

Si Clause Example

# Performance Assessment Development Tool

The students in my class have varying levels of comfort and ability when it comes to speaking French, so I wanted to give a variety of options that would challenge the more verbally fluent students but also not deter those who are less so.

## ASSESSMENT PROFILE

Name of assessment	Si Clause Project
Content area(s) of assessment	French grammar and syntax
Short description of assessment	Create a song, personal narrative or comic strip that incorporates learning from the verb unit and Si Clauses, create a visual aid, and make a 10 minute oral presentation to the class.

## Section 1: Assessment Population and Purpose

### ASSESSMENT POPULATION

Please select the appropriate **grade level(s)** for this assessment.

- Pre-K     K     1     2     3     4     5  
 6     7     8     9     10     11     12  
 Other \_\_\_\_\_

Does the assessment apply to specific **groups**, such as advanced automotive course, or AP calculus? If so, please specify.

Honors French IV

## ASSESSMENT PURPOSE

What is the intended **purpose** of the assessment? Check all that apply.

To inform instruction (formative)

To measure outcomes (summative)

To provide feedback to students (interim)

## PURPOSE STATEMENT

This task is a/an summative assessment of learning that will offer an opportunity to gauge French IV Honors students' knowledge/skills of spelling, grammar & tense sequence identification, particularly the appropriate and accurate use of "si clauses" and will measure learning covered over the verb unit.

## Section 2: Standards and Performance Outcomes

Use the table below to indicate the specific **content standards**, related **performance outcomes**,<sup>1</sup> and **indicators**<sup>2</sup> that the assessment is designed to measure. Then list the accompanying, aligned task for each standard and performance outcome. Note that tasks may appear more than once if they are related to more than one content standard and performance outcome.

When creating the task(s) consider the complexity of the standards and whether the task requires the student to apply the skills and knowledge they have mastered. Indicate the **level of complexity** for each task using a taxonomy such as Bloom's Taxonomy of Learning. Indicate the **weight**<sup>3</sup> associated with each performance outcome, not necessarily with each task. This will be used on the rubric and to generate the final score or rating for the assessment.

This table is referred to as an Assessment Blueprint, because it serves as a guide for developing the performance assessment.

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<sup>1</sup> Performance outcomes refer to the academic knowledge, behaviors, and skills that students are expected to demonstrate in a performance task.

<sup>2</sup> Indicators refer to the observable or measurable characteristics of the knowledge, behaviors, and skills that students are expected to demonstrate in a performance task. The indicators break down the PO into concepts students need to know, understand, and demonstrate.

<sup>3</sup> Weight refers to the percentage of total points that will be allocated to each performance outcome. Performance outcomes of equal importance and complexity may be weighted equally, while those of lesser importance and complexity are weighted less.

**ASSESSMENT BLUEPRINT**

These two content standards are used over and over throughout the year for different content areas.

Students are ready now to be more independent – self editing and self-correcting. It’s time for them to apply their skills in a creative way.

These indicators are tailored for this grammar unit, but I will use them again for other units later in the year.

I chose an oral presentation and accompanying visual aid to address these standards. In world language classes, it is important for students to practice speaking the language. I want them to work collaboratively to develop the presentation and visual aid so that they have a chance to check and reinforce their understanding of the concepts and to practice their presentation and language skills.

CONTENT STANDARDS	PERFORMANCE OUTCOMES	INDICATORS	ALIGNED TASKS	LEVEL OF COMPLEXITY	WEIGHT
<p>ACTFL Grammar and World Knowledge Standard D4.1</p> <p>Identify, understand and use specific grammatical functions correctly.</p>	<p>C4.15 Self-edit written work for content, organization and grammar.</p> <p>C4.14 Write a description or story, using sequencing, transition words, adverbs, adjectives, etc. to form well- written paragraphs.</p>	<p>Correctly use Si Clauses with a variety of verb tenses in the main clause in sentences using correct grammar, both in writing and in oral presentation.</p>	<p>1. Collaborate with a peer to write the script for a 10 minute presentation which includes: - at least 7 Si Clauses that use le présent in the Si Clause - at least 5 of these use le futur simple in the Main Clause - at least 2 of these use le présent or l’impératif in the Main Clause - at least 7 Si Clauses that use l’imparfait in the Si Clause OR - at least 2 Si Clauses with the tense sequence of their choice.</p> <p>2. Create a well-organized visual aid you’re your presentation that helps explain the oral content, and that is free of spelling and grammar errors.</p>	<p>Comprehending, Applying</p>	<p>66%</p>
<p>ACTFL Standard 1.3 Presentational Communication</p> <p>Present information, concepts, and ideas to an audience of listeners or readers on variety of topics.</p>	<p>C4.1 Use a series of spoken sentences or paragraphs to make a presentation on studied topics.</p> <p>C4.3 Dramatize short skits, personal narratives or original stories.</p> <p>C4.4 Self-correct as I speak.</p>	<p>Address audience appropriately during presentation using correct grammar and pronunciation, along with appropriate intonation, tone and gestures. Self-correct consistently or when necessary</p>	<p>See above tasks. Present your product. Presentations may be in the format of a skit or song. The visual aids may be in the format of a picture book, comic strip, or illustrated narrative.</p>	<p>Applying</p>	<p>33%</p>

*This document was prepared under Contract ED-IES-17-C-0008 by Regional Educational Laboratory Northeast & Islands, administered by Education Development Center. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.*