

Extraordinary You and Me 你和我都很特别
Integrated Performance Assessment
Chinese, Level 2, Northeast Middle School, Mid-Year

IB Theme: Community

Enduring Understanding:

- We communicate in another language to understand, interact with, and provide information to others.
- How does our culture affect who we are?

Important Question:

- Who would I like to be?
- What are important things to tell others about myself?
- What if everyone is the same?

Learning Targets:

Students can:

- Understand information when you listen to someone talk about themselves. (Interpretive)
- Introduce yourself to others with information about who you are and who you want to be like, using a technology tool. (Presentational)
- Ask and answer basic questions about others' personal information such as likes and dislikes, daily routine, and schools. (Interpersonal)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> • Listen to brief introductions of a few familiar people and answer questions.
	Presentational task
	<ul style="list-style-type: none"> • Create a song, poem, or rap about who you are and who you wish you could be, using selected technology tools, such as PowerPoint with music, Voice Thread, Voki, or Garage Band.
Culture	Interpersonal task
	<ul style="list-style-type: none"> • Ask and answer questions with your partner to get information about famous people.
Culture	<ul style="list-style-type: none"> • Daily routines
Connections	<ul style="list-style-type: none"> • Technology
Comparisons	<ul style="list-style-type: none"> • School schedules
Communities	<ul style="list-style-type: none"> • Publish presentational task on the school or teacher webpage • Take home to present to family members

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Communication: Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Ask and answer basic questions about personal information • Introduce yourself including where he or she comes from; • Tell likes and dislikes • Talk about favorite activities • Tell about family • Tell others about school • Describe daily schedule 	<p>Listen to brief introductions of a few familiar people and answer comprehension questions.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen to self-introduction passages recorded by three people. 2. Listen carefully what each person is saying about him or herself. 3. After listening, circle a correct answer for each question.

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Communication: Presentational	Performance Assessment Task 2
<p>Students have learned and practiced :</p> <ul style="list-style-type: none"> • Ask and answer basic questions about personal information • Introduce yourself including where he or she comes from; • Tell likes and dislikes • Talk about favorite activities • Tell about family • Tell others about school • Describe daily schedule 	<p>Create a song, poem, or rap about who you are and who you wish you could be using selected technology tools, such as PowerPoint with music, Voice Thread, Voki, or Garage Band.</p> <p>Task directions to students: Scenario: A local Chinese newspaper is adding a section highlighting young people who are studying Chinese and have a strong desire to visit China. The section is titled “Extraordinary You”. They are asking for submissions. All submissions will be entered on their website for a contest. The top three winners will be granted a scholarship to a one week trip to China. Write a submission about yourself, following the entry requirements:</p> <ul style="list-style-type: none"> - Write your submission about who you are, who would you like to be, and why you want to be like that. - Include at least 5 items regarding who you are. For example, your name, your nick name, age, favorite things to do, and most important thing in your life. - Include at least 3 things regarding who you would like to be. For example, I wish my name was Bruce Lee. I wish I was 20 years old. I wish I lived in Hong Kong. - Include at least one reason for why you want to be like that. For example, I want to be strong and older because I can fight back bad guys. Your submission must be done in a digital form, created using the technology tools such as PowerPoint with music, Voice Thread, Voki, or Garage Band, in order to be published on line. - A submission can be in a form of a poem, rap, or song. - Creativity and use of music are encouraged to enhance your presentation.

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Communication: Interpersonal	Performance Assessment Task 3
<p>Students have learned and practiced:</p> <ul style="list-style-type: none"> • Ask and answer basic questions about personal information • Introduce yourself including where he or she comes from; • Tell likes and dislikes • Talk about favorite activities • Tell about family • Tell others about school • Describe daily schedule 	<p>Interview your partner to collect information that you need to write a short autobiography about them.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Interview your partner to find out about each other. 2. Write a short biography about your partner. Include information, such as: <ol style="list-style-type: none"> a. Name b. Where they are from c. Likes and dislikes d. Family e. School schedule f. Daily schedule

Criteria for Assessing Integrated Performance Tasks

- How will you know how well students understand?
 - Use the **interpretive task rubric** for Novice with students.
- How will you know how well students can express ideas and give information to others?
 - Use the **presentational task rubric** for Novice with students.
- How will you know students can interact with other in the target language?
 - Use the **interpersonal task rubric** for Novice with students.

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Language components and teaching resources			
Language Functions	Key Structures	Key Vocabulary	Materials/ Resources
<ul style="list-style-type: none"> • Ask and answer basic questions about personal information • Introduce yourself • Tell likes and dislikes • Talk about favorite activities • Tell about family • Tell others about school • Describe daily schedule 	<ul style="list-style-type: none"> • Linking two sentences with 可是 (but) • Negating Verbs: 不 (not) , 沒 (yet) • Asking Questions: V + neg +V form and 嗎 幾個(how many) 幾點 (what time)什麼(what) 誰 (who) 哪裡(where) • Wish...我希望 I wish • Capability: S+會 (be able to)/ 不會 (be not able to)+V • Daily routine: S+A.M/P.M+ time+V 我早上七點起床 I wake up at 7 A.M. 	<p>Essential to know :</p> <ul style="list-style-type: none"> • Personal Information-你叫什麼名字 What is your name? 你幾歲 How old are you?你家有幾個人 How many people are in your family? 生日幾月幾號 When is your birthday? • Cities-香港 Hong Kong; 台灣 Taiwan; 新加坡 Singapore; 中國 China; 美國 U.S.A • Activities-打籃球 play basketball, 做體育運動 play sports, 踢足球 play soccer, 看書 read, 看電視 watch TV, 跳舞 dance, 游泳 swim, 唱歌 sing • Asking questions...喜歡什麼 What do you like? • A.M/P.M phrases:早上 6-8A.M.;上午 8-12A.M.;中午 12-1P.M.;下午 1-6P.M.;晚上 6-12P.M.;半夜 12-4A.M.;凌晨 4-6A.M. 	<ul style="list-style-type: none"> • Teacher created flash cards • Transcripts and the recordings of 3 sets of introductions (See Appendix 1) • Comprehension Check Worksheet (See Appendix 2) • Access to internet • Character cards and matching pictures • Printed materials from the famous person's website e.x. Yo Yo Ma, Yao Ming • Digital voice recorder, • Video clip of a scene of a greeting http://english.cntv.cn/program/learnchinese/20100810/101187.shtml

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Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to teach the unit	
<p style="text-align: center;">Beginning</p> <p>Review:</p> <ul style="list-style-type: none"> • How to introduce oneself; • How to say some basic information about oneself • Names of the countries, i.e., China, US; names of the major cities in China <p>Vocabulary focus:</p> <ul style="list-style-type: none"> • Names of the activities and daily routine 	<p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Introduce with essential, important questions. • Mind map on what makes who you are <p>Key elements of lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Teach new vocabulary using TPR, TPRs, and Personalized Questions and Answers <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Game- Guess Who • Information Gap Activities • Ask a classmate on a favorite activity and report to the class <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • TPR • Comprehension checks for TPRS • Thumbs up and down to indicate understanding • Show hands, i.e., 8 fingers means 80% of understanding <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Create flash cards written in characters • Match and identify correct characters <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Do interpretive performance assessment task when students are ready.

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<p style="text-align: center;">Middle</p> <p>Vocabulary focus:</p> <ul style="list-style-type: none">• Ask and answer basic questions about personal information• Introduce yourself• Tell likes and dislikes• Talk about favorite activities• Tell about family• Tell others about school• Describe daily schedule	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none">• Compare and contrast teenagers' typical activities• Read famous Chinese people's website <p>Key elements of the lessons</p> <p>Practice interpersonal communication:</p> <ul style="list-style-type: none">• Survey the classmate on activities that they do on weekend, day before, or in summer and make a graph and report• Partner work to practice asking and answering about basic information <p>Sample formative assessments:</p> <ul style="list-style-type: none">• Rough draft of <i>Extraordinary Me!</i> presentation• Peer review and peer editing• Revised draft based on a feedback <p>Teaching reading and writing:</p> <ul style="list-style-type: none">• Create flash cards written in characters• Match and identify correct characters• Practice writing sentences as homework <p>Summative Assessments:</p> <ul style="list-style-type: none">• Do presentational performance assessment task when students are ready.
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<p style="text-align: center;">End</p> <ul style="list-style-type: none">• Ask and answer basic questions about personal information• Introduce yourself including where he or she comes from;• Tell likes and dislikes• Talk about favorite activities• Tell about family• Tell others about school• Describe daily schedule	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none">• Go back to the important questions:<ul style="list-style-type: none">○ Who would I like to be?○ What are important things to tell others about myself?○ What if everyone is the same?○ How would my life be different if I lived in China? <p>Sample formative assessments:</p> <ul style="list-style-type: none">• Web organizer on everything about me.• Game-20 questions, One person think of someone and others ask questions in order to guess what that person is thinking of. <p>Summative Assessments:</p> <ul style="list-style-type: none">• Do interpersonal performance assessment task when students are ready.
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Appendix 1: Transcripts of 3 self-introduction recordings

Passage 1: 你好! 我叫成龍。我家有三個人: 爸爸, 媽媽和我。我今年 55 歲。我的生日是十月七日。我在香港出生。我是中國人。我很喜歡做體育運動。

Passage 1: Hello ! My name is Chen Long. There are 3 people in my family: Dad, mom and me. I am 55 years old. My birthday is October 7th. I was born in Hong Kong. I am Chinese. I like playing sports.

Passage 2: 大家好! 我是美國總統歐巴馬。我有八個兄弟姊妹。我是美國人, 可是我住過菲律賓。我的爸爸是肯亞人。我今年 49 歲。我的生日是八月四日。我很喜歡打籃球。

Passage 2: Hello everyone ! I am the president of the U.S. I have 8 siblings. I am American, but I had lived in Philippines. My dad was from Kenya. I am 49 years old. My birthday is August 4th. I like playing basketball.

Passage 3: 我來介紹一下:這是我的朋友凱蘭。她五歲。她的生日是 5/4。她是美國人。她家有兩個人:她和她爺爺 她喜歡跟朋友玩。

Passage 3: Let me introduce you. This is my friend Kailan. She is 5. Her birthday is May 4th. She is American. There are 2 people in her family: she and her grandpa. She likes to play with friends.

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Appendix 2: Interpretive task Comprehension Check sheet:

Listen to the passages and check the box to answer the question.

	Passage 1	Passage 2	Passage 3
What is his/her name?	<input type="checkbox"/> Cheng Long <input type="checkbox"/> Long Zhang <input type="checkbox"/> Wu long	<input type="checkbox"/> zhōu ba mǎ <input type="checkbox"/> ōu mǎ ba <input type="checkbox"/> ōu ba mǎ	<input type="checkbox"/> Kǎi lán <input type="checkbox"/> Lán Kǎi <input type="checkbox"/> Kǎi lín
How many people are in his or her family?	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 3	<input type="checkbox"/> 8 <input type="checkbox"/> 10 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
How old is he/she?	<input type="checkbox"/> 55 <input type="checkbox"/> 15 <input type="checkbox"/> 50	<input type="checkbox"/> 49 <input type="checkbox"/> 19 <input type="checkbox"/> 59	<input type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 6
Where is he/she from?	<input type="checkbox"/> Taiwan <input type="checkbox"/> Hong Kong <input type="checkbox"/> USA	<input type="checkbox"/> Taiwan <input type="checkbox"/> Singapore <input type="checkbox"/> USA	<input type="checkbox"/> Taiwan <input type="checkbox"/> China <input type="checkbox"/> USA
What does he/she like?	<input type="checkbox"/> TV <input type="checkbox"/> Reading <input type="checkbox"/> Sports	<input type="checkbox"/> Basketball <input type="checkbox"/> Soccer <input type="checkbox"/> Baseball	<input type="checkbox"/> Friends <input type="checkbox"/> Reading <input type="checkbox"/> TV
When is his/her birthday?	<input type="checkbox"/> 4/7 <input type="checkbox"/> 7/4 <input type="checkbox"/> 10/7	<input type="checkbox"/> 4/8 <input type="checkbox"/> 8/4 <input type="checkbox"/> 8/10	<input type="checkbox"/> 4/5 <input type="checkbox"/> 1/21 <input type="checkbox"/> 5/4

Answers:

Passage 1- A, C, A, B, C, A

Passage 2- C, B, A, C, A, B

Passage 3- A, B, B, C, A, C

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LESSON PLANNING CHECKLIST

√	ITEM
STAGE ONE: LESSON GOALS	
	I have identified what I want students to know by the end of the lesson
	I have identified what I want students to be able to do by the end of the lesson
	I have identified the Standards that I am addressing in the lesson
STAGE TWO: CHECK FOR LEARNING	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
STAGE THREE: LESSON ACTIVITIES	
	I have thought about various activities that could be used to achieve the lesson goals
	From the activities I have thought about, I have carefully selected activities that hold the greatest promise for reaching the lesson goals
THE ACTIVITIES I HAVE SELECTED DO THE FOLLOWING:	
	Give students a reason for needing and wanting to pay attention, and being on-task
	Provide students with an authentic (real-world) purpose for using the language
	Make the learner—not the teacher—the active participant
	Engage all students as opposed to just one or two at a time
	Provide sufficient opportunities for input before expecting output
	Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent
	Represent the best use of instructional time
	Take an appropriate amount of time considering the age of the learner
	Include enough variety to enable a lively pace for the lesson
	Vary in level of intensity and physical movement from one activity to the next

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