

**#1 Selection 1: The Lady or the Tiger**  
 Function: Justify  
 Language Structure: Past Perfect Tense  
 Testing Point: Express Yourself, p. 232

1 2 3 4  
 Date \_\_\_\_\_

Directions: Have students prepare their advice and rationale before working with a partner.

- To evaluate the use of the **function**, check to see if the student tells reasons why the princess should tell the young man to choose each door.
- To evaluate the use of **language structures**, listen for past perfect tense verbs using: \_\_\_\_\_ had \_\_\_\_\_ past participle

If necessary, elicit past perfect tense verbs by asking: *What had the princess said and done before she made her choice?*

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

innocent rewarded choice  
 punished decision accused

**#4 Selection 4: Melba's Choice**  
 Function: Justify  
 Language Structure: Past Perfect Tense  
 Testing Point: Express Yourself, p. 277

1 2 3 4  
 Date \_\_\_\_\_

Directions: Have students prepare their role-play before making their presentations.

- To evaluate the use of the **function**, check to see if the student gives reasons for his/her opinions.
- To evaluate the use of **language structures**, listen for past perfect tense verbs using: \_\_\_\_\_ had \_\_\_\_\_ past participle

If necessary, elicit past perfect tense verbs by asking: *What had Melba thought would happen before she started going to school at Centra?*

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

decision risk endanger consider option alternative

**#2 Selection 1: The Lady or the Tiger**  
 Function: Justify  
 Language Structure: Past Perfect Tense  
 Testing Point: Selection Visual, p. 230

1 2 3 4  
 Date \_\_\_\_\_

Directions: As students look at the illustration, say: *Imagine you are the man in this picture. Tell me why you have decided to choose this door.*

- To evaluate the use of the **function**, check to see if the student tells reasons why he/she chose one door over the other.
- To evaluate the use of **language structures**, listen for past perfect tense verbs using: \_\_\_\_\_ had \_\_\_\_\_ past participle

If necessary, use a prompt such as the following to elicit the past perfect tense: *What had the princess done to help the man choose the door?*

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

innocent rewarded choice  
 punished decision accused

**#5 Selection 4: Melba's Choice and Opinions**  
 Function: Express Intentions and Opinions  
 Language Structure: Future Perfect Tense  
 Testing Point: Selection Visual, p. 266

1 2 3 4  
 Date \_\_\_\_\_

Directions: Have students review the photos on page 266. Then say: *Why did the students participate in the activities shown here? Do you agree that it was important? Why?*

- To evaluate the use of the **function**, check to see if the student gives reasons for his/her opinions.
- To evaluate the use of **language structures**, listen for future perfect tense verbs using: \_\_\_\_\_ will have \_\_\_\_\_ past participle

If necessary, elicit future perfect tense verbs by asking: *What will the students have accomplished by the time the civil rights movement of the 1960's is over?*

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

decision risk endanger consider option alternative

**#3 Selection 3: Passage to Freedom**  
 Function: Express Intentions and Opinions  
 Language Structure: Future Perfect Tense  
 Testing Point: Express Yourself, p. 261

1 2 3 4  
 Date \_\_\_\_\_

Directions: Have triads plan their presentations together.

- To evaluate the use of the **function**, check to see if the student tells what s/he plans to do and his/her opinions about the decision.
- To evaluate the use of **language structures** listen for future perfect tense verbs using: \_\_\_\_\_ will have \_\_\_\_\_ past participle

If necessary, elicit future tense verbs by asking: *By the time he finishes, how many visas will Mr. Sugihara have written?*

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

issue visa refugee courage Jew decision

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 effective 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

# LAA Rubric

	<b>FUNCTION</b>	<b>PATTERN &amp; STRUCTURE</b>	<b>VOCABULARY</b>
<b>4</b>	Student effectively performs the function.	Student clearly expresses the targeted pattern/structure in a variety of ways.	Student uses a variety of effective vocabulary, including words from the unit.
<b>3</b>	Student performs the function.	Student adequately expresses the targeted pattern/structure.	Student uses adequate vocabulary, including words from the unit.
<b>2</b>	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.
<b>1</b>	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**