

Teaching World Languages: A Practical Guide

Appendices

Appendices that appear at the end of the various chapters are collected here in a separate section.

Each Appendix is taken directly from the indicated chapter. They may be found at the end of each chapter, as well as here.

Just click on the corresponding Link Number and it will take you directly to the Appendix you selected.



Fig. 14-1-1 ©eady

If you would like to share some of your materials that fit into one of our chapters, and would be appropriate to place in the Appendix to that chapter, please contact us.

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Fig. 14-2-1 ©MSWord

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Chapter 1, Appendix A: Differences between Two Models of Language Teaching

<p>TEACHER-CENTERED MODEL</p>  <p>Fig. 1-15-1L ©Pixatitute</p>	<p>LEARNER-CENTERED MODEL</p>  <p>Fig. 1-15-1R ©Dimitry Rukhlenko</p>
Focus is on the teacher	Focus is on both students and teacher
Focus is on language forms and structures (what the teacher knows about the language)	Focus is on language use in typical situations (how students will use the language)
Learning materials are made for the classroom	Learning materials are a combination of authentic materials, drawn from real life, and modified authentic materials, adapted for the classroom
Teacher talks; students listen	Teacher models; students interact with teacher and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Teacher monitors and corrects every student utterance	Students talk without constant teacher monitoring; teacher provides feedback/correction when questions arise
Teacher answers students' questions about language	Students answer each other's questions, using the teacher as an information resource
Teacher chooses topics	Students have some choice of topics
Teacher evaluates student learning	Students evaluate their own learning; teacher also evaluates
Classroom is quiet	Classroom is often noisy and busy

Chapter 1, Appendix B: Language Learning Strategies Questionnaire

PERSONAL INFORMATION

Student's Name: _____

Date: _____

Teacher's name: _____

Level of study in the target language from 1 (beginner) to 5 (advanced) (Circle one): 1 2 3 4 5

DIRECTIONS

The questionnaire describes different kinds of tasks you might encounter in your world language class. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to help you perform the task.

For each kind of task, read the description. Then read each statement describing possible approaches. Indicate your response by placing a check mark in the appropriate column (Never, Rarely, Occasionally, or Often) to show how often you use the approach described. There are no right or wrong answers. There are only answers that tell what you actually do.

The list is not complete, so if you do anything else, please jot it down on the lines provided at the end of each section.

READING IN THE TARGET LANGUAGE

Reading is a frequent activity you use for learning and using a language. You may often read texts such as dialogues, stories, advertisements, and articles in the target language as classwork or on your own. How often do you do each of the following to help you understand reading material in the target language that is challenging?

	Never	Rarely	Sometimes	Often
R1. I decide in advance what my reading purpose is, and then I read with that goal in mind.				
R2. I decide in advance specific aspects of information to look for, and I focus on that information when I read.				
R3. Before I read, I think of what I already know about the topic.				
R4. Before reading, I try to predict what the text will be about.				
R5. While I read, I periodically check whether the material is making sense to me.				
R6. While reading, I decide whether the information makes sense based on what I already know about the topic.				
R7. I imagine scenes or draw pictures of what I am reading.				
R8. I act out the situation described in the reading (for example, using real objects to illustrate and put into context what I am reading).				
R9. I encourage myself as I read by saying positive statements such as "You can do it."				
R10. I work with classmates to complete assignments or solve reading comprehension problems.				
R11. I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I read.				
R12. I identify what I don't understand in the reading, and I ask a precise question to solve the problem.				
R13. I use reference materials (dictionary, textbook, the internet, etc.) to help solve reading comprehension problems.				

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	Never	Rarely	Sometimes	Often
R14. After reading, I check to see if my predictions were correct.				
R15. I summarize (in my head or in writing) important information that I read.				
R16. I rate my comprehension by reflecting on how much I understood what I read.				
R17. After reading, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.				
R18. I check whether I accomplished my goal for reading.				

Other strategies:

LISTENING TO THE TARGET LANGUAGE

You may often listen to people speaking the target language--your teacher, classmates, and native speakers (in person, on videos, on the internet), and you want to make sure you understand them. How often do you do each of the following to help you understand what you hear in the target language?

	Never	Rarely	Sometimes	Often
L1. I decide in advance what my listening purpose is, and I listen with that goal in mind.				
L2. I decide in advance specific aspects of information to listen for, and I focus on hearing that information.				
L3. Before I listen, I think of what I already know about the topic.				
L4. Before listening, I try to predict what information I'll hear.				
L5. While I listen, I periodically check whether the information is making sense to me.				
L6. While listening, I decide whether the information makes sense based on what I already know about the topic.				
L7. I imagine scenes or draw pictures of what I am hearing.				
L8. I act out the situation as I hear it (for example, using real objects to illustrate and put into context what I am listening to).				
L9. I encourage myself as I listen by saying positive statements such as "You can do it."				
L10. I work with classmates to complete assignments or solve listening comprehension problems.				
L11. I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I hear.				
L12. I identify what I don't understand about what I'm hearing, and I ask a precise question to solve the problem.				

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	Never	Rarely	Sometimes	Often
L13. I use reference materials (dictionary, textbook, the internet, etc.) to help solve listening comprehension problems.				
L14. After listening, I check to see if my predictions were correct.				
L15. I summarize (in my head or in writing) important information that I heard.				
L16. I rate my comprehension by reflecting on how much I understood what I heard.				
L17. After listening, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.				
L18. I check whether I accomplished my goal for listening.				

Other strategies:

SPEAKING IN THE TARGET LANGUAGE

Part of learning and using a language is being able to speak it. In class you may have to answer questions, talk to classmates, give reports and summaries, and give information about yourself. Outside of class you might have conversations with native speakers and friends. How often do you do each of the following to help yourself speak the target language?

	Never	Rarely	Sometimes	Often
S1. I decide my goal for speaking by thinking about what I want to communicate.				
S2. I think about what information is most important to the listener so I can focus on it.				
S3. Before speaking, I think of what I know about the topic.				
S4. Before I start speaking, I brainstorm words and phrases I can use when talking.				
S5. I try to figure out if I'm not making sense to the listener so I can correct myself.				
S6. I focus on topics that I know how to talk about, and I use language structures I am familiar with, so that others can understand me.				
S7. I practice talking about things that relate to my own life and personal experiences.				
S8. I imagine or draw a picture or situation that I want to talk about to help guide me when I'm speaking.				
S9. I use real objects or act out the situation to illustrate and put into context what I am talking about.				
S10. I increase my confidence level by encouraging myself.				
S11. I work with classmates to practice speaking the target language.				
S12. If I don't know how to say something, I substitute what I do know how to say.				
S13. If I don't know how to say something, I ask a more proficient speaker how to say it.				
S14. If I don't know how to say something, I look it up in reference materials (dictionary, textbook, the internet, etc.)				
S15. After speaking, I think about whether the words & phrases I brainstormed helped the listener understand me.				

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	Never	Rarely	Sometimes	Often
S16. I mentally or verbally summarize what I've just said to see if makes sense.				
S17. After I speak, I rate how well I did.				
S18. I assess whether the strategies I used for speaking helped me, and I think of other strategies that could have helped.				
S19. I check whether I have accomplished my goal in communication.				

Other strategies:

WRITING IN THE TARGET LANGUAGE

Writing is another activity you use for learning and using a new language. You may communicate your ideas through journal entries, letters, short stories, or poems written in the target language. How often do you do each of the following to help yourself write in the target language?

	Never	Rarely	Sometimes	Often
W1. Before I begin writing, I identify what I already know about the topic.				
W2. Before I write, I create an outline and/or graphic organizer (concept map, flow chart, storyboard, Venn diagram, etc.) to plan and organize the ideas that I will use in my writing.				
W3. While I write, I periodically check whether my writing is clear and organized.				
W4. I imagine the characters and events that I am writing about.				
W5. If dialogue is included in my writing, I imagine hearing the characters talking to each other.				
W6. I encourage myself by saying positive statements such as “Keep up the good work.”				
W7. I revise what I have written for accuracy, clarity, and depth.				
W8. I work with classmates to revise my writing or solve writing problems.				
W9. I use reference materials (dictionary, textbook, the internet, etc.) to help solve writing problems.				
W10. I proofread my writing to improve capitalization, grammar, spelling, and punctuation.				
W11. I read my work (silently or out loud) to correct errors.				

Other strategies:

VOCABULARY STRATEGIES IN THE TARGET LANGUAGE

Vocabulary development is essential for language learning. The use of accurate and appropriate vocabulary enables you to communicate effectively in the target language. How often do you do each of the following to help yourself learn vocabulary words in the target language?

	Never	Rarely	Sometimes	Often
V1. As I think about a word in the target language, I imagine or draw a picture of the object/idea the word represents.				
V2. I think of something or someone in my life that the word reminds me of, and I remember that connection when I need to recall the word.				
V3. I make a point of learning words that relate to my life.				
V4. I group words that are similar or are related in some way.				
V5. I hold or point to an object while thinking or saying the word in the target language.				
V6. I think of an English word that looks or sounds like the word in the target language, and I think about how the meanings are related.				
V7. I look for structural rules (prefixes, suffixes, roots, etc.) that give clues to the word's meaning.				
V8. I think of an English word that sounds like the word in the target language, AND I get a picture in my mind to link the meanings of the English and the target language versions.				
V9. I review new words with a classmate.				
V10. I test myself to see if I have learned the words.				

Other strategies:

After Completing the Questionnaire

Once you have completed the questionnaire, review your responses, noting which statements you answered “Never” or “Rarely.” In some situations, these answers may identify metacognitive and task based learning strategies that you can use to help yourself learn a new language.

To learn more about language learning strategies, visit *Sailing the 5 C's with Learning Strategies*, created by the National Capital Language Resource Center (NCLRC), at <http://www.nclrc.org/sailing/sgIndex.html>. This site provides a list of 20 strategies that you can use to take charge of your learning.

Chapter 1, Appendix C: Learning Strategies List in English

METACOGNITIVE STRATEGIES

Strategy	Description	Questionnaire Example(s)
Organize / Plan	<ul style="list-style-type: none"> -Plan the task or content sequence. -Set goals. -Plan how to accomplish the task. 	<p>R1, R2 L1, L2 S1, S2</p>
Manage Your Own Learning	<ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task. 	<p>V10</p>
Monitor	<p>While working on a task:</p> <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Are you understanding? -Check your production as you use the language. Are you making senses? 	<p>R5, R6, R12, R16 L5, L6, L12, L16 S5, S6, S17 W3, W7, W10, W11</p>
Evaluate	<p>After completing a task:</p> <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were in helping you accomplish the task. 	<p>R17, R18 L17, L18 S18, S19</p>

TASK BASED STRATEGIES: USE WHAT YOU KNOW

Strategy	Description	Questionnaire Examples
Use Background Knowledge	-Think about and use what you already know to help you do the task/ -Make associations.	R3 L3 S3 W1
Make Inferences	-Use context and what you know to figure out meaning. -Read and listen between the lines.	R11 L11
Make Predictions	-Anticipate information to come. -Make logical guesses about what will happen.	R4, R14 L4, L14 S4, S15
Personalize	-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs, and feelings.	S7 V2, V3
Transfer / Use Cognates	-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.	V6, V8
Substitute / Paraphrase	-Think of a similar word or descriptive phrase for words you do not know in the target language.	S12

TASK BASED STRATEGIES: USE YOUR IMAGINATION

Strategy	Description	Questionnaire Examples
Use Imagery	-Use or create an image to understand and/or represent information.	R7 L7 S8 W4, W5 V1, V8
Use Real Objects / Role Play	-Act out and/or imagine yourself in different roles in the target language. -Manipulate real objects as you use the target language.	R8 L8 S9 V5

TASK BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

Strategy	Description	Questionnaire Examples
Find / Apply Patterns	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Sound out and apply letter/sound rules. 	V7
Group / Classify	<ul style="list-style-type: none"> -Relate or categorize words or ideas according to attributes. 	V4
Use Graphic Organizers / Take Notes	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, timelines, and charts) of important relationships between concepts. -Write down important words and ideas. 	W2
Summarize	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information. 	R15 L15 S16
Use Selective Attention	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas. 	

TASK BASED STRATEGIES: USE A VARIETY OF RESOURCES

Strategy	Description	Questionnaire Examples
<p>Access Information Sources</p>	<p>-Use the dictionary, the Internet, and other reference materials. -Seek out and use sources of information. -Follow a model. -Ask questions.</p>	<p>R13 L13 S13, S14 W9</p>
<p>Cooperate</p>	<p>-Work with others to complete tasks, build confidence, and give and receive feedback.</p>	<p>R10 L10 S11 W8 V9</p>
<p>Talk Yourself Through It (Self-Talk)</p>	<p>-Use your inner resources. Reduce anxiety by reminding yourself of your progress, the resources you have available, and your goals.</p>	<p>R9 L9 S10 W6</p>

Chapter 3, Appendix A: Sample Rubric: Interpersonal Communication

Example Rubric for Interpersonal for 9th Grade, Year-1 Learners for Food Unit adapting criteria from ACTFL Integrated Performance Assessment rubrics (adding Cultural Awareness from *Performance Guidelines for K-12*).

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Language Function - kinds of exchanges	<p>Can use and understand expressions commonly spoken at meals.</p> <p>Can ask and answer simple questions about foods using sentences.</p> <p>Can describe target culture foods using sentences and combining learned language to make own meaning.</p>	<p>Can use and understand expressions commonly spoken at meals.</p> <p>Can ask and answer simple questions about food with phrase or sentence.</p> <p>Can give short, basic description of target culture foods using memorized language, and combining language sometimes to make new sentences.</p>	<p>Can use and understand only a few of the expressions spoken at meals.</p> <p>Can ask and answer questions usually only with one word.</p> <p>Descriptions of food limited to single words or short memorized phrases.</p>
Text Type - Length of Utterance/Text student can say/write	Can say/write simple sentences and short paragraphs about foods	Can say/write simple sentences about food.	Only uses single words and phrases about food.
Communication Strategies = Participation in Conversation	Can carry out a simple conversation about foods, mainly based on questions and answers	Responds to questions and asks some questions.	Only responds to questions.
Comprehensibility	Usually understood by classmates and teacher	Can be understood with occasional difficulty by classmates and teacher.	Hard for classmates and teacher to understand.
Language Control Grammar Vocabulary Pronunciation	Uses correct forms, vocabulary pronunciation, and spelling with simple sentences and strings of sentences in present tense about foods and meals	Uses correct forms, vocabulary, and pronunciation with memorized language with single words and single sentences.	<p>Accurate with single words.</p> <p>Accuracy breaks down with phrase.</p>
Cultural Awareness	<p>Behavior and language choices reflect a good awareness of cultural perspectives around food and meals</p> <p>Student can demonstrate polite behavior at an Arab meal</p>	<p>Behavior and language choices reflect some awareness of cultural attitudes and perspectives around food and meals.</p> <p>Student can demonstrate polite behavior at a target culture meal.</p>	<p>Behavior and language choices reflect a lack of awareness of cultural attitudes and perspectives around food.</p> <p>Student does not demonstrate polite behavior at a target culture meal.</p>

Chapter 4, Appendix A: Sample Integrated Performance Assessment

Sample summative, end of unit, performance assessment for progress for Grade 9, Year 1 target language class studying a food unit. (We use the same summative assessment in the discussion of each of the standards.)

Students will work in groups to prepare presentations on the traditional foods of different target language speaking countries and how they are prepared and eaten.

1. Each group will research the traditional foods of one country or region. Their research will be guided by a teacher handout with a series of key questions (in the target language): Resources may include (all in the target language) recipes, menus, short descriptions of foods, videos, pictures, advertisements, interviews, going to a restaurant with food from the region, going to a target language/culture grocery store, cooking some dishes.
2. In the target language, students in each group will share their information and design a presentation for the class on the traditional foods of their region and how they are prepared, served and eaten. The teacher can encourage the students to be creative in developing presentations that will be of interest to the class. These could include skits, PowerPoint presentations, demonstrations of cooking and/or eating, videos, menus, recipe books, etc.
3. Students give their presentations in the target language. Each student in each group participates. Presenters should be prepared to answer questions from other students after the presentation (in the target language). Each student will listen to and view the presentations of the others, take notes, and complete another handout that summarizes the content of all the presentations.

Chapter 4: Appendix B: Foreign Language Assessment Tools

While resources vary by language and level, there are a number of foreign language assessments available. Many of these assessment tools are based on the ACTFL Proficiency Guidelines. The table below provides a list of selected assessments currently available.

Assessment	Description	Intended population and Available language(s)
ACTFL Oral Proficiency Interview (ACTFL OPI): http://www.actfl.org/i4a/pages/in dex.cfm?pageid=3348	A live or telephonic interview between an ACTFL certified Tester and a student that assesses oral proficiency based on the ACTFL scale. The ACTFL OPIc, a computer—based test, is also available.	Grades 11-12, college students and adults Multiple languages
Computerized Oral Proficiency Interview (COPi): http://www.cal.org/topics/ta/copi.html	A computer-based, semi-adaptive performance assessment of oral proficiency based on the ACTFL scale.	Grades 11-12, college students and adults Arabic and Spanish
Linguafolio https://linguafolio.uoregon.edu/	A computer-based portfolio assessment tool that includes self-assessment checklists.	Multiple populations Any language
Simulated Oral Proficiency Interview (SOPI): http://www.cal.org/topics/ta/sopi.html	A tape-mediated performance assessment of oral proficiency based on the ACTFL scale (Intermediate through Superior).	Grades 9-12, college and adults Arabic, Chinese, French, German, Hausa, Hebrew, Indonesian, Japanese, Portuguese, Russian, and Spanish
Standards-Based measurement of Proficiency (STAMP): http://www.avantassessment.com/stamp	A Web-based assessment of reading, writing, and speaking proficiency based on the ACTFL scale (Novice and Intermediate)	Grades 7-12, college and adults Spanish, French, German, Japanese, Italian and Chinese
Minnesota Language Proficiency Assessments (MLPA): http://www.carla.umn.edu/assessment/MLPA.html	A Web-based assessment of reading, writing, listening, and speaking proficiency based on the ACTFL scale (Intermediate-Low, Intermediate-Mid and High)	Grades 7-12, college and adults Spanish, French, German
Foreign Language Assessment Directory (FLAD): http://www.cal.org/flad Tools developed by individual states, language specific organizations and other organizations.	A searchable online database of information about assessments. Users can search the database using several different parameters, including language, grade level, and assessment purpose.	Multiple populations Multiple languages
Understanding Assessment: http://www.cal.org/projects/fldirectory.html#tutorial	This online tutorial from the Center for Applied Linguistics helps teachers define their purposes for assessment and then select an assessment that matches their purposes and resources. The tutorial also provides an overview of key testing concepts.	Teachers of all languages

Chapter 6, Appendix A: Sample Rubric for Interpersonal Communication

Appendix A: Example Rubric for Interpersonal Communication for Grade 9, Year-1 food unit incorporates Criteria from ACTFL Integrated Performance Assessment rubrics and adding Cultural Awareness from *Performance Guidelines for K-12*.

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Language Function - types of exchanges	Can use and understand expressions commonly spoken at meals. Can ask and answer simple questions about foods using sentences. Can describe target culture foods using sentences and combining learned language to make own meaning.	Can use and understand expressions commonly spoken at meals. Can ask and answer simple questions about food with a phrase or sentence. Can give short, basic description of target culture foods using memorized language, and combining language sometimes to make new sentences.	Can use and understand only a few of the expressions spoken at meals. Can ask and answer questions usually only with one word. Descriptions of food limited to single words or short memorized phrases.
Text Type - Length of Utterance/Text	Can say/write simple sentences and short paragraphs about foods.	Can say/write simple sentences about food.	Only uses single words and phrases about food.
Communication Strategies = Participation in Conversation	Can carry out a simple conversation about foods, mainly based on questions and answers.	Responds to questions and asks some questions.	Only responds to questions.
Comprehensibility	Usually understood by classmates and teacher.	Can be understood with occasional difficulty by classmates and teacher.	Hard for classmates and teacher to understand.
Language Control Grammar Vocabulary Pronunciation	Uses correct forms, vocabulary, pronunciation, and spelling with simple sentences and strings of sentences in present tense about foods and meals.	Uses correct forms, vocabulary, and pronunciation with memorized language with single words and single sentences.	Accurate with single words. Accuracy breaks down with phrases.
Cultural Awareness	Behavior and language choices reflect a good awareness of cultural perspectives around food and meals. Student can demonstrate polite behavior at a target language meal.	Behavior and language choices reflect some awareness of cultural attitudes and perspectives around food and meals. Student can demonstrate polite behavior at a target language meal.	Behavior and language choices reflect a lack of awareness of cultural attitudes and perspectives around food. Student does not demonstrate polite behavior at a target culture meal.

Chapter 6, Appendix B: Sample Integrated Performance Assessment

Sample summative, end of unit, performance assessment for progress for Grade 9, Year 1 target language class studying a food unit. (We use the same summative assessment in the discussion of each of the standards.)

Students will work in groups to prepare presentations on the traditional foods of different target language speaking countries and how they are prepared and eaten.

1. Each group will research the traditional foods of one country or region. Their research will be guided by a teacher handout with a series of key questions (in the target language): Resources may include (all in the target language) recipes, menus, short descriptions of foods, videos, pictures, advertisements, interviews, going to a restaurant with food from the region, going to a target language/culture grocery store, cooking some dishes.
2. In the target language, students in each group will share their information and design a presentation for the class on the traditional foods of their region and how they are prepared, served and eaten. The teacher can encourage the students to be creative in developing presentations that will be of interest to the class. These could include skits, PowerPoint presentations, demonstrations of cooking and/or eating, videos, menus, recipe books, etc.
3. Students give their presentations in the target language. Each student in each group participates. Presenters should be prepared to answer questions from other students after the presentation (in the TL). Each student will listen to and view the presentations of the others, take notes, and complete another handout that summarizes the content of all the presentations.

Chapter 7, Appendix A: Sample Rubric for Interpretive Communication

Sample Rubric for Interpretive Communication for Grade 9, Year 1 learners for progress on the food unit, adapting criteria from the ACTFL Integrated Performance Assessment rubrics (Criteria and text in **RED** are added by the authors. They have not been pilot-tested nor validated as the IPA-based criteria are, but are relevant to the tasks and skills described below.)

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Literal Comprehension			
Identify Topic	Can usually identify the topic of a text chosen by the teacher.	Can often identify the topic of a text chosen by the teacher.	Cannot identify the topic of a text chosen by the teacher.
Recognizing Words	Recognizes learned words and phrases about food.	Recognizes some or most learned words and phrases about food.	Can recognize only a few learned words and phrases about food.
Finding the main Idea	Can identify main ideas in texts.	Can identify main ideas in texts. (reading/listening/or viewing) about target culture foods.	Can identify a few ideas about target culture foods in familiar contexts.
Finding supporting details	Can identify main ideas and some supporting details.		
Interpretive (Inferential) Comprehension			
Can infer meaning from clues such as titles, pictures (written text), actions, setting (video), voice tone, setting (audio)	Can infer author attitudes about foods from text and context clues independently or with help.	Can make inferences about meanings of words or text from clues independently.	Can occasionally make inferences about meanings of words or text from clues with help.
Inferring meaning of unknown words from context Inferring ideas from context and known words Inferring authors' point of view	Can infer the meaning of many unknown words from contexts such as pictures, gestures and expressions, and from other words.	Can infer the meaning of some unknown words from contexts such as pictures or gestures and expressions.	Cannot infer meaning of unknown words.

Chapter 8, Appendix A: Sample Rubric – Presentational Communication

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 points
Language Function - kinds of exchanges	Student is able to produce narration, description of actions, comments, and questions both orally in scripted speech and in writing – depending on role in video. Scripts and scripted speech reveal some creativity in language use.	Student is able to (both) write and produce simple narration in the present tense, and/or simple descriptions of actions, and/or make appropriate comments and ask questions – depending on role in video.	Student is not able to produce exchanges that result in true language functions, either orally or in writing or both.
Text Type - Length of utterance/text student can say/write	Written and oral presentation uses short, simple sentences and combinations of learned material about cooking. Writes and uses more sentences that are strung together to make paragraphs.	Written and oral presentation uses short, simple sentences about cooking that combine learned expressions and sequences. Uses some combinations of sentences.	Written and oral presentation includes phrases and single words, but few full sentences about cooking.
Impact	Written script and oral presentation provide focus and interest for the cooking demonstration. Visuals, gestures, choice of language, and interactions with other presenters are engaging and organized. Evidence of an effort to communicate with the audience.	Written script and oral presentation provide a focus for the cooking demonstration and are interesting to the audience. Visuals, gestures, and interaction with other presenters provide interest and clarity for the audience.	Written script and oral presentation are not organized, purpose is not clear to the audience. Visuals, gestures and interactions with other presenters do not add interest or clarity.
Vocabulary	Vocabulary about food and cooking conveys ideas and expands beyond lists and directions.	Vocabulary about food and cooking is sufficient to convey lists, names and cooking directions and to make occasional comments about the food.	Does not use sufficient vocabulary to express ideas.
Comprehensibility	Teacher and other students understand writing and oral presentation easily.	Teacher and other students can understand most of the writing and oral presentation.	Teacher and other students have great difficulty understanding writing and/or oral presentation.
Language Control - Grammar - Vocabulary - Pronunciation	Can produce written scripts and present them orally with accurate use of grammar, vocabulary, and pronunciation using simple sentences. Is able to write sentences without teacher scaffolding.	Mostly accurate when copying and reciting memorized scripts. The less structure provided by the teacher, the more errors in writing and oral presentation.	Mostly accurate in copying and reciting single words.
Cultural Awareness	Verbal expression, gestures, and non-verbal behavior closely reflect those of models, not just as imitations, but appear to be used naturally.	Verbal expressions, gestures, and non-verbal behavior imitate those modeled by teacher or observed materials (such as videos).	Verbal expressions, gestures, and non-verbal behavior the same as in the home culture, do not reflect models of target language culture.

Chapter 9, Appendix A: Examples of Products, Practices, and Perspectives

Products may include:

Clothes
Food
Architecture
Calligraphy
Songs/Music
Stories
Films/Videos
Religious beliefs
Jokes

Practices may include:

Forms of greetings and leave takings
Ways of cooking and eating
Religious practices
Rituals and festivals
Daily family rituals
Daily routines
Games

Perspectives may include:

Attitudes towards foods
Political/religious/moral beliefs
Ideas about health
Attitudes about roles within the family
Attitudes about polite behavior
Opinions about different popular singers
Attitudes about what is funny

Chapter 9, Appendix B: Sample Rubric for Cultural Awareness

Example Rubric for Cultural Awareness for Novice Learners for food unit in Grade 9 adapting descriptions of performance from the ACTFL *Performance Guidelines for K-12*. [Note: This rubric is not based on the IPA rubrics and has not been tested.]

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Knowledge about cultural products	<p>Can identify and name most of the foods studied, and can name all meals.</p> <p>Can identify and name some traditional foods of more than one country.</p>	<p>Can identify and name some foods and the names of meals.</p> <p>Can identify some traditional foods of at least one country.</p>	<p>Can identify and name a few foods and names of meals.</p>
Knowledge of practices	<p>Can participate in a (real or role-played) meal using correct table manners, gestures, and verbal expressions, and initiates interactions such as discussion of the food, offering food, praising food, thanking host, etc.</p> <p>Behavior would be acceptable in a Target Culture household.</p>	<p>Can participate in a (real or role-played) meal using mainly correct table manners, gestures, and verbal expressions. Might initiate some interaction.</p> <p>Behavior would be acceptable for a foreigner in a Target Culture household.</p>	<p>Participates in a (real or role-played) meal with very little interaction, eating or social, or displays mainly inappropriate manners and verbal behavior.</p>
Ability to make inferences about perspectives from products and practices	<p>Able to recognize cultural perspectives from products and practices independently.</p>	<p>Able, with help, to recognize some cultural perspectives about food from products and practices.</p>	<p>Not able, even with help, to make inferences about cultural perspectives.</p>

Chapter 10, Appendix A: Connections Activities by Subject Area

Mathematics

- Calculate distances, weights and measurements using the metric system
- Work with exchange rates
- Figure the area of a living space (How does 200 square meters compare to 2,000 square feet?)
- Budget a grocery store trip
- Plan a balanced diet with appropriate calories, grams of fiber, etc.
- Create a wardrobe, using the sizing of a target language country

Science

- Ecology
- Wildlife in an area where Arabic is spoken
- Distribution of wildlife, climate patterns, etc. across target language countries
- Geologic activity and geography and the impact on life styles and foods
- Water resources and how they are used
- Industrial impact upon environment (chemical effluents, etc.)

Language and Literature

- Grammar: What is it and how does it work. Make explicit connections and comparisons between English and the target language.
- The history of the development of alphabets
- Literary forms in English and target language - such as poetry, stories, folk tales, songs.
- Literary characters, themes, writing styles from target language cultures and their impact on Western literature.
- Words from the target language that have been assimilated into English; words from English that are used in the target language

Chapter 10, Appendix B: Sample Rubric for Connections Activity

Sample Rubric for Connections Activity for Novice Learners for food unit in Grade 9. This is part of a rubric for an activity that involves reading a recipe in the Target Language and then cooking the dish described. It evaluates progress on the specific objective “*Recognize, use and discuss metric measurements in the Target Language to read recipes and prepare food.*” The recipe includes quantities expressed in metrics.

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Able to use the Target Language vocabulary to refer to items and concepts learned in another subject	Students can read and produce with some fluency all vocabulary for number, quantity, and measurement in the Target Language.	Student is able to read and produce most of the vocabulary for number, quantity, and measurement in the Target Language.	Student has difficulty in reading and/or producing vocabulary for number, quantity, and measurement in the Target Language.
Able to use the Target Language numbers and measurements	Student is consistently able to correctly use numbers and metric measurements written in the Target Language in recipes to prepare food. Student may also be able to manipulate measurements to change quantities.	Student is able to correctly use numbers and metric measurements written in the Target Language in recipes to prepare food most of the time.	Student has considerable difficulty in using numbers and metric measurements written in the Target Language in recipes to prepare food.
Able to discuss topics addressed in other school subjects	Student is able to discuss the mathematical concepts in metric measurement in the Target Language and compare to U.S. measurements.	Student is able to discuss the mathematical concepts in metric measurement in the Target Language.	Student cannot discuss mathematical concepts in metric system of measurements of quantity in the Target Language.

Chapter 11, Appendix A: Comparisons Activities by Subject Area

Additional ideas for comparing and contrasting language and culture

Comparing Language

- Identify cognates
- Identify English words derived from the target language
- Compare noun/adjective and subject/verb agreement between the two languages
- Compare basic word order of sentences
- Compare forms and use of pronouns
- Compare idioms from various parts of the target-language speaking world
- Compare how language indicates social distinctions – register
- Compare how language and interpretation can lead to misunderstandings
- Identify how language has changed through the 20th century and into the 21st century

Comparing Culture

- Compare lifestyles of target language immigrants with those of other immigrants
- Compare the role of family members
- Compare living arrangements
- Compare newscasts and other TV programming
- Compare art of the same period in each culture
- Compare business practices in the two cultures
- Compare health care in the two cultures
- Compare dietary practices
- Compare attitudes about school
- Compare children’s books

Chapter 11, Appendix B: Sample Rubric for Comparisons

Sample Rubric for Comparisons for first year students in Grade 9 studying a food unit. This rubric is for an activity where students learn idiomatic expressions related to foods in the Target Culture and then compare to English.

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Able to use idiomatic expressions about food in the target language	Can use most studied idiomatic expressions correctly in learned contexts and Can extend to unlearned contexts (different dishes or experiences).	Can use most studied idiomatic expressions correctly in learned contexts.	Cannot use many of the idiomatic expressions related to target culture food.
Able to identify similar idiomatic expressions in English	Can identify some similar expressions in English, and Can talk about how idiomatic expressions work in general.	Can identify some similar idiomatic expressions in English.	Cannot identify idiomatic expressions in English. May not understand meaning of “Idiomatic expression.”
Able to identify similarities and differences in idiomatic expressions	Can identify some general similarities and differences in the idiomatic expressions across languages, with or without help and Can speculate on what the differences tell us about perspectives.	Can identify a few general similarities and differences in the idiomatic expressions across languages, with help.	Is not able to address similarities and differences in idiomatic expressions across languages, even with help.

Chapter 12, Appendix A: Sample Rubric for Communities

Sample Rubric for Communities for first year students in Grade 9 studying a food unit. This rubric is for an activity where students are actively involved in the target culture community and use the Target Language to communicate.

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 point
Student discusses/explores aspects of target culture food for personal interest or pleasure.	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.
Student has engaged with target language community on topic of food through going to a restaurant, store, bazaar, engaging in personal conversation with someone from the target language community, email, translating school menu for target language newcomers, or some other means.	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.
Student has actively engaged in informing the local non-target culture community, family, and or school, about target culture foods through presentations, making a bulletin board, cooking and serving target culture food with explanation, or some other means.	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.