

BLOCK 1 Who Are You?

Evidence Collection and Portfolio

TASK 1. Write a brief paragraph providing personal information to be included in a school directory.

Instructions: Write a brief paragraph (50 words) with your personal information. This information is for the school directory.

Performance Indicators - Checklist

1. Student provides relevant personal information. Elements to include: name, place of birth, date of birth, nationality, age, marital status, occupation, address, phone number, family members, hobbies.

five points () at least eight relevant items are included.
three points () five - six relevant items are included.
one point () three - four relevant items are included only.
no points () less than three relevant items are included.

2. Student uses language appropriately. Grammar and spelling are correct, with very few errors that do not affect message (meaning).

three points () zero - three errors.
one point () four - six errors.
no points () More than six errors.

3. Student demonstrates understanding of the audience this text is addressing.

two points () Student addresses audience appropriately.
no points () Student doesn't address audience appropriately.

TASK 2. Format completion with your personal information.

Instructions: Fill out the following application form to a high school with your personal information.

New Century High School application form

Last name of student:

Name of student:

Name of father:

Name of mother:

Sex:

☐

Male

☐

Female

Date of birth (in numbers):

Date of birth (in words):

Place of birth:

Nationality:

Religion:

Father's occupation:

Mother's occupation:

Full address:

▲

▼

◀

▶

Telephone at residence (with area code):

Mobile telephone:

E-mail:

Last school attended:

Address of the school:

Name of guardian (if any):

Performance Indicators Evaluation Instrument - Checklist

1. Student provides correct information.

five points	()	16 - 18 entries.
three points	()	13 - 15 entries.
one point	()	10 - 12 entries.
no points	()	less than 10 entries completed correctly

2. Student writes with correct spelling.

five points	()	zero - three errors.
three points	()	four - six errors.
one point	()	seven - nine errors.
no points	()	more than nine errors.

* Student must score three or five points in any of the two indicators to be considered competent.

TASK 3. Understanding when someone gives his/her personal information.

Instructions: Fill out the identification format after listening to personal information. You may take notes as you listen.

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Text to be read by the teacher (twice)

Martha Ramírez is from Argentina. She is Argentinean. She was born on April 24, 1970. She is a computer engineer. She works for Dell Computers. She lives in Alameda, California. Her address is 486 Orange Boulevard. Her zip code is 98765. Her phone number is: are code 415, phone number 944-5702. She is married. She has two children: Lorenzo and Gabriel. She is catholic. Martha's hobbies are listening to music, playing the piano, and reading.

Identification Format

Last name: _____

First name: _____

Place of birth: _____

Date of birth (numbers): ____ / ____ / ____
Mo Day Year

Date of birth (words): _____

Age (today): _____

Nationality: _____

Occupation: _____

Place of work: _____

Address: _____

Phone number: _____

Marital status: ☐ Married ☐ Single ☐ Divorced

Children (number): _____

Name of children: _____

Religion: _____

Hobbies: _____

Rubric and Performance Indicators

- A. The student can understand the information he / she listens to.
- | | | | |
|--------------|-----|-------------------|-----------------------------------|
| five points | () | Well understood | 14 - 16 items are included. |
| three points | () | Understood | 10 - 12 items are included. |
| two points | () | Needs improvement | seven - 10 items are included. |
| zero points | () | Lacks competence | Less than six items are included. |
- B. The student can use the language learned correctly (spelling and grammar).
- | | | | |
|--------------|-----|----------------------|----------------------|
| five points | () | Well written | zero - four errors. |
| three points | () | Good use of language | five - eight errors. |
| two points | () | Needs improvement | nine - 12 errors. |
| zero points | () | Lacks competence | More than 12 errors. |

TASK 4. Create a family chart from the following written information.

Instructions: Draw a family chart according to the information given.

This is my family

Hi. My name is Paula. There are six members in my family. My father's name is Eduardo. He's a doctor. He's from Guanajuato. My mother's name is Katherine. She's a bookkeeper. She's American. She was born in New York. I have three siblings: two brothers and one sister. My brothers' are older than I. I am the third child of my family.

My brother's names are Eduardo and Ricardo. Eduardo is a university professor. He lives in Chihuahua. My other brother, Ricardo, is a business consultant. He lives in Leon, Guanajuato. My sister's name is Katherine. We call her Kathy. She is younger than I am. She is a Montessori teacher. She lives in Halifax, Canada.

My grandparents on my father's side are Mexican. My grandfather's name is José María and my grandmother is Guadalupe. They are from Guanajuato. My grandfather is a carpenter and my grandmother a housewife.

My grandparents on my mother's side are from Greece. They are Greek. My grandfather's name is Theodore George. He is a storekeeper. He lives in Florida. My grandmother's name is Potetsa (Paula in Greek). She is a housewife.

Draw your chart here. Create blocks to include the names of the people mentioned in the paragraph.

Evaluation Instrument - Checklist

- | | | |
|---|------------------------------|-----------------------------|
| 1. All the persons in the text are included in the chart. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. The relationships in the chart are well indicated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Places of birth are included in the chart. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Occupations (when applicable) are included in the chart. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

TASK 5. Create a family chart from the information you listen to.

Instructions TO STUDENT: Draw a family chart according to the information you listen.

Instructions TO TEACHER: Prepare a text similar to the one used in Task 3. Read it to the student. Students will write as they listen to the aural text. Teacher will show the chart filled out according to what he / she read and students will check for accuracy.

Evaluation Instrument - Checklist

- | | | |
|---|------------------------------|-----------------------------|
| 1. All the persons in the text are included in the chart. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. The relationships in the chart are well indicated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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3. Places of birth are included in the chart.

☐ Yes

☐ No

4. Occupations (when applicable) are included in the chart.

☐ Yes

☐ No

TASK 6. Create your personal profile and present it orally to the class and in writing to your teacher.

Instructions: Write your personal profile. Include your personal basic information. Prepare creative visual aids and / or illustrations for your oral presentation.

Evaluation Rubric for Oral Presentation

	Competent 4 points	Satisfactory 3 points	Needs improvement 2 points	Lacks competence 1 point
Fluency	Student is fluent throughout the oral presentation.	Student is fluent most of the time during the oral presentation.	Student pauses unnecessarily during the oral presentation or has verbal interruptions (eh, uh, words in Spanish).	Student is not fluent most of the time.
Pronunciation	Student pronounces correctly most of the time and errors don't affect message.	Student has few pronunciation errors that don't affect meaning.	Student mispronounces several words or mispronounces some words that affect the message.	Student mispronounces words many times, affecting the meaning of what is being said.
Use of language	Student uses language and vocabulary appropriately and correctly most of the time.	Student uses language and vocabulary appropriately and correctly with few errors.	Student makes several language mistakes or uses vocabulary inappropriately.	Student makes many language mistakes and / or doesn't use appropriate vocabulary.
Overall presentation skills	Student presents in an organized manner and uses creative visual aids, and uses appropriate body language that enhances the presentation.	Student presents in an organized manner most of the time, and uses creative visual aids and a fairly appropriate body language.	Student does not present in an organized manner and / or doesn't use visual aids nor body language appropriately.	Presentation lacks organization and other presentation skills (body language) and / or didn't use any visual aids.
Total points				

Evaluation Rubric for Written Presentation (Profile)

	Competent 4 points	Satisfactory 3 points	Needs improvement 2 points	Lacks competence 1 point
Paragraph structure	Paragraph flows smoothly. Paragraph is unified, coherent, and logical.	Paragraph lacks two of the following three: unity, order and coherence.	Paragraph is not organized, although ideas flow.	Student is not fluent most of the time.
Grammar and spelling	Student writes correctly most of the time and errors don't affect message.	Student has few grammar and / or spelling errors that don't affect meaning.	Student writes several words incorrectly or makes several grammar mistakes which affect meaning in the text.	Grammar and spelling errors are so many that make the text unclear or creates confusion.
Use of language (vocabulary)	Student uses language and vocabulary appropriately and correctly most of the time.	Student uses language and vocabulary appropriately and correctly with few errors.	Student makes several language mistakes or uses vocabulary inappropriately.	Student makes many language mistakes and / or doesn't use appropriate vocabulary.
Overall composition skills	Written text is organized and creative. Introduction, development and conclusion are evident.	Written text is organized and creative. Introduction, development and conclusion are not well developed.	Written text is organized, but not creative. Introduction, development or conclusion are underdeveloped or not present.	Written text lacks organization. Message is unclear.
Total points				