

NO MORE GRAMMAR QUIZZES!

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What is proficiency?



- What is the goal?
 - Communication
- Thinking in terms of skills
- No assignments, just practice

Building Proficiency Through Checklists

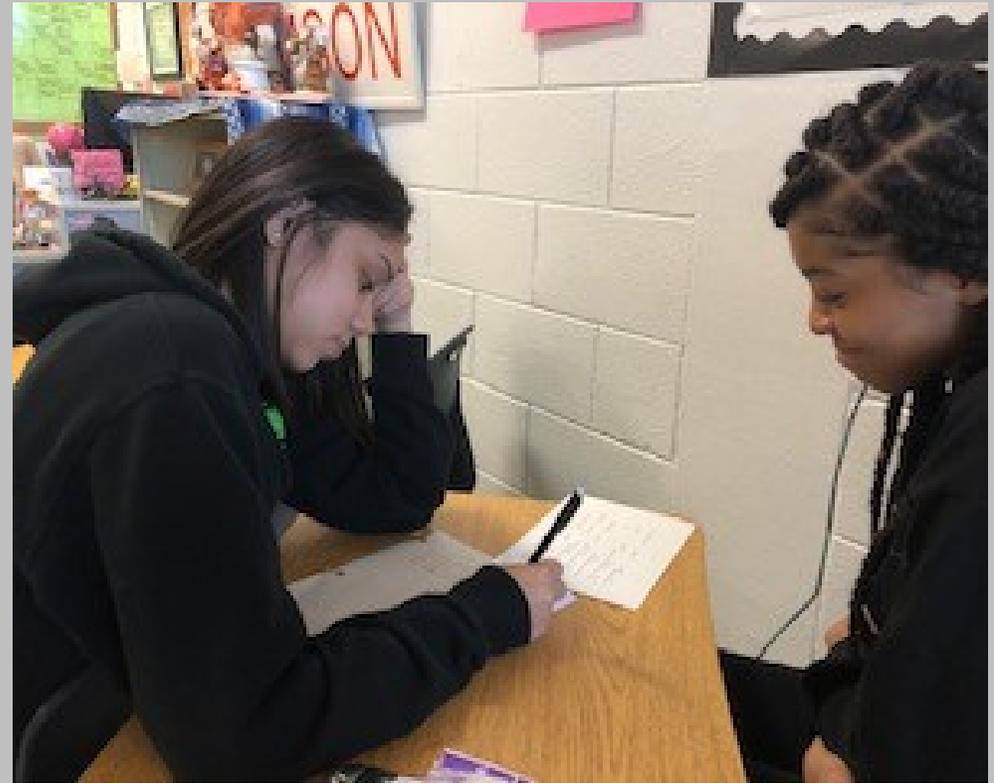
- _____ 1. Watch YouTube videos about the calendar and how to tell the date. Write the date today and your birthday

- _____ 2. Practice with dates (if you need to re-watch videos, you can!). Choose 1:
 - Write the date of 8 holidays/special days
 - Write the birthdays of 8 family members

- _____ 3. Review family, tener, or age. Srta. will tell each student what they need to do based on their quiz.
 - _____ Family- Complete the worksheet “family vocab practice”
 - _____ Tener- Play the game at the link below and then write 5 sentences using each form of the verb tener once. https://www.quia.com/cm/16824.html?AP_rand=1519758949
 - _____ Age- Write the ages for 10 different friends and family members.

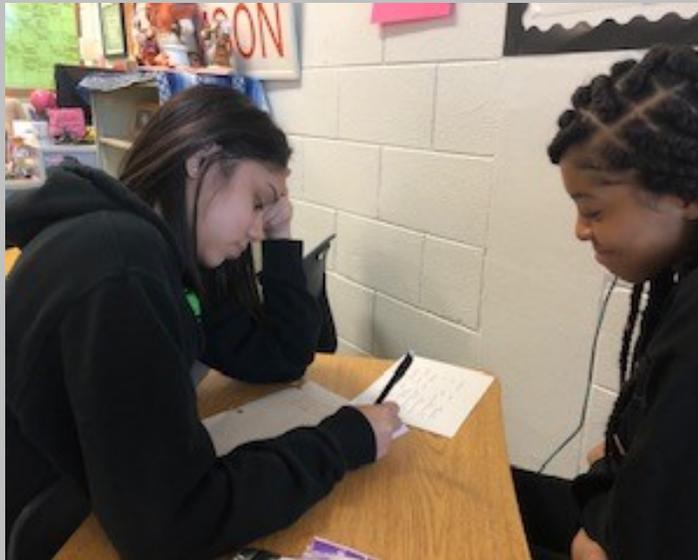
Ideas for each skill

- Listening
 - Native/Heritage speakers
 - YouTube
 - Textbook resources
- Reading
 - Reverse reading activity
 - First try, second try
 - (use sheet protectors!)



Ideas for each skill

- Writing
 - Reverse reading activity
 - Step by step
 - Guided writing



- Write 5 simple sentences about what you used to do:
 - Ex. I played videogames a lot.
- Now add a detail to each:
 - Ex. ...in my house with my brother.
- Now make it a compound sentence by adding a second simple sentence:
 - Ex. ...and my favorite videogame was Paperboy.

Guided Writing Example

- Hi! My name is _____. My last name is _____. I am from _____. I like to _____ (at least 3 things). My best friend's name is _____ and he/she _____ from _____. He/she likes to _____.
- I am a student at _____. I have _____ class. My teacher in the class is _____. In the class, I need _____, _____, and _____. In the class, I _____ (at least 2 things you do in the class). In the class, I like to _____ (at least 1 thing that you like).
- Also, I have _____ class. _____

Ideas for each skill

- Speaking
 - A question for all
 - Teacher/groups
 - Speed-dating +1
 - ESOL students



No grammar or vocab quizzes!

- Reading and listening
 - Questions in English!

Srta. García:	Good afternoon, Pedro! How are you?
Pedro:	Good afternoon, Señorita García! I'm terrible, and you?
Srta. García:	I'm sorry. I'm very good. Where are you from Pedro?
Pedro:	I'm from Atlanta, but my mom is from Perú.
Srta. García:	I'm from Peru also!
Pedro:	See you tomorrow.
Srta. García:	See you.

1. Who orders orange juice?
a. Carlos b. Carlos's son c. the waiter
2. What does the waiter recommend for Carlos?
a salad b. a hamburger c. salmon
3. What is the son going eat?
a hamburger b. paella c. an egg

1. This conversation takes place in the morning.
2. Pedro is feeling very good.
3. Pedro is from Peru.
4. They will see each other later today.
5. Srta. Garcia is married.

Assessments continued

- Writing and Speaking
 - Be intentional
 - Proficiency-based rubric

Ex. Describe the things you used to do at different ages. You may want to mention some of the toys you played with, games you played, and activities you did. You could also include how well you did in middle school and people you talked to or were friends with. Include as much information as possible.

Criteria	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low	Score
Score	4	3	2	1	
Language Function	I can present basic information using creative language/my own thoughts on a familiar topic.	I can present basic information using memorized and some creative language/my own thoughts on a familiar topic.	I can present basic information using memorized language on a familiar topic.	I can present little information in the target language on a familiar topic.	
Language Control/Text Type	I can control basic language structure using simple sentences that are relevant to the task.	I can sometimes control basic language structure using memorized phrases and some simple sentences that are relevant to the task.	I can sometimes control basic language structure using lists of words and memorized phrases that are relevant to the task.	I can use only single words and memorized phrases that may be relevant to the task.	
Comprehensibility (*by a sympathetic listener/reader)	I can be understood with little effort; errors in communication rarely interfere with message.	I can be understood with little effort; errors in communication sometimes interfere with message.	I can be understood with some effort; errors in communication interfere greatly with message.	I can be partially understood only with great effort; substantial errors in/some unintelligible communication.	
Vocabulary	I can combine some supplemental and highly-practiced/ essential vocabulary to respond to the task.	I can use sufficient highly-practiced/ essential vocabulary to respond to the task.	I can use limited, highly-practiced/ essential vocabulary to respond to the task.	I can use only limited, repetitive, highly-practiced/ essential vocabulary to respond to the task.	

Task cannot be rated: Assessed as a zero (0). Check here

Total points

Grade Conversion: 16=100%; 15=98%, 14=96%, 13=94%, 12=91%, 11=88%, 10=85%, 9=82%, 8=78%, 7=74%, 6=70%, 5=66%, 4=62%

Assessments continued

- Writing and Speaking
 - Be intentional
 - Proficiency-based rubric
- How do I know...
 - if they know a certain irregular?
 - if they know a certain vocabulary word?

Ex. Describe the things you used to do at different ages. You may want to mention some of the toys you played with, games you played, and activities you did. You could also include how well you did in middle school and people you talked to or were friends with. Include as much information as possible.



Any questions?

Feel free to contact me at ferrisj1@fultonschools.org