schools





# Designing for performance targets

(Eddy, J. 2006, 2014, 2015, 2017)

## articulation

### Novice Mid-High

Novice-level speakers can communicate **short messages on highly predictable**, everyday topics that affect them directly.

### Intermediate Mid

Speakers at the Intermediate level can **create with the language** when talking about familiar topics related to their daily life.

### Interm High/Advanced Low

Speakers at the Advanced level **engage in conversation** in a clearly **participatory** manner to communicate information on topics of community, national, or international interest, as well as social situations with an **unexpected** complication.

## Designed Backward from performance target

They do so primarily through the use of **isolated words, lists, and phrases** that have been identified and recalled.

They are able **to recombine** sentences to express personal meaning, **ask simple questions** and straightforward survival situation mostly in present time.

They handle topics concretely by means of **narration and description in the major time frames** of past, present, and future.



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Theme  
Topic

Context

Has value beyond the classroom

Solves a problem

Creates a product

Doesn't give away too many task details

Your name and school

Novice mid-high Checkpoint A Authentic material description	Intermediate Low-Mid Checkpoint B Authentic material description	Intermediate High-Advanced Low Checkpoint C Authentic material description
.Description of Interpretive task I can...	Description of Interpretive task I can...	. Description of Interpretive task I can...
Description of Interpersonal Task I can...	Description of Interpersonal Task I can...	Description of Interpersonal Task I can...
.Description of Presentational Task I can...	Description of Presentational Task I can...	Description of Presentational Task I can...

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# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Science,  
Technology and  
the Arts  
Fashion and  
Clothing



Context

A new boutique is coming to town and they want your ideas on what Clothing would make the business successful.

Novice high

Checkpoint A

Intermediate Mid

Checkpoint B

Intermediate High

Checkpoint C

Read an article about youth fashion in France and underline clothing items.

I can identify clothing in French.

With a partner, come to consensus on what clothing is worn to school in France and the US.

I can compare clothing worn in French and American schools.

Make a video on what clothing is seen in the US for different events or situations. These are the clothes the new boutique should sell.

I can describe popular clothing or multiple

Watch a video about what students wear for various occasions. Categorize the clothing worn for each situation.

I can categorize clothing for different occasions.

Students A&B have pictures with different clothing situations. Ask and answer to find out what the other is wearing for a particular situation.

I can ask questions about clothing and when it is worn.

Create a buying list for the boutique with specific youth fashion for multiple situations. Explain why certain clothing pieces are chosen.

Explore websites for French designers and watch videos about French fashion week. Write questions about high fashion and compare to everyday fashion.

I can compare high and everyday fashion.

Discuss with a partner which trends are popular in high and everyday fashion.

I can determine what trends are popular and why.

Write a letter to the boutique about a specific designer and how they have influenced the fashion world. Convince the boutique to buy and sell some of the designer's pieces.



# Characteristics of authentic communication, transfer and the best designed performance tasks

real-world

On your own

complexity

Critical thinking

Novelty

Risk taking

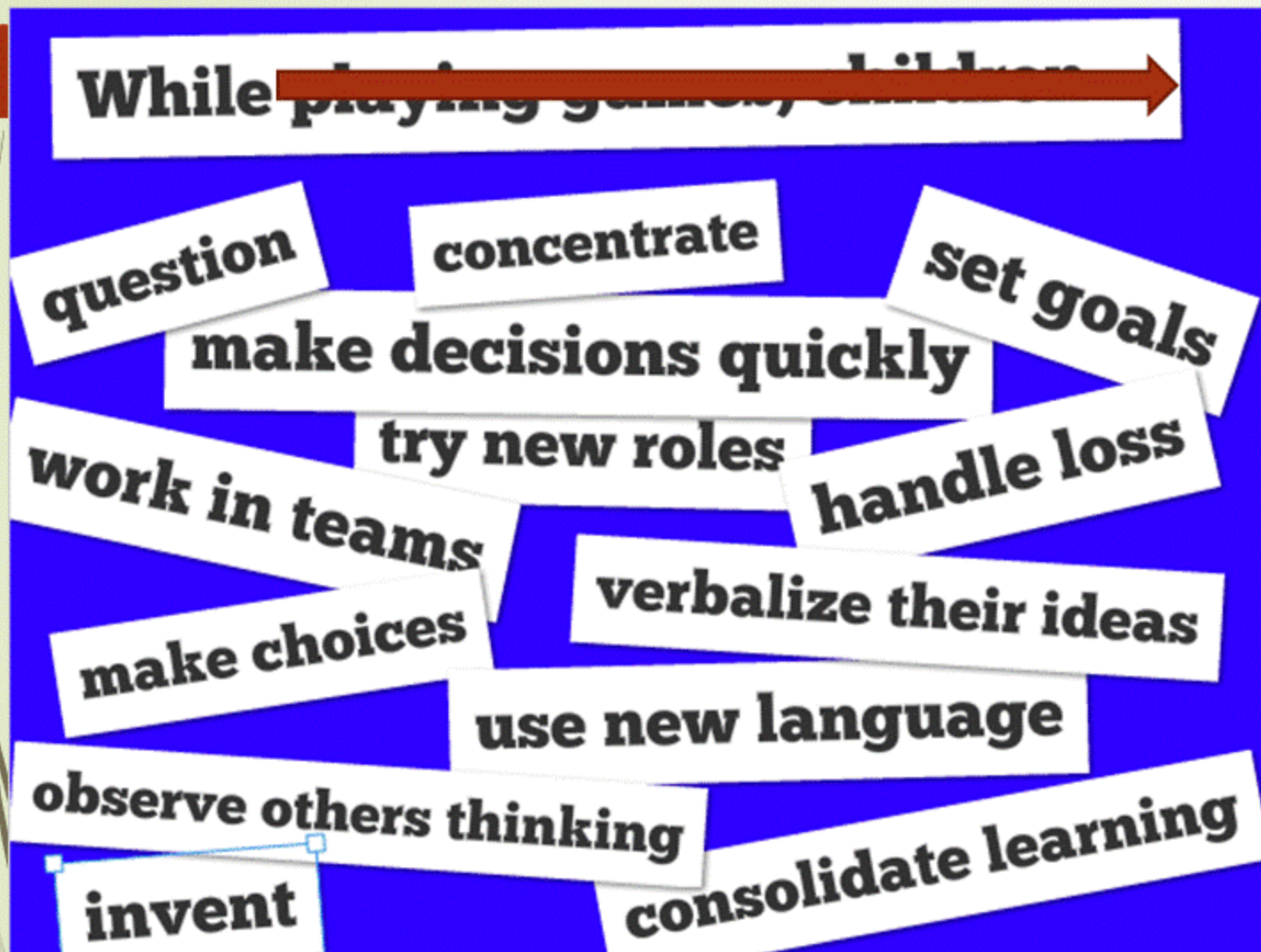
variation

flexible

unpredictable



In the world of work, we...

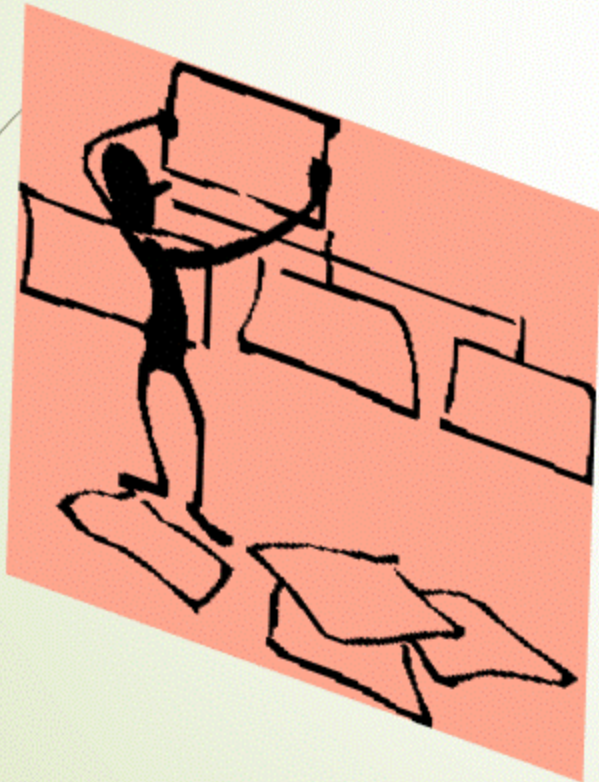


Performance Assessment  
Design in the  
Three Modes

is the blueprint for  
creating **effective,**  
**meaningful and relevant**  
tasks and simulations  
for reaching  
communicative and  
intercultural goals  
in life and work



The best gift we can give  
the learner  
is Transfer



**The ability to use knowledge and skills in a different context, setting, or situation from how it was originally learned on one's own, with few to no cues or supports.**

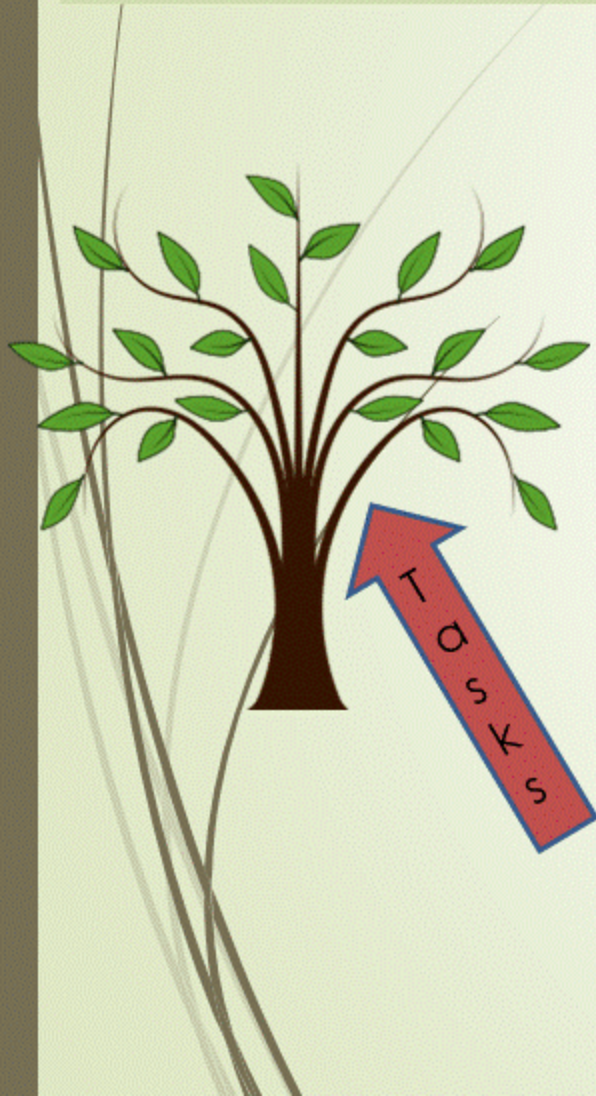
Mc Tighe, J., & Wiggins, G.  
(2005) *Understanding by  
Design* (2nd ed.). Alexandria,  
VA: ASCD. (Original work  
published 2001)

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# Turnarounds for Transfer

(Eddy, 2006, 2014, 2017.



- Theme: Travel
- Objective: To know the tourist sites in \_\_\_\_.
- Task: Matching column to test locations of tourist sites.
  
- Enduring Understanding:
  - Where people choose to travel depends a lot on their interests and needs.
  
- Essential Question: How do we choose where we want and need to go?



## Interpretive Task



Using the different travel brochures and websites from various towns and cities in \_\_\_\_, categorize on your chart which towns or cities are the best places to visit for the following:

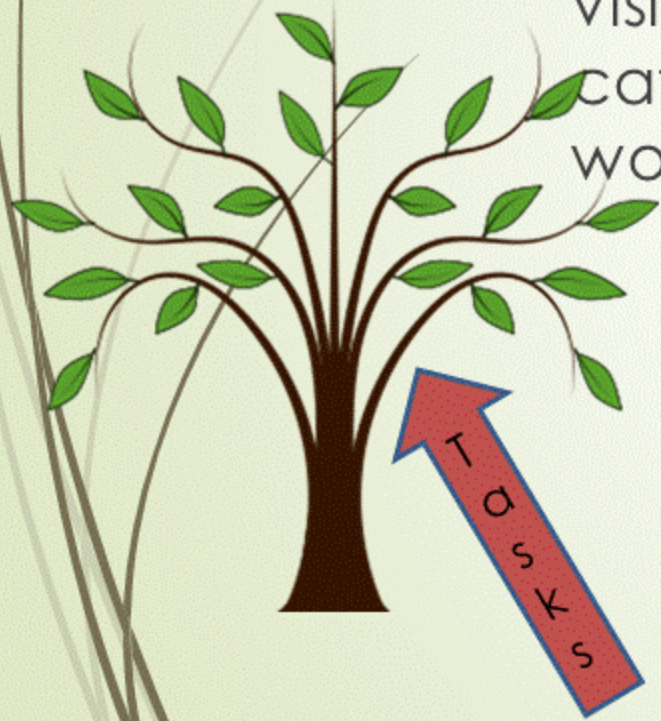
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MUSIC	HISTORIC SITES	SPECIAL EVENTS	FAMILIES	SHOPPING	LOW COST OR FREE PLACES TO GO	ART OR LOCAL CRAFTS
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# Interpersonal Task

Using the chart, share with your partner the towns or cities you would like or not like to visit, based on the information from the categories. Make decisions on where you would like to go.



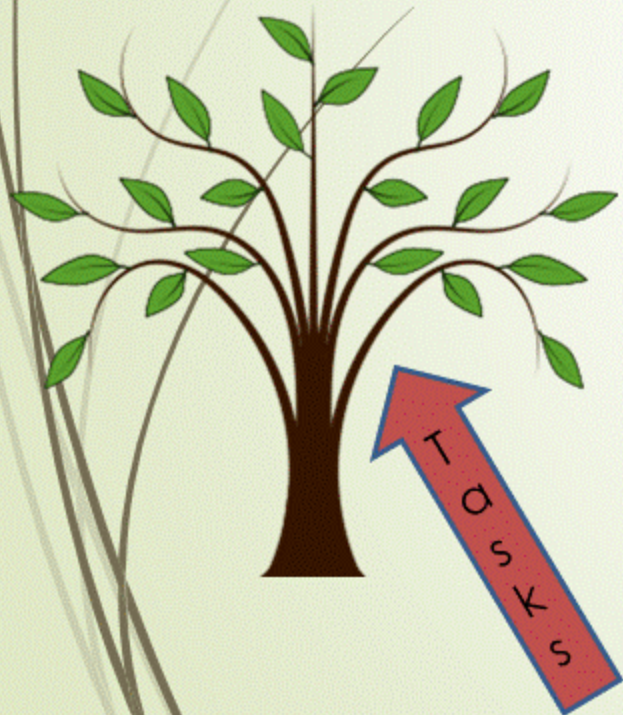


# Presentational Task

▶ You are a travel agent specializing in travel to \_\_\_\_\_. Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.



- ▶ 1. A family of 5 with young children.
- ▶ 2. A person who is a history buff.
- ▶ 3. Three students with a limited budget.
- ▶ 4. Grandparents who love small towns, local crafts, and music.





# Planning a dinner party

## Interpretive

Students listen to menu options and circle their choices from food pictures.

Students write questions about the menu choices.



## Interpersonal

Students ask their partner the questions and fill out a chart on food likes and dislikes.



Name: \_\_\_\_\_ Period: \_\_\_\_\_

**Process Grid**

Topic: \_\_\_\_\_

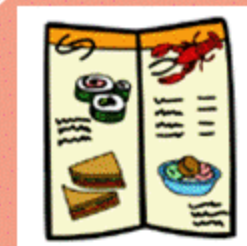
Effect	Description	Results or Evidence	Other Interesting Facts

© Pennington.com

## Presentational

Friends are coming to dinner. Students read new menus and plan a menu appropriate for different people based on likes/dislikes and special dietary needs:

Vegan  
Low Carb  
No Dairy  
No Rice



## Can-Do Statements

I can write questions and make choices about food preferences.

I can answer questions and talk about food likes and dislikes with a friend.

I can plan an authentic menu with someone's dietary needs in mind.



# From Scaffold to Transfer and Proficiency

Each time more novelty to Completely **New**

Moving to Transfer	Near Transfer	Far Transfer
<b>Formative</b>	<b>Formative</b>	<b>Summative</b>
Familiar Task	Unfamiliar Task with supports	Completely <b>New</b> Task.
Some variation, some different details from previous teaching examples.	May appear new but is presented with some cues to suggest approach or content.	Presented without cues and supports Learners use a repertoire appropriate to content and new situation.



What can the learner do as a result of the task?

# Interpretive, Interpersonal and Presentational Mode

Interpretive Task	Interpersonal Task	Presentational Task	Intercultural Competence
<p>Students examine different seasonal menus and categorize meals as healthy/not healthy and why.</p> <p>I can categorize meals as healthy or not.</p>	<p>Choose with a partner and come to consensus on which foods and meals you would include on healthy, seasonal menus for people with three different dietary needs.</p> <p>I can decide which meals are best for different diets</p>	<p>Write a proposal for the Food Network, featuring seasonal meals from Spanish-speaking countries based on different peoples' health needs and lifestyles.</p> <p>I can plan a food show with meals for different lifestyles</p>	<p>I can create seasonal and cultural menus with different health needs and lifestyles in mind.</p>



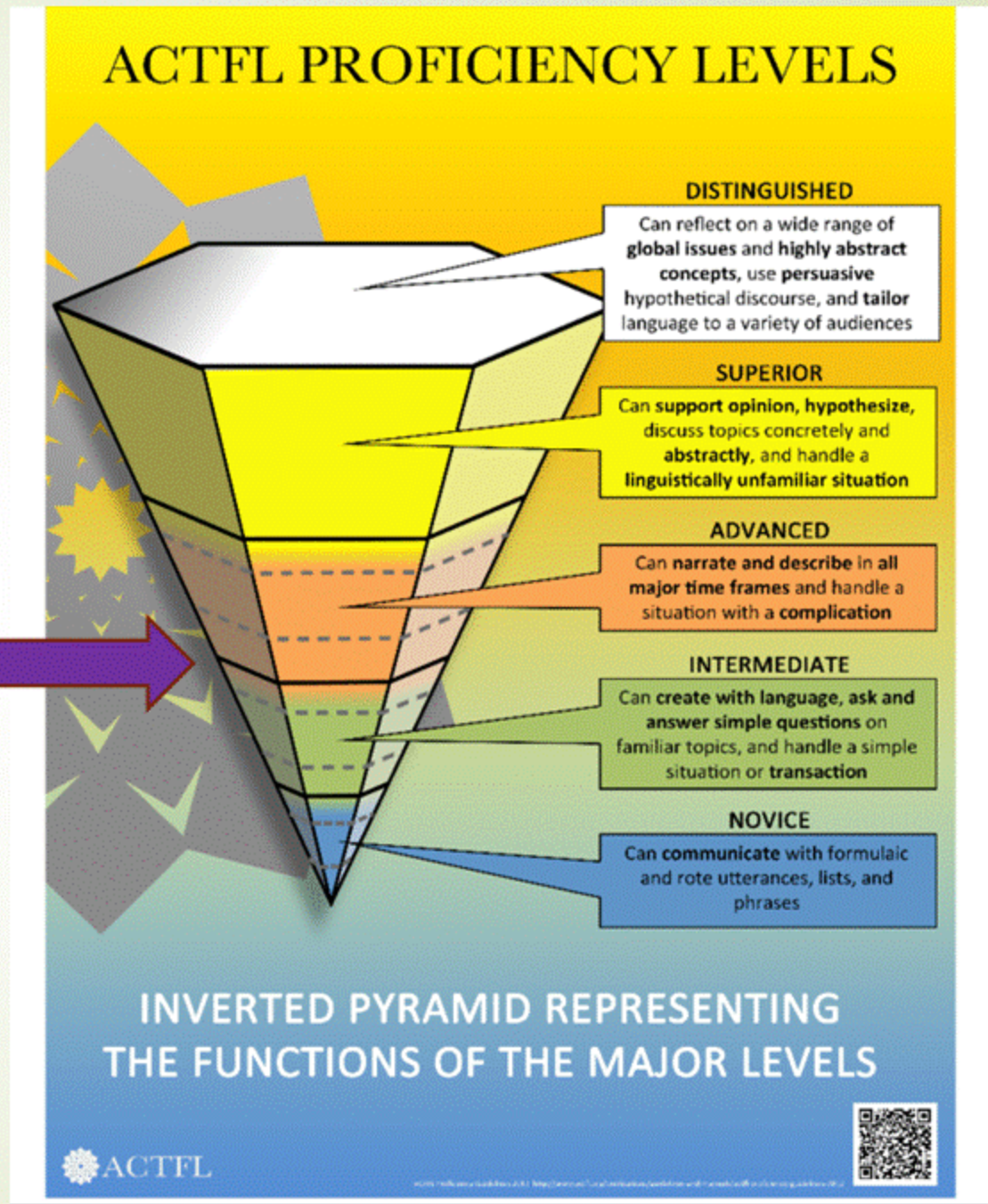
# Transition from Checkpoints to Performance Targets

What can learners do at each level?

How do we design tasks that move them to the target performance?

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

(Eddy, J. 2006, 2007, 2016, 2017)








# NCSSFL-ACTFL Can Do Statements

First, select general NCSSFL/ACTFL Can Do Statements (2017) that identify learning goals appropriate for the theme and general performance targets by the end of unit.

Then design tasks and derive **SPECIFIC Task Targets** like these

NCSSFL-ACTFL CAN-DO STATEMENTS  
**PROFICIENCY BENCHMARKS**

NOVICE PROFICIENCY BENCHMARK		INTERMEDIATE PROFICIENCY BENCHMARK
<b>COMMUNICATION</b>		
<b>INTERPRETIVE</b> 	<i>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</i>	<i>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</i>
<b>INTERPERSONAL</b> 	<i>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</i>	<i>I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</i>
<b>PRESENTATIONAL</b> 	<i>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</i>	<i>I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</i>
<b>INTERCULTURAL COMMUNICATION</b>		
<b>INVESTIGATE</b> 	<i>In my own and other cultures I can identify products and practices to help me understand perspectives.</i>	<i>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</i>
<b>INTERACT</b> 	<i>I can interact at a survival level in some familiar everyday contexts.</i>	<i>I can interact at a functional level in some familiar contexts.</i>

ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017



# Identity/Social Relationships

## National Identities

### Can Do

### Sample Performance Targets

Performance Target	Novice High	Intermediate Mid	Intermediate High
Interpretive	I can identify characteristics in regional clothing and dance from pictures and video.	I can categorize elements of the festival on a chart according to the 8 different regions of Oaxaca.	I can paraphrase information from an article on indigenous identities and concerns and their importance to the Guelaguetza celebration.
Interpersonal	I can decide with a partner on what we will see at the festival.	I can choose with a partner the elements to include for the advertisements.	I can come to consensus with a partner on the most important features of the festival.
Presentational	I can create a promotional poster for the Guelaguetza festival.	I can create an advertisement and short video on the festival.	I can create a TV episode on indigenous identity in Mexico, highlighting the dance festival.



# Science, Technology, and the Arts

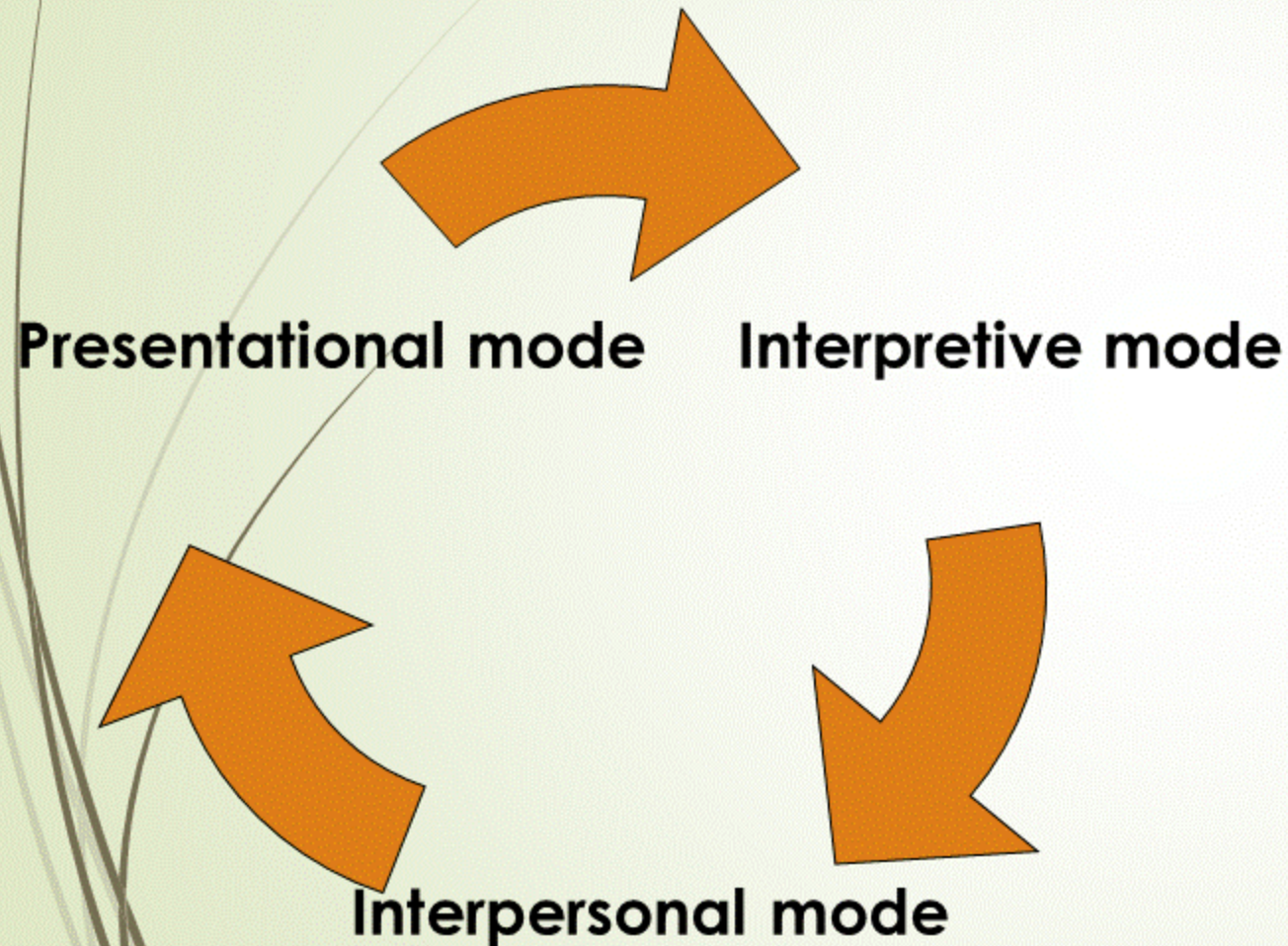
## Fashion and Clothing

## Sample Performance Targets

Performance Target	Novice High	Intermediate Mid	Intermediate High
Interpretive	I can listen and identify clothing worn in target language schools. I write three questions about school uniforms.	I can read an ad on uniforms from the target language country and categorize items on a chart.	I can watch a video and examine websites to complete a Venn diagram on school dress codes.
Interpersonal	I can choose appropriate clothing required at different schools with a partner.	I can come to consensus on preferences for school clothing with a partner.	I can express my opinion on school dress codes and uniforms then and now.
Presentational	I can design a brochure for new exchange students on the school dress code.	I can create a video on school fashion and dress codes comparing the US and the target culture(s).	I can write an article on school fashion comparing the target country with the US including past and current trends.



# Performance based Assessment Tasks in Three Communicative Modes



## Interpretive Mode Tasks

Acquire new information

Infer

Organize

Pose questions

## Interpersonal Mode Tasks

Plan, choose and come to consensus

Ask questions

Solve information gap

## Presentational Mode Tasks

Apply information from two other modes

Create a product, solve a problem



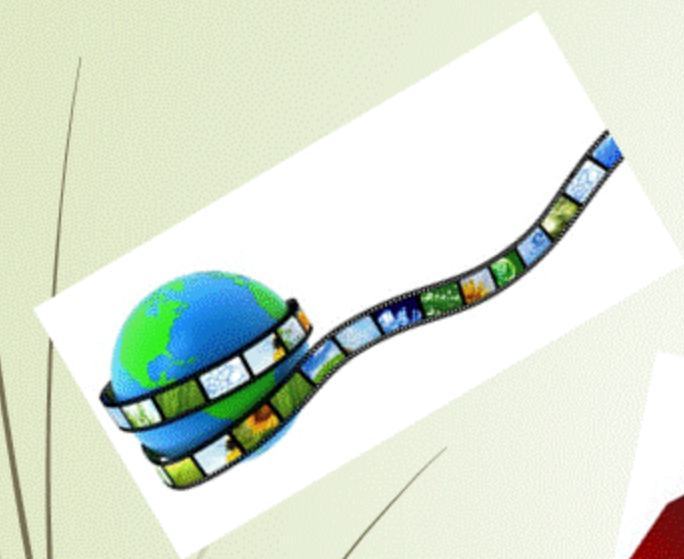


# Culturally Authentic Materials Are ***Made by And for the People*** of That Culture (s).

- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements
- Music
- Film and theatre
- Literature
- Signs
- Food labels
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- TV shows



# Interpretive Mode Task Features



Listen  
Watch  
or Read

- Comprehension and organization of words, concepts and ideas.

No  
translation

- Learner infers meaning with and from the authentic material.

Authentic  
Materials

- Learners use texts, films, websites, works of art, songs, poems, advertisements, schedules, food labels, maps, videos.



# Contemporary Life

## Leisure



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

EU

Students will understand that customs and traditions play a role in leisure activities.

EQ

What is leisure time? How do we spend our free time?

Context

The online magazine El Ocio Hispano needs content for the next issue on the value of spending leisure time outdoors.

Silvia D.  
Rockville Center UFSD  
South Side HS

Novice High

Intermediate Mid

Intermediate High-Pre-Advanced

Checkpoint A

Checkpoint B

Checkpoint C

Watch the video on activities at a Mexican school and check which you would participate in if you attended the school.

**I can identify popular activities offered by Spanish speaking schools.**

Come to consensus which activities are offered at the US and Mexican school.

**I can compare leisure activities offered between schools.**

Create a short video on leisure activities for the online magazine.

**I can describe popular leisure activities in the US and abroad.**

Using the park website, categorize the activities in the park and select which you like and do not like.

**I can categorize activities according to my interest.**

Discuss with a partner and decide where to go in Chapultepec Park,

**I can plan outdoor activities with a partner.**

Write a segment for the magazine on Chapultepec Park activities suitable for young children.

**I can recommend outdoor activities popular in the Hispanic world based on someone else's**

Using the two websites on the beaches, compare and contrast the advantages and disadvantages of Mexican and Spanish beaches on a chart.

**I can compare pros and cons of different beaches.**

Using the chart, come to a consensus with my partner which beach is preferred and why: Mexico or Barcelona?

**I can decide with a partner on leisure preferences and justify our choices.**

Create a video on beach vacations for the magazine, with options depending on different people's needs. Compare three beach areas and what they offer.

**I can explain which vacations are best and why**



# Interpersonal Mode Task Features



**Speaking**

- Involve negotiation of meaning and consensus.

**Not Memorized**

- Two-way, spontaneous tasks, unrefined, unrehearsed.

**Integrated**

- Based on information from Interpretive mode.



# Presentational Mode Task Features



Speaking or Writing

- Learners can rehearse, revise, consult new sources.

Value beyond the classroom

- Learners use the language for a real world purpose.

Transfer

- Learners solve novel problems and create new products.



# Sample Presentational Tasks

## Solve Problems; Create Products

- Brochure or Itinerary
- Letter
- Web pages/social networking sites
- Video or Podcasts
- Advertisement
- Agenda or Schedule
- New beginning or ending of story, song
- Demonstration
- Content for TV episode
- TV or Radio spot
- Design a survey and present findings
- PSA or Infomercial
- Poem, Song, Rap
- Infographics, Voicethread



### Survey

- Excellent
- Very Good
- Good
- Fair
- Poor





# Global Awareness

## Health and Welfare



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

EU

Students will understand that culture influences the way we look at health and wellbeing.

Students will understand that health care systems vary between countries and cultures.

EQ

To what extent does culture inform our health and wellness practices?

How is the individual responsible for their own health and wellbeing?

Context

Your school and town are sponsoring a health fair. They need your participation on displays for new exchange students and families coming to New York.

### Vertically Articulated Assessment across three levels

Novice mid-high

Checkpoint A

Students watch a video on cold and flu and circle the symptoms they hear.

I can identify cold and flu symptoms.

Students compare symptoms using a Venn diagram and decide on similarities and differences between cold and flu.

I can select and choose symptoms of cold and flu with a partner.

Students identify cold and flu symptoms and body parts affected in a multimedia presentation for the health fair.

I can indicate and describe the effects of cold and flu on the body.

Intermediate Low-Mid

Checkpoint B

Students visit commercial and public health websites to categorize cold/flu symptoms and write 3 questions related to content.

I can organize and sort cold/flu symptoms.  
I can pose questions on website content.

Students take a survey on cold and flu and come to consensus on symptoms and remedies with a partner.

I can exchange information with a peer and compare symptoms and remedies.

Students create an infomercial on how to stay healthy during cold and flu season.

I can present suggested health practices for cold and flu.

Intermediate High-Advanced Low

Checkpoint C

Students read websites on the prevention and treatment of colds and watch a video on *remedios caseros* to compare indigenous and conventional practices.

I can compare intercultural health practices.

Students discuss the pros and cons of both practices, using authentic cultural resources to support their claim.

I can come to consensus on cultural values contributing to varying health practices.

Students prepare a multimedia presentation for the fair on *remedios caseros* from cultural perspectives.

I can explain how cultural concepts and beliefs inform health and wellness practices.

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# Contemporary Life Leisure



Context

The school where you are studying abroad is having an Open House and is looking to attract prospective students by learning more about their interests.

## Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

AJ. F., Randelet F., Charlette, F., Lisa M., & Lynn Z.  
Saratoga Springs City School District

### Novice Mid-high Checkpoint A

Students listen to descriptions of people and match them to their preferred activities and interests.  
Students write three questions about activities.

I can match the description of people to what they like to do.  
I can pose questions about leisure activities.

Students will ask questions and search for peers who fit criteria for different leisure activities using a grid.

I can complete a grid with the names of my peers based on their interests.

Students will communicate in a group setting the differences in leisure activities in Spanish speaking countries.

I can describe popular leisure activities.

### Intermediate Low-Mid Checkpoint B

Students visit Ahora and Qué tal magazines to identify interests in hobbies, past times and afterschool activities.

I can create a graphic organizer of culturally relevant leisure activities.

Students will interview other classmates to find out their interests in extra curricular activities.

I can ask questions and learn about other peoples interest and hobbies.

Students will participate in a mock club fair and provide information to students interested in their club.

I can recommend specific leisure activities

### Intermediate High-Pre Advanced Checkpoint C

Students listen to afterschool activities in target language to identify key characteristics for each past time.

I can develop a Venn diagram to compare and contrast various activities from clubs in my home school versus clubs at my host school.

Students will discuss differences between clubs and activities and choose one to further research.

I can discuss in the target language the differences between clubs and activities.

Students will participate in a club fair and recommend specific activities based on individual interests and participation rules.

I can explain which activities are better suited for

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# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

## Contemporary Life Travel



### Context

The tourism organization "Francophonie" is putting together a promotion to market travel to French speaking countries.

Colin Quinn  
Saratoga Springs  
City School District

Novice mid-high  
Checkpoint A

Website  
Guide de voyage Québec

Use the website to identify several places to visit and what you would do there.

I can identify places to visit and activities to do there.

With your partner, use the list of places and activities in Québec to discuss where you would like to go and what you would like to do there.

I can talk about places I would like to visit and things to do.

Create an advertisement page for a magazine for travel to Québec

I can relate reasons to visit a place.

Intermediate Low-Mid  
Checkpoint B

French movie: *Rien à déclarer*

Watch the movie, categorize common French vs. Belgian stereotypes and separate actual cultural differences on a chart.

I can recognize stereotypes and separate them from cultural differences.

Create a 'how-to' video for crossing the border at passport control and discussing your travel details with the border agent.

I can discuss border crossing and travel details.

Create a brochure explaining travel procedures and what to expect when traveling between French speaking countries around the world.

I can summarize procedures and practices for traveling between countries.

Intermediate High-Pre Advanced  
Checkpoint C Seal of Biliteracy

News Magazine Video:  
Francophonie : les mots de l'Afrique

Watch the video and create trivia questions for an online game.

I can create factual questions from an authentic material.

Role-play a travel agency scene for a commercial with a partner for a selected African Francophone country. You need more information to make arrangements.

I can discuss culturally appropriate behavior, purpose of visit and make plans.

Students will create booths at a tourism trade show to encourage travel to their country with brochures, a display, cultural samples, and a persuasive presentation to visitors.

I can explain the products, practices, and perspectives of a Francophone country and encourage people to visit there.



**Global Awareness  
Health and  
Wellness**



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Context

The school nurse needs assistance communicating with Spanish speaking students about their health concerns.

Jana S., Sarah S., Kristen S., Juliana R., & Tracy R.  
Saratoga Springs Public Schools

**Novice Mid-high**  
Checkpoint A

**Intermediate Low-Mid**  
Checkpoint B

**Intermediate High/Pre Advanced**  
Seal of Biliteracy

Students read and interpret infographics on the benefits and effects of a healthy routine.

I can identify and list the effects of healthy habits.

Students share personal health habits with a partner and choose the healthiest habits.

I can exchange information about my health habits.

Students create an infographic describing with best health practices.

I can inform Spanish speakers of healthy life habits.

Students watch videos about a sports accident. They fill in the medical chart to tell the nurse what happened.

I can paraphrase and organize information to describe the event and the injury.

Students interview the injured student about their injury.

I can discuss/ask and report about injuries.

Students produce a short video highlighting common injuries and how to avoid them.

I can recommend ways to avoid injuries.

Students watch videos/commercials about remedies for ailments/injuries.

I can recommend appropriate treatment for a particular ailment.

Students compare and contrast different types of holistic and traditional treatments.

I can justify my choice of treatment and make recommendations from other cultures.

Students create a PSA for Culture Night illustrating a favorite homeopathic or *remedios caseros* from Spanish speaking cultures.

I can explain different approaches to medicine from different cultures.

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## Contemporary Life Education



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Students will understand that culture influences the classes and school activities offered and these vary between countries and cultures.

To what extent does culture affect school schedules and activities offered?

A school in Mexico is trying to adopt a new and updated school day schedule to best fit their cultural needs.

Adam, F., Jeff G., & Amanda W.  
Saratoga Springs Public Schools

Context

### Novice mid-high

### Intermediate Low-Mid

### Intermediate High/Pre Advanced

Seal of Biliteracy

Students view a presentation about typical school days in Mexico and identify school subjects, classes and extracurricular activities.

Students listen to a podcast about a typical Mexican school day and pose three questions related to the content. Students chronologize a series of pictures according to the information heard.

Using educational websites from Mexico, students investigate three different educational programs and categorize information on course offerings and activities, then pose questions about each option.

I can identify classes in the target language.

I can write three questions about a typical school day and put the days' events in order.

I can organize information from three school websites and write questions about the benefits and / or disadvantages of each option.

Students will compare typical school schedules and extracurricular activities days between Mexico and the United States.

Students will discuss the similarities and differences of the school calendar, daily start and end times, course offerings and extracurricular activities.

Students debate about which educations programs are most preferable.

I can discuss and describe the five most favorite/important school subjects.

I can exchange information with a peer, comparing and contrasting characteristics of Mexican schools.

I can explain the benefits and /or disadvantages of an educational program.

Students can create and describe an ideal school schedule in a Sway Presentation.

Students create a proposal for a Mexican school about potential school schedules, classes and activities.

Students play the role of an administrator to write a persuasive letter that defends school policy changes, scheduling, extracurricular activities and school subjects.

I can identify and describe classes in Mexico.

I can create a presentation for a Mexican school that describes an optimal schedule.

I can recommend a school schedule and extracurricular activities.



# Articulated Performance Assessment Task

(Eddy, J. 2006, 2014, 2015, 2017)

Lafayette Central School District  
 Sherri Hopper  
 Onondaga Language Teacher

Global  
 Awareness  
 Health and  
 Wellness



Context

There is a health fair for the families of the Hodinoñhsyoñnih community, health and wellness activists, naturalists and vegans. You will present a recipe and process for making maple syrup.

<b>Novice Mid-high</b> Checkpoint A	<b>Intermediate Low-Mid</b> Checkpoint B	<b>Intermediate High-Pre-Advanced</b> Checkpoint C -Seal of Biliteracy
<p><b>In the target language, students will listen to directions for making maple syrup.</b></p> <p><i>I can identify the ingredients and materials needed for making maple syrup.</i></p>	<p><b>Watch a video about the traditional way to make maple syrup. List the sentences for the process in order.</b></p> <p><i>I can understand the process and put the steps in order.</i></p>	<p><b>Explore YouTube videos from other Hodinoñhsyoñnih communities and list differences and similarities on a chart.</b></p> <p><i>I can distinguish the variations in the maple process between the six Hodinoñhsyoñnih communities.</i></p>
<p><b>In a conversation with a partner, ask questions pertaining to identifying the materials needed.</b></p> <p><i>I can ask and answer questions about the process of making maple syrup.</i></p>	<p><b>Talk with a partner and decide on extra ideas and images for making and using maple syrup.</b></p> <p><i>I can discuss extra ideas to add to the process.</i></p>	<p><b>Come to consensus with a partner on the differences and key characteristic features of the maple process from other Hodinoñhsyoñnih communities.</b></p> <p><i>I can review and distinguish the differences and must-have features with another student.</i></p>
<p><b>Create a short video naming and pointing to materials used in making maple syrup.</b></p> <p><i>I can name the materials needed in the order of the process for making maple syrup.</i></p>	<p><b>Write out the maple syrup process in a short story format intended for children.</b></p> <p><i>I can write and present a short story to younger children.</i></p>	<p><b>Create a video on the variations in making maple syrup among the six Hodinoñhsyoñnih communities.</b></p> <p><i>I can create a video explaining the process and differences of the maple syrup making process of other native communities.</i></p>

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# Contemporary Life House and Home



## Articulated Performance Assessment Task Template (Eddy, J. 2006, 2014, 2015, 2017)

Choi Kim Soojin

EU

Students will understand that culture influences the way houses are structured.

EQ

Students will understand that there is relationship between housing characteristics and life style factors.

To what extent does the country and culture influence what type of house we live in?

Why does the structure of the house change with time and culture?

Context

An urban redevelopment group seeks information and feedback on plans for neighborhood housing.

### Vertically Articulated Assessment across three levels

#### Novice mid-high

#### Intermediate Low-Mid

#### Intermediate High/Pre-Advanced Seal of Biliteracy

Students visit authentic real estate website from Korean internet website, write questions on the ads and select 3 interesting houses/rooms according to their needs.

Students will watch a folk tale video clip of an old Korean house and answer two questions:  
What cause the tiger to misunderstand the conversation between the mom and the baby?

In groups, students will read different articles about controversy over reconstruction of Korean traditional houses and urban redevelopment.

I can choose proper houses from the real estate website.

How it is different than a typical house in your country?  
I can provide information and details on the traditional Korean house.

I can analyze the current issue about controversy over reconstruction of Korean traditional houses and urban redevelopment.

Assuming the role of customer and realtor, students describe the features they are looking for in a home, ask questions, and choose the best one.

Compare and contrast the features of your house with your partner's and which spaces you and your family spend most of time when they are home. Make bar graph based on your partner's response.

Students will debate in virtual public hearings on the reconstruction of Korean traditional houses.

I can negotiate and select my desired house in the conversation with realtors.

I can compare the typical house in my country with traditional Korean housing.

I can evaluate advantages and disadvantages from given information.  
I can explain my argument with reasons for my position.

Students create Venn diagrams for U.S and Korean houses and present the distinctive characteristics of a house in Korea.

Plan to sell your Korean house and create a web advertisement to include all features with neighborhood/community information to attract potential buyers.

Students make a video to report the virtual public hearings and present both opinions. Conclude the video with suggestions.

I can compare aspects of Korean houses and U.S houses.  
I can determine the most significant features about Korean houses.

I can produce a description of my house on a real-estate website in TL.

I can synthesize information and make recommendations for a multimedia report.

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## Articulated Performance Assessment Task

(Eddy, J. 2006, 2014, 2015, 2017)

## Context:

Families in our area are participating in an exchange program to a Spanish-speaking country, but the parents haven't selected their number one choice home yet.

Jeri Gosier  
Watertown City School District  
Amy O'Riley & Stephanie Karandy  
Gen. Brown CSD

## Novice Mid-high

Checkpoint A

Read a real estate ad from Mexico and circle pictures of rooms that you identify.

I can identify rooms in a house.

Decide which house you want to live in and find out the same for your partner.

I can find out the best houses for my partner and me.

Create a real estate ad for a house targeting a specific audience (ex. elderly couple, family with a special needs member, large family, limited

## Intermediate Low-Mid

Checkpoint B

Read different real estate ads and select the attributes and amenities of each house using a checklist that you create.

I can categorize and identify the key attributes of a house.

Discuss and determine which house and amenities would best suit the students' lifestyles.

I can discuss and assess house choices based on personal preference.

Design a survey to help families/community members decide what type and location best suits their needs.

## Intermediate High-Pre Advanced

Checkpoint C

Using websites, compare and contrast architectural styles and building materials of houses in Mexico and the US.

I can identify materials used to build a house.

With a partner, discuss why houses are made the way they are (aesthetically and structurally) in Mexico and the US and determine the most important features.

I can paraphrase the reasons why houses are made the way they are.

Make a presentation (PowerPoint) about real estate services focusing on homes built using renewable resources as they apply appropriately to Mexico..



**Global Awareness  
Environmental  
Issues**



# Articulated Performance Assessment Task Template

Context

The online kids news website *Logo!* is planning to do a feature on saving the environment and needs content for its site.

**By: Tiffany P.**  
Burnt Hills Ballston  
Lake School District

(Eddy, J. 2006, 2014, 2015, 2017)

**Novice high**

Checkpoint A

**Description of culturally authentic material**

Students read an authentic infographic and complete a matching activity about recycling.  
I can identify ways to conserve the environment from an infographic.  
I can match which items get recycled in which ways in Germany.

Students write questions about HOW others conserve the environment, ask them to 4-5 classmates and answer their peer's questions.  
I can ask and answer questions about how people can conserve the environment.

Students create an infographic about conservation for the website.  
I can create an infographic about how why it is important to conserve the environment.

**Intermediate Mid**

Checkpoint B

**Description of culturally authentic material**

Students watch and listen to a commercial about environmental conservation.  
I can watch/listen to a commercial about conservation and list ways to conserve energy/water or recycle.  
I can match threats to the environment with ways to counteract these threats.

Students write questions about WHY others conserve the environment, ask them to 4-5 classmates and answer their peer's questions.  
I can ask and answer questions about why it is important to conserve the environment.  
I can discuss with a partner the most important ways to conserve the environment and create a ranking list.

Students create a commercial about conservation for the website.  
I can create a video explaining ways to conserve the environment.

**Intermediate High-Advanced Low**

Checkpoint C

**Description of culturally authentic material**

Students read news articles about conservation and watch longer documentary videos.  
I can read authentic articles about conservation and list the main points.  
I can watch documentaries about the environment and list the dangers to the environment and ways to counteract these dangers.

Students write questions about how others conserve the environment, ask them to 4-5 classmates and answer their peer's questions.  
I can debate with a partner the most beneficial ways to conserve the environment.

Students write new articles about conservation for the website.  
I can write a news article explaining ways people can conserve the environment.

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Global  
Awareness  
Environmental  
Issues



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Sushma Malhotra

EU

Students will understand that environmental issues can impact how we practice cultural celebrations.

To what extent do environmental issues inform and change cultural practices and products?

EQ

How is the individual responsible for their contribution to the health of their community?

Context

An environmental health organization seeks informational material for a Green Diwali to help people stay healthy during the celebration.

## Novice high

Watch a Diwali celebration video featuring Diwali in different regions and circle items included in the Diwali celebrations.

I can identify some basic facts on the items for Diwali.

Share with a partner and ask how you prepare and celebrate Diwali. Decide which items are environmentally friendly or not.

I can ask and answer simple questions and choose healthy components of the Diwali celebration.

Students design an infographic listing healthy and unhealthy components of Diwali celebration, their preferences, and present it in a gallery walk for the organization.

I can create an infographic express my likes and dislikes and state healthy items for the Diwali celebration.

## Intermediate Mid

Watch a video on various regions celebrating Diwali. Use the graphic organizer to enter different information about the Festival celebration.

I can categorize information on main idea points and key information about Diwali.

Students have Diwali celebrations pictures with readings from different regions. They ask questions to compare and contrast which regions celebrate pollution free Diwali.

I can exchange information in conversations, asking a variety of follow-up questions about Diwali.

I can compare and contrast regional response to environmental concerns with peers.

Create PowerPoint presentation, Voicethread or video with details of celebration and its impact on the environment.

I can make a presentation on environmental concerns across regions on the Diwali celebration.

## Intermediate High/Pre Advanced Seal of Biliteracy

Students will read texts and watch videos celebrating Diwali at various regions. Students will summarize the cause and effects of pollution in the environment.

I can organize information from texts and videos to determine cause and effect of pollution during Diwali.

Students will share their experiences of Diwali celebration in various regions and decide which region they would like to go to celebrate Diwali and why.

I can come to consensus on preferred regions to celebrate Diwali and give reasons for my choice.

Using reports on the impact of Diwali celebration on the environment and solutions to control pollution, students will write a letter to the health department on how to control pollution during the festival celebration.

I can research and present suggestions and advice on pollution control during Diwali.





# Articulated Performance Assessment Task (Eddy, J. 2006, 2014, 2015, 2017)

A food blog needs some recipes and suggestions for healthy nutrition in French for its Francophone readers.

Elise Micale  
North Syracuse CSD

## Novice Mid-high Checkpoint A

Look at an example of France's "Food Stairs" and label the foods you recognize on the visual.

I can identify food items in French food groups.

In a conversation with a partner, discuss the similarities and differences between nutrition with regard to food groups in France and the US.

I can discuss and compare and contrast food groups.

Create a meal plan for your partner based on likes, dislikes and France's nutritional guidelines.

I can plan a meal based on specific restrictions

## Intermediate Low-Mid Checkpoint B

Watch a clip of a French cooking show and make a list of ingredients needed. Categorize the steps on the graphic organizer.

I can identify ingredients or a recipe and categorize steps for the recipe.

With a partner, discuss the menu for a party you are planning based on your ingredient likes, dislikes and diet preferences.

I can discuss food likes, dislikes and diet.

Create a cooking show video explaining how to follow a specific recipe.

I can present and describe a recipe including steps and ingredients.

## Intermediate High-Pre Advanced Checkpoint C

Explore different regions of cuisine throughout the Francophone world and identify traditional foods based on the region.

I can classify food items based on their region of origin.

Students will discuss the similarities and differences between Francophone and US food preferences and cuisines.

I can come to consensus with a partner about the traditional and regional foods that I prefer.

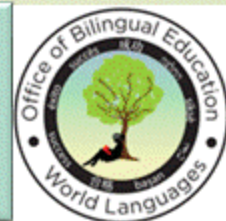
Create an interactive menu for a new concept restaurant featuring cuisines and cultural practices from Francophone regions of your choosing and their importance to the region.

I can explain traditional and typical foods across the Francophone world and the practices and





# World Languages NYS In the 21<sup>st</sup> Century



## Performance Assessment Task Exemplars

Procedure:

- Choose a Theme, then a Topic
- Create **task at three levels for Vertical Articulation**
- Include Authentic Material for **the Interpretive** Mode Task
- Develop **task specific Can Dos** for each Mode task at three

Performance Level Targets:

- Novice Mid/High: Checkpoint A
- Intermediate Low/Mid: Checkpoint B
- Intermediate High/Pre-Advanced: Checkpoint C

<http://nysaflt.org/resources/world-languages-nys-initiative/>



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Theme  
Topic

Context

Has value beyond the classroom

Solves a problem

Creates a product

Doesn't give away too many task details

Your name and school

Novice mid-high Checkpoint A Authentic material description	Intermediate Low-Mid Checkpoint B Authentic material description	Intermediate High-Advanced Low Checkpoint C Authentic material description
.Description of Interpretive task I can...	Description of Interpretive task I can...	. Description of Interpretive task I can...
Description of Interpersonal Task I can...	Description of Interpersonal Task I can...	Description of Interpersonal Task I can...
.Description of Presentational Task I can...	Description of Presentational Task I can...	Description of Presentational Task I can...

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# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Theme  
Topic

EU

Enduring Understandings on intercultural perspectives related to theme that repeat during the program

EQ

Essential Questions on intercultural perspectives related to theme that also reprise throughout the curriculum.

Context

Situation posed by entity or recipient needing product or problem solved with value beyond the classroom.

## Vertically Articulated Assessment across three levels

	<b>Novice mid-high</b> <b>Authentic material description</b>	<b>Intermediate Low-Mid</b> <b>Authentic material description</b>	<b>Intermediate High-Pre-Advanced</b> <b>Authentic material description</b>
<b>IN</b>	<b>Description of Interpretive task</b> <b>I can...</b>	<b>Description of Interpretive task</b> <b>I can...</b>	<b>Description of Interpretive task</b> <b>I can...</b>
<b>IP</b>	<b>Description of Interpersonal Task</b> <b>I can...</b>	<b>Description of Interpersonal Task</b> <b>I can...</b>	<b>Description of Interpersonal Task</b> <b>I can...</b>
<b>PR</b>	<b>Description of Presentational Task</b>	<b>Description of Presentational Task</b>	<b>Description of Presentational Task</b>



# Articulated Performance Assessment Task Template

(Eddy, J. 2006, 2014, 2015, 2017)

Context

Novice high  
Checkpoint A

Intermediate Mid  
Checkpoint B

Intermediate High-Advanced Low  
Checkpoint C—Seal of Biliteracy

Interpretive  
I can

I can

I can

Interpersonal  
I can

I can

I can

Presentational





# NYSED needs our feedback

## Please answer the call to participation

### Respond to Surveys



- Bridging the Gap, examining Perceptions and Practices of new and veteran teachers. <https://goo.gl/j2hBt1>



**Help NYSED plan effective PD to  
Close the Gap between newly certified  
and in-service teachers  
Responses are anonymous**

- Research to inform practice, examining use of research based practices for teacher candidates and in-service PD.  
<https://goo.gl/nhtUdW>



- Current research project, Research on innovation and implementation of the three modes and four skills.  
<https://goo.gl/LnmpsS>







**See the exemplars and download the blank Articulated  
Performance Assessment Task (APAT) template**

**[http://nysaft.org/resources/world-languages-nys-  
initiative/](http://nysaft.org/resources/world-languages-nys-initiative/)**



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