Articulated Performance Assessment

Themes and topics unfold over time
Articulated Assessment between levels, buildings, and schools

Dr. Jennifer Eddy
Associate Professor of World Language Education
Queens College, CUNY
I can define features of articulation

I can describe how topics and tasks unfold according to learner engagement

I can design articulated assessment for curriculum between levels, buildings, and schools
What is articulation?

Intentional coordination of assessment and instruction between levels, buildings, and schools

World Language programs have different entry and exit points and varying amounts of instructional time

(Byrnes, 1990, 2008; Eddy, 2017; Pesola, 1988)
Continuity

Similar Content and Materials

Similar Objectives and Strategies

Checkpoint A  Checkpoint B  Checkpoint C

Horizontal Articulation
Vertical Articulation

Checkpoint C

Transition

Intermediate High

Intermediate Mid

I can

I can
Checkpoint B

Between levels

- Intermediate Mid
- Intermediate Low

Between buildings

- Intermediate Mid
- Intermediate Low

I can
I can
I can
Checkpoint A

Novice High

I can

Novice Mid

I can

Between Schools
Performance Indicators as instructional targets

<table>
<thead>
<tr>
<th>Checkpoint A</th>
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<th>Checkpoint C</th>
</tr>
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<tbody>
<tr>
<td>Target Range: NOVICE MID</td>
<td>Target Range: INTERMEDIATE LOW</td>
<td>Target Range: INTERMEDIATE HIGH</td>
</tr>
<tr>
<td>Target Range: NOVICE HIGH</td>
<td>Target Range: INTERMEDIATE MID</td>
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</tbody>
</table>

Performance Indicators adapted from the National Council of State Supervisors for Foreign Languages (NCSSFL) – American Council on the Teaching of Foreign Languages (ACTFL) Can-Do Statements for Language Learning (2017)

- Accommodate the range of abilities represented in classes of learners at each Checkpoint.
- Target the upper level of the range of proficiency that point to success at the end of each Checkpoint.

Vertical Articulation

Designed Backward from target
How do we unfold a topic through content and deliverables according to the level of learner engagement?
Questions as we design

1. What happens if you only plan assessment at one level?

2. When using authentic material, what does “adapt the task, not the text” mean to you? Give an example.

3. Why is it important to consider the audience or recipient when we design a task, to prepare a meal, record a video, write a story, make an itinerary, etc?

Share your answers and examples with a partner
Articulation happens through effective practice at Transfer

On your own, solve a **novel** challenge using your knowledge and skills repertoire

Transfer tasks include:
- Context
- Purpose
- Audience

Performance tasks with transferable skills beyond the classroom that learners will likely encounter in community, work, and world

**Performance Assessment in Three Modes**

**Interpretive Mode Tasks**
- One-Way Communication
- Listening, Reading, Viewing, Receiving
- Culturally authentic material
- Acquire new information
- Identify, Categorize, Infer

**Interpersonal Mode Tasks**
- Two-Way Communication
- Acquire more info from someone else
- Negotiate, Plan, Choose

**Presentational Mode Tasks**
- One-Way Communication
- Prepared, Rehearsed, and Revised
- Uses information from both Interpretive and Interpersonal Mode tasks
## Articulated Performance Assessment Transfer Task

**Enduring Understanding:** Students will understand that culture influences diet and health.

**Essential Question:** How does culture influence diet? What is considered a "healthy meal"?

A food blog needs some recipes and suggestions on healthy nutrition for Francophone readers.

<table>
<thead>
<tr>
<th>Elise Micale, North Syracuse CSD</th>
</tr>
</thead>
</table>

### Context

**Contemporary Life Food and Meal Taking**

<table>
<thead>
<tr>
<th>Novice Mid-High</th>
<th>Intermediate Low-Mid</th>
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<tbody>
<tr>
<td>Look at an example of France’s “Food Stairs” and label the foods you recognize on the visual.</td>
<td>Watch a clip of a French cooking show and make a list of ingredients needed. Categorize the steps on the graphic organizer.</td>
<td>Read the articles to explore different Francophone regions and cultural influences on their traditional cuisine.</td>
</tr>
<tr>
<td>I can identify food items in French food groups.</td>
<td>I can identify ingredients or a recipe and categorize steps for the recipe.</td>
<td>I can classify food items based on region of origin.</td>
</tr>
<tr>
<td>In a conversation with a partner, discuss the similarities and differences between nutrition with regard to food groups in France and the US.</td>
<td>With a partner, discuss the menu for a party you are planning based on your ingredient likes, dislikes and diet preferences.</td>
<td>Students will discuss the similarities and differences between Francophone and US cuisine preferences.</td>
</tr>
<tr>
<td>I can compare and contrast food groups.</td>
<td>I can plan food choices for a menu together.</td>
<td>I can come to consensus with a partner about the traditional and regional foods that I prefer.</td>
</tr>
<tr>
<td>Create a meal plan for your partner based on likes, dislikes and France’s nutritional guidelines.</td>
<td>Create a cooking show video explaining how to follow a specific recipe.</td>
<td>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.</td>
</tr>
<tr>
<td>I can plan a meal with diet preferences for Francophone readers.</td>
<td>I can present and describe a recipe including steps and ingredients.</td>
<td>I can explain traditional foods across the Francophone world with the practices and perspectives that influence the cuisine.</td>
</tr>
</tbody>
</table>
Making new meaning everyday

Why do all students respond to a common context with value beyond the classroom?

Why is it important for a task to be new?

The three modes allow any level learner to use content and explore topics purposefully and meaningfully. Discuss.
### Articulated Performance Assessment Transfer Task

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.

**Context**

Lafayette Central School District
Sherri H.
Onondaga Language Teacher

<table>
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<tr>
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<td>Watch a video about the traditional way to make maple syrup. List the sentences for the process in order.</td>
<td>Explore mapling videos from other Hodinoñhsyoñnih communities and list differences and similarities on a chart.</td>
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<tr>
<td>I can identify the ingredients and materials needed for making maple syrup.</td>
<td>I can list the process steps and put them in order.</td>
<td>I can distinguish variations in the maple process between the six Hodinoñhsyoñnih communities.</td>
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<td>In a conversation with a partner, ask questions pertaining to identifying the materials needed.</td>
<td>Talk with a partner and decide on extra ideas and images for making and using maple syrup.</td>
<td>Come to consensus with a partner on the key characteristic features of the maple process from other Hodinoñhsyoñnih communities.</td>
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<td>I can ask and answer questions about the supplies to make maple syrup.</td>
<td>I can discuss extra ideas to add to the process.</td>
<td>I can review and distinguish the differences and must-have features with another student.</td>
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<td>Create a short video naming and pointing to materials used in making maple syrup.</td>
<td>Write out the maple syrup process in a short story format intended for children.</td>
<td>Create a video on the variations in making maple syrup among the six Hodinoñhsyoñnih communities.</td>
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<td>I can name the materials needed for the process of making maple syrup.</td>
<td>I can write and present a short story to younger children.</td>
<td>I can create a video explaining the process and differences of the maple syrup making process of other indigenous communities.</td>
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**Global Awareness**

Health and Wellness

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### Theme: Contemporary Life
#### Topic: Food and Meal Taking

#### El Pan de Cada Dia:
It seems that bread is an essential component of every Spanish meal you witness during your time abroad in Spain. Investigate further and compare it to an essential component of meals in your home culture so that you are ready to orient an exchange student coming to stay with your family.

#### Articulated Performance Assessment Transfer Task

**Victoria Gilbert, Ed.D., Modern Language Chair, Saint David's School, NYC**

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<tr>
<td>Students read an excerpt from an article on Spanish practices and categorize illustrations to key expressions in the excerpt. <a href="https://www.playgroundmag.net/food/costumbres-comida-espanoles_0_1928207164.html">https://www.playgroundmag.net/food/costumbres-comida-espanoles_0_1928207164.html</a></td>
<td>Students read an infographic on the 7 virtues of bread <a href="http://www.thespanishfood.es/2015/04/las-siete-virtudes-del-pan.html">http://www.thespanishfood.es/2015/04/las-siete-virtudes-del-pan.html</a></td>
<td>Students read a report about the decrease in consumption of bread from 2010-2016 in Spain must fill out a chart &amp; pose questions about the data. <a href="http://panypizza.com/panorama/los-espanoles-gastamos-menos-panaderia-bolleria-aprovechamos-mas-los-productos/">http://panypizza.com/panorama/los-espanoles-gastamos-menos-panaderia-bolleria-aprovechamos-mas-los-productos/</a></td>
</tr>
<tr>
<td>I can categorize the ways Spaniards use bread in daily life.</td>
<td>I can identify the reasons bread can be a healthy choice.</td>
<td>I can interpret data and write questions about bread consumption.</td>
</tr>
<tr>
<td>Students compare and contrast different ways that they consume bread with partners. (in sandwiches, to mop up sauce, to serve as delivery mechanism, etc.)</td>
<td>Students post to one or more items in a twitter feed about the importance of bread at <a href="https://twitter.com/Pancadadia">https://twitter.com/Pancadadia</a> and reply at least one time to responses.</td>
<td>Students interview a native speaker about their favorite kinds of breads and how they consume it. Students can also inquire if the speaker knows any proverbs related to bread.</td>
</tr>
<tr>
<td>I can compare how my friends have used bread.</td>
<td>I can participate in an exchange about the value of bread.</td>
<td>I can interview someone about their preferences for bread.</td>
</tr>
<tr>
<td>Students create a poster that depicts a comparison between a food they consider an essential in a different culture &amp; bread in Spanish culture.</td>
<td>Students select a food of their choice and prepare an infographic that highlights its nutritional benefits.</td>
<td>Students plan a bread tasting event for the class. They will offer small samples for students to try, including gluten free types.</td>
</tr>
<tr>
<td>I can create a poster that compares two essential foods from different cultures.</td>
<td>I can promote a food that I believe is a healthy choice.</td>
<td>I can persuade someone to try a new type of bread.</td>
</tr>
</tbody>
</table>
### Novice - Mid-high

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<thead>
<tr>
<th>Checkpoint A</th>
<th>Intermediate Low-Mid</th>
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</tr>
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<tbody>
<tr>
<td>Fill in an SQA chart with things you know (S=yo sé) and things you want to know (Q=quiero saber) about the axolotl. After reading the story &quot;El ajolote de Xochimilco&quot; fill in the final column (A=Aprendí). (<a href="https://agua.org.mx/biblioteca/cuento-el-ajolote-de-xochimilco/">https://agua.org.mx/biblioteca/cuento-el-ajolote-de-xochimilco/</a>)</td>
<td>Listen to the song “Ajolote mexicano” on the Biodiversidad website and list 3-5 things we can do to help protect the axolotl, according to the song (<a href="http://www.biodiversidad.gob.mx/Difusion/musica.html?id=3">http://www.biodiversidad.gob.mx/Difusion/musica.html?id=3</a>).</td>
<td>I can understand basic information about axolotls in a simple recording (a children's song).</td>
</tr>
<tr>
<td>I can identify and list facts about the axolotl from a picture book.</td>
<td>I can exchange information and prioritize it using a graphic organizer.</td>
<td>I can understand a few details about the axolotl in a simple recording (a children's story-audio recording).</td>
</tr>
<tr>
<td>With a partner, compare and contrast the information you collected about the axolotl in your SQA charts. Compile the information from both of your charts and categorize the facts into a new chart with three columns: Facts about the animal, Problems, and How to help.</td>
<td>With a partner, share your lists of important things to help protect the axolotl and debate which activities would be the most effective. Prioritize the activities by noting which ones would be most helpful.</td>
<td>With a partner, re-tell the story of the axolotl in your own words and decide on your favorite parts of the story. Tell your partner why you chose that part of the story and why you feel it's important.</td>
</tr>
<tr>
<td>I can compare and contrast information about the axolotl.</td>
<td>I can exchange information and prioritize it using a graphic organizer.</td>
<td>I can re-tell a simple story in my own words using a graphic organizer.</td>
</tr>
<tr>
<td>With a partner and using your chart, create an educational poster about the axolotl that will educate the viewer about the animal and why it is important to save it!</td>
<td>Using your prioritized list, write a poem, rap or song with recommendations about how to save the animal.</td>
<td>Create an educational video with images, charts, infographics and other visuals plus narration that would explain the plight of the axolotl and enlist the help of the viewer to save it.</td>
</tr>
<tr>
<td>I can write basic information about things I have learned about the axolotl.</td>
<td>I can write basic instructions on how to save the axolotl.</td>
<td>I can write a script for a video about the axolotl with a story and informational component.</td>
</tr>
</tbody>
</table>
Healthy Travel

By: Susan Frost (Lake George CSD, Retired)

Topic(s): C. Science, Technology and the Arts, Health and Wellness

Levels: NoviceMid IntermediateMid AdvancedMid

The US/Canadian border has reopened for travel and schools are beginning to plan educational trips. Your school's Health and Wellness Committee wants to ensure that a group of Canadian students stays healthy and safe during a two week visit to your school.

Food- Cooking and Recipes

By: Christina Mancuso (CUNY Queens College)

Topic(s): Celebrations, Customs, & Traditions, Food & Meal Taking

Levels: NoviceMid IntermediateMid AdvancedMid

Your library is having a tasting of foods from various Spanish-speaking countries. You have decided to participate. Familiarize yourself with recipes and ingredients for authentic meals that you would like to try.

Technology in our daily lives

By: Norka Delgado (Floral Park Memorial)

Topic(s): C. Science, Technology and the Arts, Technology, Media, & Social Media

Levels: NoviceHigh IntermediateLow IntermediateHigh

You are part of the technology fair at your school and you need to provide the audience interesting information about different aspects of technology.
<table>
<thead>
<tr>
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<tr>
<td><strong>Checkpoint A</strong></td>
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</tr>
<tr>
<td>Watch a Video news clip of “四代同堂” and match the name of the family member to the photo.</td>
<td>Watch a news video clip of “拜年救星app” and check off the name of the relatives you heard in the video and form two question from the video.</td>
<td>Read an article about family topic of marriage during Lunar New Year, comparing the Chinese perception of family and marriage over time. Student pose questions about the marriage.</td>
</tr>
<tr>
<td>I can recognize the name of the family member when I hear or see it.</td>
<td>I can recognize the name of the family relatives and Chinese family value.</td>
<td>I can analyze the change in Chinese perception about family and marriage.</td>
</tr>
<tr>
<td>With the partner, talk about your family and compare with the Chinese family. Fill out the chart on family life you like or dislike.</td>
<td>With the partner, discuss and come to consensus on different relatives for either the family of father side or mother side, and which generation the relative belongs to.</td>
<td>Discuss with partner about different perceptions about family and marriage during different time frames and your preference.</td>
</tr>
<tr>
<td>I can talk about my family and express my preference on the family life.</td>
<td>I can categorize the name and the relationship of the relatives in the family.</td>
<td>I can ask questions and decide which family values are good for traditional and modern life.</td>
</tr>
<tr>
<td>Create a poster with your family photo, introduce your family and describe details about your family members.</td>
<td>Create a family tree for four generations and write down all the relatives’ names to show people how to call their relative.</td>
<td>Write an article to talk about the current phenomena of family, marriage, and Chinese values and express your opinion with detailed information.</td>
</tr>
<tr>
<td>I can describe and present information about my family.</td>
<td>I can present my whole family with different generations.</td>
<td>I can explain the perception of Chinese families and marriage and present my own preference with supporting information.</td>
</tr>
</tbody>
</table>
**Articulated Performance Assessment Transfer Task**

**Enduring Understanding** - Students will understand that food and meal taking differ around the world.

**Essential Question** – To what extent does the culture and geography affect an individual’s diet?

**Context** - TL food websites are looking for articles discussing regional dishes and customs.

*[Erin W., Olga Z., Kerri L., & Cassie K. Owego Free Academy]*

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<td><strong>Students will watch a video that takes place in a restaurant and form simple questions based on the video.</strong></td>
<td><strong>Students will use websites to research cultural dishes pertaining to regional customs and form questions.</strong></td>
<td><strong>Students will research several authentic ethnic dishes and compare preferences from past to present.</strong></td>
</tr>
<tr>
<td>I can identify food items and/or dishes heard in the video based on the region.</td>
<td>I can distinguish dishes from different regions and categorize different customs.</td>
<td>I can interpret information regarding meal taking in different cultures over time.</td>
</tr>
<tr>
<td><strong>With a partner, students will request specific regional dishes along with their likes/dislikes.</strong></td>
<td><strong>Students will create a Venn-diagram comparing regional dishes with popular US dishes.</strong></td>
<td><strong>Students will discuss with a partner how food preferences have changed over time.</strong></td>
</tr>
<tr>
<td>I can determine the preferences of my classmates based on which food/beverages they request.</td>
<td>With a classmate, I can come to a consensus on the content of the regional dishes (ingredients, similarities, differences, etc.)</td>
<td>I can determine how food has evolved, became popular, etc. in specific regions.</td>
</tr>
<tr>
<td><strong>Students will create a video clip (ie. Flipgrid) or social media post that discusses their food preferences.</strong></td>
<td><strong>Students will make an infographic of regional dishes and customs compared with US meal taking.</strong></td>
<td><strong>Students will write an article on preferred regional dishes, their history, and their impact on cuisine today.</strong></td>
</tr>
<tr>
<td>I can describe my food preferences.</td>
<td>I can compare and contrast US meal taking and customs with a TL region.</td>
<td>I can recommend a particular regional dish based on customs and preferences.</td>
</tr>
</tbody>
</table>

**Contemporary Life: Food & Meal Taking**
# Articulated Assessment Transfer Task Template

**EU**

Global Awareness Environmental Issues

**EQ**

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

**Context**

Sushma Malhotra

<table>
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<tr>
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<th>Intermediate High Seal of Biliteracy</th>
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<tbody>
<tr>
<td>Watch a Diwali celebration video featuring Diwali in different regions and circle items included in the Diwali celebrations.</td>
<td>Watch a video on various regions celebrating Diwali. Use the graphic organizer to enter different information about the Festival celebration.</td>
<td>Students will read texts and watch videos celebrating Diwali at various regions. Students will summarize the cause and effects of pollution in the environment.</td>
</tr>
<tr>
<td>I can identify some basic facts on the items for Diwali.</td>
<td>I can categorize information on main idea points and key information about Diwali.</td>
<td>I can organize information from texts and videos to determine cause and effect of pollution during Diwali.</td>
</tr>
<tr>
<td>Share with a partner and ask how you prepare and celebrate Diwali. Decide which items are environmentally friendly or not.</td>
<td>Students have Diwali celebrations pictures with readings from different regions. They ask questions to compare and contrast which regions celebrate pollution free Diwali.</td>
<td>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.</td>
</tr>
<tr>
<td>I can ask and answer simple questions and choose healthy components of the Diwali celebration.</td>
<td>I can exchange information in conversations, asking a variety of follow-up questions about Diwali.</td>
<td>I can come to consensus on preferred regions to celebrate Diwali and give reasons for my choice.</td>
</tr>
<tr>
<td>Students design an infographic listing healthy and unhealthy components of Diwali celebration, their preferences, and present it for the organization.</td>
<td>I can compare and contrast regional response to environmental concerns with peers.</td>
<td>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.</td>
</tr>
<tr>
<td>I can create an infographic express my likes and dislikes and state healthy items for the Diwali celebration.</td>
<td>Create PowerPoint presentation, Voicethread or video with details of celebration and its impact on the environment.</td>
<td>I can research and present suggestions and advice on pollution control during Diwali.</td>
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**Articulated Performance Assessment Task**

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

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

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

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<td>Watch the video on activities at a Mexican school and check which you would participate in if you attended the school.</td>
<td>Using the park website, categorize the activities in the park and select which you like and do not like.</td>
<td>Using the two websites on the beaches, compare and contrast the advantages and disadvantages of Mexican and Spanish beaches on a chart.</td>
</tr>
<tr>
<td>I can identify popular activities offered by Spanish speaking schools.</td>
<td>I can categorize activities according to my interest.</td>
<td>I can compare pros and cons of different beaches.</td>
</tr>
<tr>
<td>Come to consensus which activities are offered at the US and Mexican school.</td>
<td>Discuss with a partner and decide where to go in Chapultepec Park,</td>
<td>Using the chart, come to a consensus with my partner which beach is preferred and why: Mexico or Barcelona?</td>
</tr>
<tr>
<td>I can compare leisure activities offered between schools.</td>
<td>I can plan outdoor activities with a partner.</td>
<td>I can decide with a partner on leisure preferences and justify our choices.</td>
</tr>
<tr>
<td>Create a short video on leisure activities for the online magazine.</td>
<td>Write a segment for the magazine on Chapultepec Park activities suitable for young children.</td>
<td>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.</td>
</tr>
<tr>
<td>I can describe popular leisure activities in the US and abroad.</td>
<td>I can recommend outdoor activities popular in the Hispanic world based on someone else’s needs.</td>
<td>I can explain which vacations are best and why outdoor activity is preferred in Spanish speaking cultures.</td>
</tr>
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**Contemporary Life: House and Home**

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

Students will understand that there is a relationship between housing characteristics and lifestyle 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?

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

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### Vertically Articulated Assessment across three levels

<table>
<thead>
<tr>
<th>Novice Mid-High</th>
<th>Intermediate Low-Mid</th>
<th>Intermediate Mid-High</th>
</tr>
</thead>
</table>
| **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 caused the tiger to misunderstand the conversation between the mom and the baby?

How it is different than a typical house in your country? I can provide information and details on the traditional Korean house. | **In groups, students will read different articles about controversy over reconstruction of Korean traditional houses and urban redevelopment.**

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 a bar graph based on your partner’s response.** | **I can provide information and details on the traditional Korean house.** |

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

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 synthesize information and make recommendations for a multimedia report. |

| **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 produce a description of my house on a real-estate website in TL.** |

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<table>
<thead>
<tr>
<th>Novice High</th>
<th>Intermediate Mid</th>
<th>Intermediate High-Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checkpoint A</strong></td>
<td><strong>Checkpoint B</strong></td>
<td><strong>Checkpoint C</strong></td>
</tr>
<tr>
<td>Students read an authentic infographic and complete a matching activity about recycling. Students write questions about HOW others conserve the environment.</td>
<td>Students watch and listen to a commercial about environmental conservation. Students write questions about WHY others conserve the environment.</td>
<td>Students read news articles about conservation and watch longer documentary videos. Students write questions about conservation over time.</td>
</tr>
<tr>
<td>I can identify ways to conserve the environment from an infographic. I can match which items get recycled in which ways in Germany.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Students ask questions to 4-5 classmates and answer their peer’s questions.</td>
<td>Students ask questions to 4-5 classmates, answer their peer’s questions, and plan a list.</td>
<td>Students ask questions about how others conserved the environment and what people do now and debate the best ways.</td>
</tr>
<tr>
<td>I can ask and answer questions about how people can conserve the environment.</td>
<td>I can ask and answer questions and decide with a partner the most important ways to conserve the environment and create a ranking list.</td>
<td>I can debate with a partner the most beneficial ways to conserve the environment.</td>
</tr>
<tr>
<td>Students create an infographic about conservation for the website.</td>
<td>Students create a commercial about conservation for the website.</td>
<td>Students write new articles about conservation for the website.</td>
</tr>
<tr>
<td>I can create an infographic about why it is important to recycle.</td>
<td>I can create a video explaining ways to conserve energy and water.</td>
<td>I can write a news article explaining ways people can conserve the environment and convincing people they should.</td>
</tr>
</tbody>
</table>
### Context:

**Theme:** Global Awareness  
**Topic:** Human Rights

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**Novice Mid-high**  
**Checkpoint A**  
Students will look at the videos and write down a list of jobs and conditions the children do in Mexico due to poverty.

**Intermediate Low-Mid**  
**Checkpoint B**  
Students read an article to highlight the reasons of child labor and use the chart to categorize it. They will write 3 questions on information in the article.

**Intermediate Mid-High**  
**Checkpoint C**  
Students read an article on the prevention and enforcement of child labor and paraphrase the article highlighting the important facts of the content.

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I can identify the types of jobs that children do in Mexico in regards to child labor.  
https://www.youtube.com/watch?v=MvmJbqfR87U  
https://www.youtube.com/watch?v=RpwcEFBbBjk

I can categorize information write 3 questions related to the content.  
https://desinformemonos.org/mexico-existen-2-6-millones-ninos-trabajan/

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Students talk with each other about how the children are affected by child labor in all aspects by marking a “Yes” or “No” on chart.

**I can Identify age range, day or night jobs, child’s safety, approve/disapprove, demographics, etc**

The students will discuss the causes of child labor and ask their 3 followup questions

**I can discuss with a partner the factors that result in child labor in Mexico.**

With a partner, students brainstorm to create and present a Venn diagram to compare and contrast the right of children in the U.S compared to children in Mexico in regards to child labor.

**I can create and present with my partner a Venn Diagram to compare and contrast the rights of children in Mexico and the United States in regards to child labor**

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Students will discuss with each other a plan to effectively combat child labor and create a broader awareness of the issue.

**I can discuss/ debate a plan of action to effectively create awareness and promote prevention of child labor.**

Students will create a video presentation promoting child labor prevention measures.

**I can gather information on child labor prevention methods and create a presentation promoting the prevention of child labor.**

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PADF is creating awareness to battle the epidemic of child labor in Mexico.
<table>
<thead>
<tr>
<th>Level</th>
<th>Checkpoint</th>
<th>Activity</th>
<th>Goal</th>
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<tbody>
<tr>
<td><strong>Novice Mid-high</strong></td>
<td>Checkpoint A</td>
<td>Students read an infographic and the match images to an environmental issue in French speaking Africa.</td>
<td>I can identify environmental terms in an infographic.</td>
</tr>
<tr>
<td><strong>Intermediate Low-Mid</strong></td>
<td>Checkpoint B</td>
<td>Students read an article on environmental issues and write 5 questions from the information.</td>
<td>I can pose questions based on facts in the article.</td>
</tr>
<tr>
<td><strong>Intermediate Mid-High</strong></td>
<td>Checkpoint C</td>
<td>Students watch videos on sustainable goals and write a summary on past and present issues.</td>
<td>I can analyze the initiatives over time and write a summary.</td>
</tr>
<tr>
<td><strong>Novice Mid-high</strong></td>
<td>Checkpoint A</td>
<td>Students ask their partner questions about the infographic and choose most important issues.</td>
<td>I can decide which environmental concerns are most important.</td>
</tr>
<tr>
<td><strong>Intermediate Low-Mid</strong></td>
<td>Checkpoint B</td>
<td>With the partner, come to consensus on the top 5 environmental issues and compare questions to design a survey.</td>
<td>I can choose the most important questions to include in a survey.</td>
</tr>
<tr>
<td><strong>Intermediate Mid-High</strong></td>
<td>Checkpoint C</td>
<td>Discuss and ask questions with partner about changes in environmental initiatives and sustainable goals today.</td>
<td>I can ask questions specific to French speaking Africa and share solutions.</td>
</tr>
<tr>
<td><strong>Novice Mid-high</strong></td>
<td>Checkpoint A</td>
<td>Students create a new infographic to increase awareness in the community.</td>
<td>I can present key information with visuals to describe environmental concerns.</td>
</tr>
<tr>
<td><strong>Intermediate Low-Mid</strong></td>
<td>Checkpoint B</td>
<td>Students design and implement a survey on the issues and present the results to class.</td>
<td>I can present and explain the results of the survey on environmental concerns.</td>
</tr>
<tr>
<td><strong>Intermediate Mid-High</strong></td>
<td>Checkpoint C</td>
<td>Create a persuasive commercial or public service announcement to on sustainable goals in Africa.</td>
<td>I can promote solutions and give suggestions on a specific problem in French speaking Africa.</td>
</tr>
</tbody>
</table>

**Context**

Human interaction with the environment are essential to life and have consequences.

**How are humans and the environment related?**

**How do we identify sustainable goals and initiatives to support them?**

The United Nations Sustainable Goals campaign needs new informational materials to increase awareness on environmental issues in L’Afrique Francophone.

**Articulated Performance Assessment Transfer Task**

K. Harter, K. Rice, K. Pallotta. Mexico High School

**Global Awareness Environmental Issues**

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**Articulated Performance Assessment Transfer Task**

K. Harter, K. Rice, K. Pallotta. Mexico High School
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<th>Level</th>
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<th>Description</th>
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| Novice Mid-High | Checkpoint A | Students watch a video on a Japanese-style inn and answer multiple choice questions regarding the video.  
I can identify and recognize the objects used inside a Japanese-style inn. |
| Intermediate Low-Mid | Checkpoint B | Students visit a Japanese-style inn reservation website to select 3 different inns from different parts of Japan and write a brief description for each inn that they selected.  
I can understand the description given for each Japanese-style inn.  
I can write a brief description of each inn. |
| Intermediate Mid-High | Checkpoint C | Students read the online article on Japanese-style inn vs. Western-style hotel and summarize their findings by comparing and contrasting the two different types of hotel accommodation.  
I can summarize my findings for the difference between Japanese-style inn and Western-style hotel by comparing and contrasting them in details. |

- **Students**: Perform a mini role play in pairs that is situated inside a Japanese style inn.  
I can perform a role-play with my peer about the details of the Japanese inn.

- **IP**: Students selects one item that attracted their attention the most from the video and talk about it with their peer.  
I can share and talk about the item that I liked with my peer after watching a video.

- **PR**: Students create a poster that introduces the Japanese-style inn they selected and present their findings to their peers.  
I can present information related to the Japanese style- inn and explain to others in the class.

- **EU**: Students conduct a debate on Japanese-style inn vs. Western-style hotel and exchange their opinions for both advantageous and disadvantageous aspects of each type of hotel accommodation.  
I can participate in a debate regarding the different types of hotel accommodation in Japan and support my arguments using the authentic cultural resources.

**Context**

- **IN**: Students will understand that the cultural perspective of inside-outside distinction influences the way we live.  
What does inside-outside distinction in our home space tell us about our lifestyle?  
How does the inside-outside distinction concept differ from one culture to another culture?

- **EQ**: Your class is participating in this year's Japan Day at Central Park. You have been asked to volunteer at their tourism-related booth for educating visitors about the customs of a Japanese-style inn.
Technology in our daily lives

By: Norka Delgado (Floral Park Memorial) – Email
Topic(s): C. Science, Technology and the Arts, Technology, Media, & Social Media
(Unpublish – Feature)

Enduring Understanding:
Students will understand that use of technology has crossed barriers regardless of different cultures.
Students will understand that technology is taking control of people’s lives.

Essential Questions:
How does technology affect people’s daily lives?
How technology can improve your daily activities?

You are part of the technology fair at your school and you need to provide the audience interesting information about different aspects of technology.
Design Exemplars
Articulated Performance Assessments

Articulated performance assessment task

performance and proficiency targets: novice, intermediate, intermediate high
1. How does planning for vertical articulation help teachers and learners?

2. Why is it important to plan backward from Checkpoint C goals together as a department?

3. How do the articulated performance assessments assess all standards?
What are your take-aways?

- Reflection
- Can-Do Goals
- Resources
- Become a Designer
Reflection

- Using authentic material, can you design a sequence of tasks backward from Checkpoint C goals?
- How does this design help you and your students unfold the topic and see how well they met the target goal?
- Does articulation in your school or district go beyond the level you teach?
I can define features of articulation

I can describe how topics and tasks unfold according to learner engagement

I can design articulated assessment for curriculum between levels, buildings, and schools

Can-Do Goals met Today!
Reference

- Couet, R., Duncan, G., Eddy, J., Met, M., Smith, M., Still, M., Tollefson, A. (2008) **Starting with the end in mind: Planning and evaluating highly successful foreign language programs.** Boston, MA: Pearson Education


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NYSAPAT DesignSpace

Design Articulated Performance Assessment Tasks

- First, send your email address to NYSAPAT@qc.cuny.edu
- Then, register on the NYSAPAT DesignSpace
- Search exemplars by topic and level
- Plan with context articulated across 3 levels
- Use Enduring Understandings and Essential Questions for curriculum design
- Go to links for task materials
- See specific Can Do’s for each mode
- Design a NYSAPAT exemplar.
- Get Feedback and publish!
Questions? Comments? Feedback?

Presenter:

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