

Certificate of Initial Mastery  
**Organizational Guide for Writing Performance Tasks**

- 🍏 **Title of the Task:** Telephone Date
- 🍏 **Benchmark Level:** Stage 3
- 🍏 **Core Application Rubrics to be used:**  
Second Language Curriculum Embedded Task Rubric  
  
(Suggested dimensions to be assessed):  
Communication of Message  
Pronunciation
- 🍏 **Foundation Skill(s) Rubrics to be used:**  
(Suggested dimensions to be assessed):  
Communicate  
Collaboration

**DRAFT**

**Concise description of the task, the intended audience, including both group and individual work:**

Call and invite a friend to go to the movies. You need to make a decision about what movie you will see. Carry out this conversation and resolve what movie you both agree to see. Discuss the time the movie starts and ends, the theater where the movie is being shown, how you will get there, how much the ticket costs, and what you will do before and after the movie.

🍏 **Knowledge and Skills that are central to the task and need to be taught:**

- Use of a phone and phone directory
- Newspaper ads in the target language
- Reading strategies and skills to include movie schedules
- Appropriate refusal and suggestion skills in the culture of the target language
- Telephone etiquette
- Movie vocabulary

🍏 **Performances and the Products to be assessed (Remember, CIM assessment calls for individual accountability.):**

Students will converse with a partner, make suggestions and counter suggestions, come to agreement as to what movie to see and at what time. Students will use appropriate telephone etiquette.

🍏 **Brief description of a successful performance:**

The students will complete the above tasks in the target language in an oral presentation in a comprehensible manner.

🍏 **Approximate time to complete:** Two to three days

🍏 **Resources and/or Materials (Identify published sources by listing the authors/developers, publishers and publishing dates, specific sections, parts or pages to be used.):**

Telephone  
Newspaper ads  
Movie schedules

🍏 **Attachments (Supplemental materials necessary to complete the task (not to exceed 3 pages.):**

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Organizational Guide for Writing Performance Tasks**

- 🍏 **Title of the Task:** Mi Otro Yo
- 🍏 **Benchmark Level:** Stage 1
- 🍏 **Core Application Rubrics to be used:**  
Second Language Curriculum Embedded Task Rubric

(Suggested dimensions to be assessed):  
Communication of Message  
Narration

- 🍏 **Foundation Skill(s) Rubrics to be used:**  
(Suggested dimensions to be assessed):  
Communicate  
Self directed learner  
Think

**DRAFT**

**Concise description of the task, the intended audience, including both group and individual work:**

The learner will create a new identity for him(her)self in the beginning language class by drawing, creating, naming, and describing an alternate identity to be used in the foreign language classroom. This new identity will be created and narrated in the target language.

- 🍏 **Knowledge and Skills that are central to the task and need to be taught:**

"to be" verb  
adjectives that describe physical and personality traits  
adjective use  
verb conjugations( regular verbs)  
"I like" construction

- 🍏 **Performances and the Products to be assessed (Remember, CIM assessment calls for individual accountability.):**

Students will create a new identity for themselves with a new name and nationality.  
Draw a picture of themselves which illustrates their profession.  
Make a nametag which includes the flag of their country  
Write and orally perform a narration describing themselves as they would like to be as an adult The narration will describe the characteristics of the person, the profession, and likes and dislikes.

- 🍏 **Brief description of a successful performance:**

The students will present the above task in the target language in written and oral forms in a comprehensible manner.

- **Approximate time to complete:** One to two weeks
  
- **Resources and/or Materials (Identify published sources by listing the authors/developers, publishers and publishing dates, specific sections, parts or pages to be used.):**
  - White drawing paper, construction paper (for folders) and marking pens.
  - First and last names in the target language
  - List of professions
  - Resources on countries and their flags
  
- **Attachments (Supplemental materials necessary to complete the task (not to exceed 3 pages.):**

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Students' instruction sheet for Spanish. (May be adapted for other languages).

**TASK: MI OTRO YO**

- 1) You are going to create a new identity for yourself in the second language.
- 2) Decide on a Spanish name (using the Spanish name system, of course) and a new nationality. You may be of any Spanish-speaking nationality, but not "norteamericano." Then make up a name tag so we can get to know you. On your name tag put the flag and name of your country of origin.
- 3) Draw a picture of your "other self," being sure that the picture indicates your profession.
- 4) Complete a dossier on your "other self."
- 5) Create a new identity for yourself. In three paragraphs describe what you are like, what your profession is, and what you like to do in your free time.

Example:

- a) **¿Cómo eres tú?** (What are you like?) Introduce yourself, age, nationality and where you live. Describe yourself physically using at least three adjectives. Then describe your personality with at least three adjectives as well
  - b) **Tu trabajo** (Your work) Tell your profession, what you do, where and when you work, and how much you earn.
  - c) **Tus intereses.** (Your interests) Tell at least three things that you like to do in your free time and when, where, and how well you do them. Also tell some things that you do not like to do.
6. Create a folder for the written project.
  7. Create a costume for the new you. See if you can come up with a trademark ( like a hat or stethoscope) that the class can use to identify you.
  8. Be prepared to present your "Mi Otro Yo" on videotape.
  9. Additional Projects
    - a) Draw a map of the country you are from. Label the capital city and city you are from.
    - b) Research information on the city and country you come from. Write a one-page report on your city and country in English.
  - 10) Evaluation: Students are evaluated on the process of creating the identity, and on written and oral presentation.

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**Certificate of Initial Mastery  
Organizational Guide for Writing Performance Tasks**

- 🍏 **Title of the Task:** Create a Family
- 🍏 **Benchmark Level:** Stage 1
- 🍏 **Core Application Rubrics to be used:**  
Second Language Curriculum Embedded Task Rubric

(Suggested dimensions to be assessed):

Communication of Message  
Pronunciation  
Narration

- 🍏 **Foundation Skill(s) Rubrics to be used:**  
(Suggested dimensions to be assessed):  
Communicate  
Self directed learner  
Collaboration

**DRAFT**

**Concise description of the task, the intended audience, including both group and individual work:**

You and the members of your group suddenly discover that you are actually long lost siblings, You create a make believe family and agree on identities and descriptions for each of the family members. Give names according to culture. For example, you might include family relationships, physical descriptions, background, personalities, age, and profession.

Your group will give an oral presentation using your family tree including the descriptors mentioned above. Each member of the group must be prepared to answer questions about your family.

You will be judged on your ability to explain family relationships and describe family members.

- 🍏 **Knowledge and Skills that are central to the task and need to be taught:**

Age, professions vocabulary  
Likes and dislikes  
Favorite activities of family members  
Family name systems

- 🍏 **Performances and the Products to be assessed (Remember, CIM assessment calls for individual accountability.):**

Students will create a make-believe family with descriptions for each of the family members.

Draw a family tree and label each member.

Students will write the information and present it orally.

🍏 **Brief description of a successful performance:**

The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner.

🍏 **Approximate time to complete:** One to two weeks

🍏 **Resources and/or Materials (Identify published sources by listing the authors/developers, publishers and publishing dates, specific sections, parts or pages to be used.):**

White drawing paper, construction paper (for folders) and marking pens.  
Magazines  
Catalogs

🍏 **Attachments (Supplemental materials necessary to complete the task (not to exceed 3 pages.):**

DRAFT

## SAMPLE SITUATIONS FOR EXPANSION

**Note:** *These sample situations could be modified to be used in groups, directed conversations, practiced presentations, oral interview practice, impromptu speaking assessments, or expanded into curriculum-embedded tasks. The traits included on the rubric might need to be adjusted to match your choice.*

1. **Childhood Memory** Students recall an incident, real or imagined, that happened to them when they were children. Details may include a general description of the people involved, the location where it took place, the age of the student at the time, the central events of the incident and the feelings experienced about the event.
2. **Daily-routine** Student explains a typical day including grooming activities, school and leisure time.
3. **What will I be doing?** Choose some period of time in the future and describe what you will be like and what you will be doing.
4. **The Thief** Someone has stolen something from you. Describe the item stolen, the thief and the details of the theft to the authorities.
5. **I was so embarrassed!** Recall an embarrassing experience. Include the details of the incident and how you felt about it.
6. **How about if we go to...** a friend wants to go out to eat and suggests an expensive restaurant. You don't want to, or can't spend that much, and feel uncomfortable as this friend always suggests expensive places. Negotiate where to go.
7. **It would be great if...** Suggest what changes you'd like to make at home or at school and say how your life would be better with these changes.
8. **I'd love to have a...** Tell what pet would be ideal for you and why.
9. **I promise I'll do it tomorrow!** You need to get out of your assigned household chore. You want to convince your sibling to exchange days with you. Your sibling feels you always back out of your chores. Give excuses, negotiate a deal and come to some arrangement.
10. **Flight fright** (1) You've just missed your flight and you need to make a connecting flight to arrive at your destination. You go to the clerk to see if there is another flight soon enough and find there is none. The clerk wants to be helpful and makes suggestions. (2) You and your two friends are waiting for your flight to board when an announcement is made they are overbooked by two seats. Negotiate with your friends which one of you will take the flight.

11. **Clothing exchange** You are returning an article of clothing to a store because it:

- had a spot on it and you didn't notice it when you bought it
- shrank after you bought it
- was the wrong color
- was a present and doesn't fit.

Negotiate with the clerk. The clerk might let you:

- exchange it
- return your money
- refuse to be helpful.

12. **What happened to my...?** Your roommate is always using your toiletries. You just wanted to use something and found it missing, broken or used up. Tell your roommate about this. The roommate gives reasons/excuses for what happened. Try to reach a solution.

13. **Oh, waiter...** You are dining in a restaurant and discover something in your food. You call the waiter over and explain. The waiter may or may not see this as a problem. Try to come to an agreement about what should be done.

14. **What a racket!** (1) You are in a hotel and the people next door seem to be having a party. The noise is keeping you up. Go next door and figure out a solution. (2) It is the morning after a raucous party at your neighbor's house that kept you up all night. You meet your neighbor in front of your house. Tell the neighbor what you think.

15. **It smells great, but...** You are the honored guest at someone's home. They serve their very special meal that happens to be something you can't imagine eating. How do you handle this diplomatically?