Assessment 3: Candidate Ability to Plan Instruction:
Vocabulary Lesson Based on A Particular Theme

1. Description of the Assessment

This task involves teaching approximately twenty vocabulary items on a particular theme to a world language class. It is the first model lesson which candidates prepare in their methods course and then teach in middle or high school. Candidate performance is then assessed by the Keene State College faculty member who teaches Methods and supervises student teaching.

2. Alignment with ACTFL Standards

This assessment addresses ACTFL Standards 1, 2, 3, 4, and 5. Candidate knowledge of language acquisition at various developmental levels (Standard 3) is gained both in Modern Languages courses and in ESEC courses. All French and Spanish majors are required to take ML 101, World of Language, which explores language and the brain and stages of language acquisition. In the ESEC curriculum required for teacher certification, candidates take Development, Exceptionality, and Learning, Literacy in Content Areas, and Education Environment and Practices, all components of understanding language acquisition and creating a supportive classroom environment (ACTFL Standard 3a). In addition, candidates' semester-long Practicum (ESEC 386, taken in conjunction with Methods) places them in a school classroom observing a master teacher and reflecting upon classroom environment and student-teacher interaction.

3. Analysis of Data Findings

The results from the past two years AY 06/07 & 07/08 were most encouraging. All students exceeded the standards for this assessment. All of the students were provided a scoring rubric and were made aware of the ACTFL standards involved in this assessment. Additional preparation received for this assessment occurred in the methods course through the practice mini-lesson each presented before their peers. Thus, when the lesson was presented in the high school setting, all exceeded the standards.

4. Evidence of Meeting ACTFL Standards

Strong candidate performance on the Vocabulary Lesson provides evidence that candidates meet Standards 1a, 1b, and 2a. In particular, candidates address Standard 1, which states that they "demonstrate a high level of proficiency in the target language" and that they "know the linguistic elements of the target language system." This task also requires that candidates understand the target culture and integrate its perspective into their teaching (ACTFL Standard 2). Portions of the task involving assessing student learning according to ACTFL and state standards also address Standards 4 and 5 (see details below). The rubric aligns with ACTFL standards in order to determine candidate's knowledge.

5. Assessment Documentation

5a. Assessment tool

Assessment 3: Ability to Plan Instruction
A Vocabulary Lesson Based on a Particular Theme

A. Narrative of the Task

This lesson involves teaching vocabulary on a particular theme to a world language class. Since vocabulary is a solid base of language acquisition, this activity is representative of what world language teachers need to do with expertise on a daily and/or weekly basis.

Candidates will choose a group of approximately twenty vocabulary words on a theme of their choice. Candidates will present these words to their students using visuals and techniques addressing the needs of diverse language learners. They will engage students in an activity to further reinforce the learning experience. Candidates will also assess their students' learning at the end of the learning experience. The ultimate goal is for candidates to realize the high rate of student learning and enjoyment derived from presenting vocabulary in a multi-faceted learning experience.

B. Learning Goals

1. Candidates will present a group of approximately twenty vocabulary words using proper pronunciation. (ACTFL Standard 1a, 1b)
2. Candidates will present the words and their correct meanings through simultaneously visual and auditory means. During the lesson and activity candidates will use three techniques "addressing the needs of diverse language learners." (ACTFL Standard 3b)
3. Candidates' presentation will reflect their own linguistic and cultural competencies. (ACTFL Standards 1a, 1c, 2a, 2c)
4. Candidates will present the vocabulary and conduct the learning activity in the target language. A maximum of six English words will be allowed throughout the lesson and activity. (ACTFL Standard 1a)
5. By the end of the class, students will have said each of the vocabulary words at least six times each. Candidates will have said each of the vocabulary words at least eight times each.
6. By the end of the class, students will recognize and understand all vocabulary words and know how to pronounce these words correctly. (ACTFL Standard 1a, 1b)
7. Candidates will present information which is culturally relevant to this vocabulary. (ACTFL Standards 2a, 3a)
8. Candidates will make connections to other disciplines during the lesson and activity. (English acceptable here) (ACTFL Standard 2c)

9. Candidates will engage students in a meaningful activity to reinforce the learning of these vocabulary words. (ACTFL Standard 3a)
10. Candidates will design pre-and post-test activities appropriate to the developmental level of their students and reflecting knowledge of New Hampshire guidelines for World Language Learners (Stage I) and ACTFL Proficiency Guidelines for speaking (novice range) (ACTFL Standards 4a, b, and c and 5a,b, and c).
11. Candidates will assign work to be done outside of class to further reinforce the learning of this vocabulary. (ACTFL Standard 5a)
12. Candidates' lessons will be about twenty minutes in length, excluding pre-test and post-test activities.
13. Candidates will present the assignment, lesson plan, goals, and activities to the professor in written form at the end of the college class.
14. Candidates will be evaluated according to the rubric for this lesson.
15. Candidates will give the professor a written self-reflection based on the lesson the week following the vocabulary lesson. Reflection will analyze student learning of vocabulary and culture, and will include ways to amend this lesson to increase student mastery. Candidates will also critique success of their activity and assessment results (ACTFL Standard 5b, 5c).

C. Prompts

1. School factors: This lesson is destined for students in a middle or high-school classroom.

2. Classroom factors:
   a. It is assumed that the class size will not exceed thirty students.
   b. Classroom seating will adequately accommodate all students.
   c. The seating arrangement will allow the teacher to circulate freely within the room.
   d. The class will be at least thirty minutes long.
   e. The classroom will have requisite lighting and conform to state and national standards for safety.
   f. The classroom will contain an overhead transparency projector, transparencies, a white board, and colored markers.
   g. Supplies available for student use will include paper, small white boards, markers, and erasers.
   h. All necessary accommodations will be in place for learners with special needs.

3. Student characteristics: Students in this world language class will have studied the world language of today's lesson for at least one month.

4. Instructional implication for planning and assessment:
   a. This vocabulary lesson is part of a larger unit on a theme

such as the family, transportation, or health.

b. Assessment for this lesson will be based on the rubric which accompanies it.

c. The minimal acceptable score for this lesson will be "Meets Expectations" for seven of nine categories.

5b. Scoring guide

Assessment 3: Methods Rubric for a Vocabulary Lesson			
		Needs Improvement (1)	**Meets Expectations (2)**	**Exceeds Expectations (3)**
Planning and Preparing Instruction	*Linguistic and Cultural Competency* (*ACTFL Standards 1a, 2a, 2c*)	Minimally accurate presentation of vocabulary; numerous errors in pronunciation; no cultural component given during lesson or activity	Generally accurate presentation of vocabulary. Minor errors in pronunciation. Candidate relates culture of world language to this vocabulary.	Precise presentation of vocabulary with no errors in pronunciation. Candidate relates culture of world language and personal experience to this vocabulary.
	Use of Target Language (*ACTFL Standard 1a*)	English abundantly used in lesson and activity	A maximum of six English words were used during the lesson and activity.	Fewer than six English words were used during the lesson and activity.
	Choice of Activities and adaptations to needs of diverse learners (*ACTFL Standards 3a, 3b*)	Activities were unsuitable to the vocabulary or to needs of diverse learners	Three suitable techniques for diverse learners were incorporated into the lesson and activity	More than three suitable techniques for diverse learners were incorporated into the activities
Student Learning	*Instructional Component* (*ACTFL Standard 1a, 1b, 1c*)	Students minimally understand and recognize vocabulary words. Students said words less than six times each and pronounced some incorrectly.	Students recognize and understand most vocabulary words. Students said all words at least six times. Students generally pronounced words correctly.	Students demonstrate a clear understanding and recognition of all words. Students use words with ease and pronounce them precisely.
	Connections (*ACTFL Standard 2a, 2c*)	Students minimally aware of connections of vocabulary to culture and to other	Students generally aware of connections of vocabulary to culture and to other	Students clearly aware of connections of vocabulary to culture and to other disciplines.

		disciplines.	disciplines.	
	Supportive classroom environment; meaningful interaction. varied instructional practices (ACTFL Standard 3a, 3b)	Students minimally engaged in lesson and learning activity. Some were distracted or disruptive.	Students generally engaged in learning, focused and neither disruptive nor distracted. Candidate varies pace and activities during the lesson.	All students thoroughly engaged and enjoying learning. No distractions or disruptions were evident. Candidate varies pace and activities during the lesson.
Assessment	*Lesson Planning demonstrates knowledge of state and ACTFL Standards (ACTFL Standards 4a,b,c)*	Lesson plan is incomplete or too short; confusing or unsuitable activities. No clear relevance to standards.	Complete and clear lesson plans reference standards. Activities enhance learning the vocabulary.	Complete and clear plans demonstrate candidate understanding of standards. Exceptional activities reinforce learning vocabulary.
	Assessment of Student Learning (ACTFL Standards 5a, b, and c)	No or minimal assessment evident; no connections to state or ACTFL Standards	Generally adequate assessment of student learning, connected to state or ACTFL Standards	Comprehensive assessment explicitly connected to both state and ACTFL Standards
	Goals and Self-Reflection (ACTFL Standard 5b)	Inadequate goals or self-reflection	Goals and self-reflection address student assessments and their results.	Goals and self-reflection are comprehensive and clearly expressed addressing student assessments with attention to modifying the lesson plan to improve results.

Ability to Plan Instruction (French)
2006/2007 Academic Year

n = 0 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			
1b			
1c			
2a			
2c			
3a			
3b			
4a			
4b			
4c			
5a			
5b			
5c			

Ability to Plan Instruction (French)
2007/2008 Academic Year

n = 0 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			
1b			
1c			
2a			
2c			
3a			
3b			
4a			
4b			
4c			
5a			
5b			
5c			

Ability to Plan Instruction (Spanish)
2006/2007 Academic Year

n = 3 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			3
1b			3
1c			3
2a			3
2c			3
3a			3
3b			3
4a			3
4b			3
4c			3
5a			3
5b			3
5c			3

Ability to Plan Instruction (Spanish)
2007/2008 Academic Year

n = 3 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			3
1b			3
1c			3
2a			3
2c			3
3a			3
3b			3
4a			3
4b			3
4c			3
5a			3
5b			3
5c			3

Leslie Gelsomini

In Class Mini-Lesson 2 (10-4-07)

Grade: 9   Discipline: Spanish

Objectives:
- Students will be able to describe their families, as well as other families.
- Students will recognize the royal family.
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Activities
1. Introduce the topic: La Familia
2. "Bottom Up" Family Vocabulary
   - Teacher passes out vocabulary lists and then lights up the overhead. Uses overhead to talk about the different family members and have students guess what each means.

3. Pass out the Spanish Royal Family Tree. Ask questions like "quien es la esposa del rey?"

4. Ask students various questions about their families... "Tienes hermanos?" "Como se llaman?" "Tienes primos? Cuantos?"

5. Fill in the family tree logic game!
   - On poster, have only one member of the family tree. Read off sentences to each student so that he or she can take a chance using the new vocabulary.
   - Say "Juan es el hermano de Sandra" and the student has to place Juan in his corresponding spot on the tree.

Assessment:
 -Students participation in discussion about family members. Does student answer questions?
 -Student performance on fill in the blank logic game.

El Vocabulario de la Familia

La Familia	Los Padres
Los Parientes	El Padre
La Madre	El Padrastro
La Madrastra	El Hermano
La Hermana	El Hermanastro
La Hermanastra	El Hijo
La Hija	El Abuelo
La Abuela	El Nieto
La Nieta	El Tío
La Tía	El Primo
La Prima	El Gemelo
La Gemela	El Sobrino
La Sobrina	El Hijo Adoptivo
Mayor	Menor
La Esposa	El Esposo
El Hijastro	El Huérfano

In Class Mini-Lesson #2
Reflection
Leslie Gelsomini

I really feel that my lesson on the family went really well. In fact, I feel that I have improved upon my previous lesson and exceeded my own expectations.

As I was watching my lesson on the video, I noticed that I have become much more comfortable in my speaking. Still I have problems projecting because I am not teaching to a whole class, but I don't think I will have a problem when I go into a real classroom.

One part that needs some more thought is the backward vocabulary activity. I think the next time I do this lesson I will explain the family tree (just in case some students don't understand how each person is connected). Also, I would be sure to point to the overhead screen instead of the overhead itself, as I was finding myself a little confused and I can only imagine how confused my students would be. I also believe that this activity would be more beneficial if the students also had their own copy of the family tree so that they could trace the connections on their own as well. This would just reinforce how each family member is in relation to the others.

The royal family tree activity is pretty simple, but I really think it would spark discussion amongst the students (in English more likely, but that's ok because it is a culture activity). I think the next time I use this activity I would have the students ask each other the questions as well. That will get them a chance to test their own knowledge of the vocabulary. But other than that, I feel this activity went really well.

I really enjoyed how the fill in the tree game went. The students are up and moving around while testing their knowledge. I think in a real classroom situation I would break the class into groups and give each their own family tree that they would need to work out. That way everyone gets a chance to listen and use the vocabulary. I would make each tree different so that the students would have to share their trees and use the language to explain it to the class.

Overall, I feel this lesson went much better than the first and I really think that students would be engaged in the activity.

John de Bourbon

- Alfonso
- María — Margaret
- Rey Juan Carlos
  - La Infanta Cristina — Ignacio
    - Don Juan
    - Doña Irene
    - Don Pablo
    - Don Miguel
  - Príncipe Don Felipe
  - La Infanta Elena
    - Don Felipe
    - Doña Victoria