### Authentic Culminating Assessment

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| **EQ:** What is a family? How do we talk about our families in Spanish? |

###### Target Learning Goals

(What learning/understanding will your students be demonstrating? See Clarified Learning Goals.)

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| Understand when someone is talking about their family in Spanish, analyze content and cultural references, and describe their own family in return, giving basic information and descriptions and present rehearsed material orally in Spanish. (IP1B, IP2A, IP2B, CCC2A) |

**The Task/Activity:**

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| Remember Background, Audience, Task, Product and Procedures.Students will use what they have learned in this unit to make a presentation to their classmates in Spanish about their own families. Audience members will listen to presentations and complete a task based on what they hear in the presentations.Students will choose from product options as well as preparation steps that lead and assist in development of final product.Performance Task to be assessed is an oral presentation in SpanishStudent product presented may be one of the following: Poster, Scrapbook, PowerPoint Presentation or Moviemaker Video.Student audience will complete Peer evaluation and Comprehension Questions for a set number of their classmates. |

###### Critical Thinking Skill(s) Included

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| Application of concepts to students own familyAnalyze, Compare/Contrast classmates families to students’ own in peer eval. |

**Family Tree Project**

**Menú de requisitos y opciones**

**This project is designed to give students various options for showing that they have mastered the standards and concepts in this unit.**

**Unit EQ:**

How do we talk about our families in Spanish?

**Unit Learning Goals and Related Standards:**

Understand when someone is talking about their family in Spanish, analyze content and cultural references, and describe their own family in return, giving basic information and descriptions (IP1B, IP2A, IP2B, CCC2A) Students also are able to present rehearsed material in Spanish. (P1a-c, P2 a-c)

**Primera Parte – Personalizar el vocabulario Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Choose one of the following options to show that you are beginning to understand the relationship between the vocabulario and the corresponding English we use every day. (One formative grade, weighted at .8)

* Draw a Family Portrait of your family, label the names and relationship each person has to you.
* Make a game using the family vocabulary
* Draw a Family Tree Diagram of your immediate family and label with the name of the person and
* Design your own activity – you may create and your own activity to show your understanding of the family vocabulary and how it relates to your family – Prior approval required

**Segunda Parte – Describir la familia Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(One formative grade weighted at 1.2)

Write 15 sentences or more in paragraph form to describe the members of your immediate family. Tell the person’s name and relationship with you. Describe what he/she looks like and his/her personality. Tell the age and birthday. Tell one thing the person likes to do. Feedback will be given, and you will later use this as the basis of the final project after fine tuning it together.

**Tercera Parte – Completar un proyecto Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(One summative grade – Written Assessment)

Choose one of the following options for your Project. This project will serve as the visual aid to your presentation to the class. You will be given a checklist of requirements for each project. Each option requires the same amount of work and effort to meet standards.

* Family Tree Scrap book.
* Family Tree movie – Using moviemaker or iMovie
* PowerPoint of Family Tree
* Family Tree Poster

**Cuarta Parte – Oral Presentation Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(One summative grade – Oral Assessment)

All students will present their projects to the class in SPANISH. In order to meet standards, you must use little to no English and any English should involve concepts not yet studied. Presentations must be a minimum of 3 minutes and you should talk about at least 5 family members plus yourself and mention people from three generations of your family (Por ejemplo: you, parents, grandparents)

**Quinta Parte – Auto-evaluación y Evaluación de compañeros Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(10 points of the Oral Assessment grade)

During the presentations to the class, each student will complete a self assessment and will also give feedback to one classmate each day. Students will also complete a listening comprehension check based upon their classmates presentations to give evidence that they understand when others talk about their families.

*During the process of this project, if you have any questions about if a family member counts as a different generation or you have other questions, you will have time to consult with the teacher.*

**Family Tree Power Point, Scrapbook or Movie Projects and Presentations**

1. You must have a minimum of 10 slides, pages or scenes, plus one which includes the title information.
2. Slides/pages/scenes must include pictures or other graphics representing a family member, and be labeled with the correct family vocabulary word(s).
3. You should include details about 10 people and represent at least three generations in your family.
4. For each family member, you must include, in Spanish, sentences that
* describe that family member,
* tell their name
* tells their age and/or birthday
* gives a description
* tells what they like to do.
1. You need to prepare one slide/scene/page with information about an important tradition or celebration of your family. Investigate online to find out if there are people in Spanish speaking countries that have the same or a similar celebration/tradition. Then explain the differences or give an explanation of your tradition/celebration that a person from a Hispanic country would be able to understand. **This is the only part of the project and presentation that should be in English.**
2. Your oral presentation to the class must last 2:30-5 minutes and must be done in Spanish, and for movies the voiceover or voice track must be your voice only. Reading off your slides or notes is acceptable, though points will be deducted, especially if it is evident that you did not rehearse your material. You must turn in a written script of what you say with your project if you do a video/movie.

**Presentation of Family Tree with a Poster**

1. You must have a title.
2. Each name of a family member must be labeled with the correct family vocabulary word.
3. Your poster should be decorated with a theme; neatness counts!
4. You should represent at least three generations in your family.
5. For 10 of your family members, you must write, in Spanish, sentences that
* describe that family member,
* tell their name
* tells their age and/or birthday
* gives a description
* tells what activities they do.
1. These sentences can be in paragraph form on the poster next to the person’s name and picture, or they can be as 10 paragraphs with the persons’ names and placed in different spots on the poster.
2. You need to prepare one section with information about an important tradition or celebration of your family. Investigate online to find out if there are people in Spanish speaking countries that have the same or a similar celebration/tradition. Then explain the differences or give an explanation of your tradition/celebration that a person from a Hispanic country would be able to understand. **This is the only part of the project and presentation that should be in English.**
3. Your oral presentation to the class must last 2:30-5 minutes and must be done in Spanish. Reading off your notes is acceptable; however points will be deducted, especially if it is evident that you did not rehearse your material.

**Family Tree Power Point Presentations/**

**Moviemaker presentations Checklist**

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| Three Generations |
| Title Slide |
| Slide/Scene 1 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 2 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 3 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 4 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 5 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 6 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 7 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 8 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 9 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
| Slide/Scene 10 | Picture/Illustration |
| Description |
| Name |
| Age/Likes |
| Grammar/vocab usage |
|  Use of Spanish V. Eng |
|  Holiday Traditions section |
|  Easily Understood |
|  Correct grammar |
|  Length of presentation |

**Presentation of Family Tree with a Poster**

**Checklist**

|  |
| --- |
| **Requirement** |
| **Three Generations** |
| **Title**  |
| **Sentences/Description****Paragraphs** | **1st person** |
| **2nd person** |
| **3rd person** |
| **4th person** |
| **5th person** |
| **6th person** |
| **7th person** |
| **8th person** |
| **9th person** |
| **10th person** |
| **Theme/Decoration** |
| **Neatness and Originality** |
| **Family Members labeled with the Correct vocabulary word** |
| **Essay Completed** |
|  **Use of Spanish V. Eng** |
|  **Holiday Traditions section** |
|  **Easily Understood** |
|  **Correct grammar** |
|  **Length of presentation** |

**Presentation of Family Tree Scrap book.**

**Checklist**

|  |
| --- |
| Three Generations |
| Title Page |
| Page 2 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 3 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 4 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 5 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 6 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 7 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 8 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 9 | Picture/Illustration |
| Vocabulary Labeled |
| Name, Description |
| Age/Likes |
| Grammar/vocab usage |
| Page 10 | Picture/Illustration |
| **Vocabulary Labeled** |
| **Name, Description** |
| **Age/Likes** |
| **Grammar/vocab usage** |
|  **Use of Spanish V. Eng** |
| **Holiday Traditions section** |
|  **Easily Understood** |
|  Correct grammar |
|  Length of presentation |