

LAA Rubric

| | FUNCTION | PATTERN & STRUCTURE | VOCABULARY |
|----------|---|--|--|
| 4 | Student effectively performs the function. | Student clearly expresses the targeted pattern/structure in a variety of ways. | Student uses a variety of vocabulary, including words from the unit. |
| 3 | Student performs the function. | Student adequately expresses the targeted pattern/structure. | Student uses adequate vocabulary, including words from the unit. |
| 2 | The student does not adequately perform the function. | Student does not adequately express the targeted pattern/structure. | Student uses limited vocabulary or uses vocabulary incorrectly. |
| 1 | Student makes no attempt or offers a non-verbal response. | Student does not express the targeted pattern/structure. | Student makes no attempt to use appropriate vocabulary. |

SHADED ACTIVITIES ARE RECOMMENDED FOR FORMAL ASSESSMENT

Name _____ Teacher _____ School _____ Unit 1, Theme 1

High Point Level A
Language Acquisition Assessment Form

#1 Selection 1: Discovery
Function: Describe
Language Structure: Present Tense
Testing Point: Express Yourself, p. 19

1 2 3 4
Date _____

Directions: Have students organize thoughts or jot down notes before they describe a partner.

- To evaluate the use of the **function**, check to see if the student tells what his/her partner looks like, describes other details, and says what someone is like inside.
- To evaluate the use of **language structures**, listen for present tense verbs such as: _____ is _____ are _____ other present tense verbs.

If necessary, elicit present tense verbs by asking: *Who is your partner? What is he/she good at? What does he/she like to do? Who are his/her friends?*

- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in the unit:

intelligent (ir)responsible positive
optimistic lazy careful

#2 Selection 1: Discovery
Function: Describe
Language Structure: Present Tense
Testing Point: Selection Visuals, pp. 16-17

1 2 3 4
Date _____

Directions: Point to the photographs of John and say: *Tell me about John. Describe him to me.*

- To evaluate the use of the **function**, check to see if the student tells what John looks like, describes other details, and says what John is like inside.
- To evaluate the use of **language structures**, listen for present tense verbs such as: _____ is _____ are _____ other present tense verbs.

To elicit present tense verbs, ask: *What does John like to do? What kind of person is he? How is he like you?*

- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in the unit:

intelligent (ir)responsible positive
optimistic lazy careful

#3 Selection 2: Could I Ask You a Question?
Function: Ask/Answer Questions
Language Structure: Questions
Testing Point: Express Yourself, p. 29

1 2 3 4
Date _____

Directions: Have students review the related selections and author biographies, then rehearse the role-play with a partner before they begin.

- To evaluate the use of the **function**, check to see if the student asks about persons, places, things, time, or reasons for things.
- To evaluate the use of **language structures**, listen for use of: _____ correct word _____ question words _____ appropriate order _____ intonation.

If necessary, elicit questions by saying: *Ask a question about a person or place. Ask about a time that something occurred. Ask about reasons.*

- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in the unit:

who what when how why where

#4 Selection 2: Could I Ask You a Question?
Function: Ask/Answer Questions
Language Structure: Questions
Testing Point: Selection Visuals, pp. 26-27

1 2 3 4
Date _____

Directions: Point to the photos and map and ask: *What would you like to ask Téssely? Suggest questions about her family, what they did in Puerto Rico, and what they like to do in Miami.*

- To evaluate the use of the **function**, check to see if the student asks about persons, places, things, time, or reasons for things.
- To evaluate the use of **language structures**, listen for use of: _____ correct word _____ question words _____ appropriate order _____ intonation.

If necessary, elicit questions by saying: *Ask a question about a person or place. Ask about a time that something happens. Ask about reasons.*

- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in the unit:

who what when how why where

| LAA Rubric | | | |
|-------------------|---|--|--|
| | FUNCTION | PATTERN & STRUCTURE | VOCABULARY |
| 4 | Student effectively performs the function. | Student clearly expresses the targeted pattern/structure in a variety of ways. | Student uses a variety of vocabulary, including words from the unit. |
| 3 | Student performs the function. | Student adequately expresses the targeted pattern/structure. | Student uses adequate vocabulary, including words from the unit. |
| 2 | The student does not adequately perform the function. | Student does not adequately express the targeted pattern/structure. | Student uses limited vocabulary or uses vocabulary incorrectly. |
| 1 | Student makes no attempt or offers a non-verbal response. | Student does not express the targeted pattern/structure. | Student makes no attempt to use appropriate vocabulary. |

SHADED ACTIVITES ARE RECOMMENDED FOR FORMAL ASSESSMENT