

9

-YEAR PROGRAM

*Classroom
Assessment
Materials*

Ukrainian

LANGUAGE and CULTURE

[GRADE] — **4**

2008

Alberta
EDUCATION



Ukrainian Language and Culture Nine-year Program

*Grade 4
Classroom Assessment
Materials*

2008

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Classroom Assessment Materials

Grade 4

Ukrainian Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 4 outcomes in the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 4 learning outcomes from the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 4.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 4 outcomes from the *Applications* and *Global Citizenship* components in the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

Assessment for Learning (formative assessment)	Assessment of Learning (summative assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

Новий учень-нова учениця / The New Student

Student's Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information a. share basic information
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information

Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated lexical phrases
<i>LC-4 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-4.4 social conventions a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom

Materials

- Visual supports on walls about greetings, feelings, asking and telling one's age

Alternative Assessment Task

You are a host of a school event; e.g., multicultural night or a Ukrainian cultural event. You greet Ukrainian speakers and performers at the door, in Ukrainian. You show them to their seats or describe where they are to go, using a map.

Новий учень-нова учениця / The New Student

Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Instructions

1. Find a partner. One person is the buddy, the other the new student. Switch roles afterward.
2. Plan and present a possible first meeting between the two students.

Sample dialogue

Buddy: Добридень! / Hello!

New Student: Добридень! / Hello!

Buddy: Як ся маєш? / How are you?

New Student: _____, дякую. А як ти? / I am _____, thank you. How are you?

Buddy: _____, дякую. Я називаюся _____. Як ти називаєшся? / I am _____, thank you. My name is _____. What is your name?

New Student: Я називаюся _____. / My name is _____.

Buddy: Скільки тобі років? / How old are you?

New Student: Мені _____ років. Скільки тобі років? / I am _____ years old. How old are you?

Buddy: Мені _____ років. Вітаємо до нашої класи! / I am _____ years old. Welcome to the class!

New Student: Дякую. / Thank you!

Buddy: До побачення! / Good-bye!

New Student: До побачення! / Good-bye!

Evaluation Tools

- Self-assessment Checklist
- Observation Checklist
- Self-assessment
- Peer Assessment

Новий учень-нова учениця / The New Student: Self-assessment Checklist

Ім'я / Name: _____

Дата / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1a I shared basic information about myself: - name - how I feel - age	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> I am pleased with how I ...
A-4.1a I exchanged a: - greeting - farewell A-4.1b I introduced myself: - to someone new A-4.1c I learned information about someone else: - name - how they feel - age	<input type="checkbox"/>	<input type="checkbox"/>	
LC-2.3a I had: - a conversation with someone, in Ukrainian	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> If I could do this again, I ...
LC-4.4a In this social interaction, I: - pretended that I was meeting someone new LC-4.4b In this social interaction, I: - used polite expressions, including <i>thank you</i> and <i>you are welcome</i>	<input type="checkbox"/>	<input type="checkbox"/>	

Новий учень-нова учениця / The New Student: Observation Checklist

Дата / Date: _____

Criteria: A-1.1a, A-4.1a, A-4.1b, A-4.1c The student shares/exchanges personal information, greetings and farewells with a new acquaintance

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

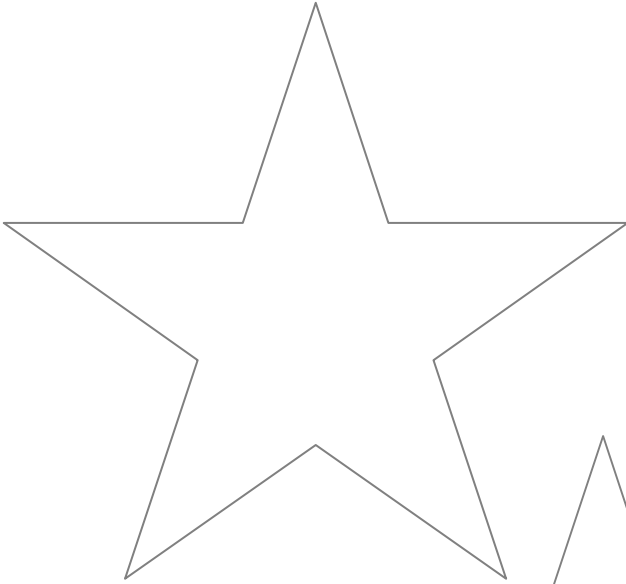
Considerations for future planning

**Новий учень-нова учениця / The New Student:
Self-assessment**

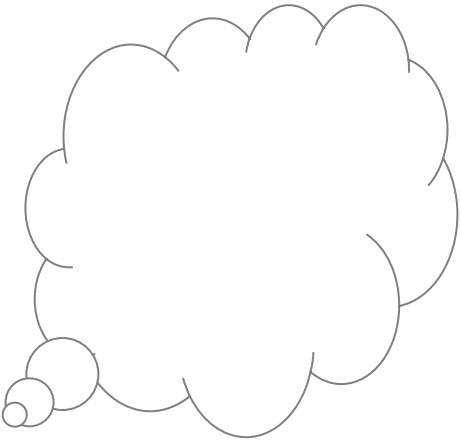
Ім'я / Name: _____

Дата / Date: _____

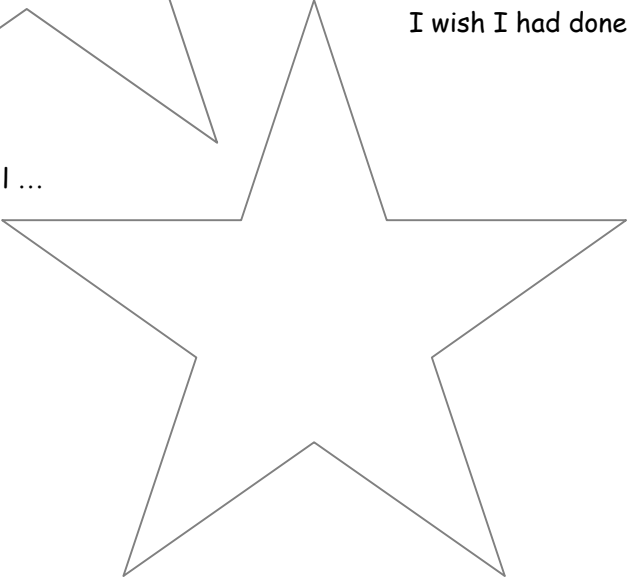
A-1.1a, A-4.1c, LC-4.4b
Exchanging Basic Information with Someone New



I did these things well ...



I wish I had done this differently ...



**Новий учень-нова учениця / The New Student:
Peer Assessment**

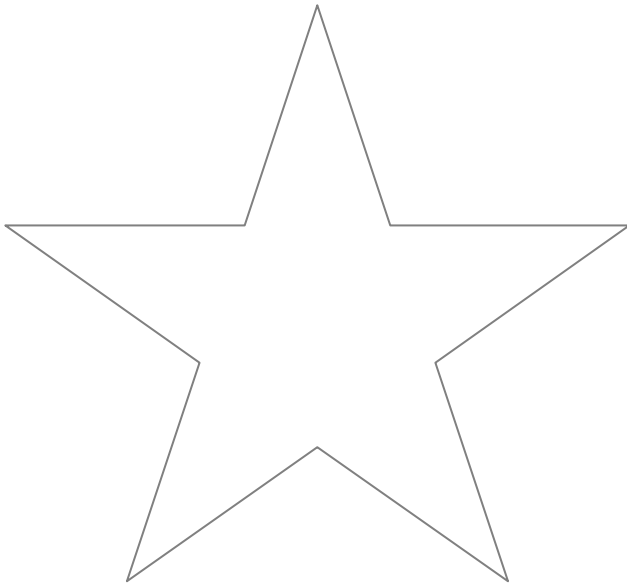
Ім'я / Name: _____

Дата / Date: _____

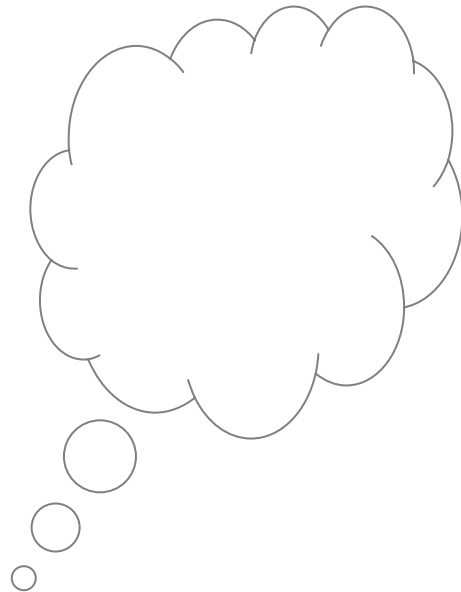
A-1.1a, A-4.1c, LC-4.4b

Exchanging Basic Information with Someone New

Some advice for next time ...



I really liked how you did this ...



Моя уявлена родина / Imaginary Family

Student's Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Ukrainian-speaking admirers.

Principal Outcomes

A-1 *To impart and receive information*

- A-1.1 share factual information**
- b. identify people, places and things

Supporting Outcomes

LC-1 *Attend to form*

- LC-1.1 phonology**
- a. pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly

LC-2 *Interpret and produce oral texts*

- LC-2.2 oral production**
- a. produce simple oral words and phrases in guided situations

LC-3 *Interpret and produce written and visual texts*

- LC-3.2 written production**
- a. produce simple written words and phrases in guided situations
- LC-3.4 representing**
- a. use visuals and other forms of nonverbal communication to express meaning in guided situations

LC-4 *Apply knowledge of the sociocultural context*

- LC-4.1 register**
- a. speak at a volume appropriate to classroom situations

Materials

- Visual supports; e.g., wall charts, picture dictionaries and pattern sentences

Alternative Assessment Task

Present a photograph of your real family to a group of classmates so they can recognize them at an upcoming school event; e.g., dance, picnic, winter concert.

Моя уявлена родина / Imaginary Family

Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Ukrainian-speaking admirers.

Instructions

1. Create your imaginary family on a poster, family tree or in a photograph album. Use photographs, drawings and pictures from magazines or the computer.
2. Label all members of your imaginary family by name and title; e.g., Славко — мій тато. / Slavko — my father.
3. Present your family to your classmates. Tell each member's name and his or her relationship to you. Sample presentation:
 - Добридень! / Hello!
 - Це моя родина/сім'я. / This is my family.
 - Це я. Я називаюся _____. / This is me. My name is _____.
 - Це мій тато. Він називається _____. / This is my father. His name is _____.
 - Це моя мама. Вона називається _____. / This is my mother. Her name is _____.
 - Це мій брат. Він називається _____. / This is my brother. His name is _____.
 - Це моя сестра. Вона називається _____. / This is my sister. Her name is _____.
 - Це мій дідो. Він називається _____. / This is my grandfather. His name is _____.
 - Це моя баба. Вона називається _____. / This is my grandmother. Her name is _____.
 - Це мій пес/собака. Він називається _____. / This is my dog. Its name is _____.
 - Я люблю свою родину. Дуже дякую. / I love my family. Thank you very much.

Evaluation Tools

- Self-assessment Checklist
- Peer Assessment
- Rubric

Моя уявлена родина / Imaginary Family: Self-assessment Checklist

Ім'я / Name: _____

Дата / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1b, LC-3.2a I identified all my family members by name and title, in writing, in sentences: - мама / mother <input type="checkbox"/> <input type="checkbox"/> - тато / father <input type="checkbox"/> <input type="checkbox"/> - сестра / sister <input type="checkbox"/> <input type="checkbox"/> - брат / brother <input type="checkbox"/> <input type="checkbox"/> - дідो / grandfather <input type="checkbox"/> <input type="checkbox"/> - баба / grandmother <input type="checkbox"/> <input type="checkbox"/> - інші / others: _____			
A-1.1b, LC-2.2a I identified all my family members by name and title, orally, in sentences: - мама / mother <input type="checkbox"/> <input type="checkbox"/> - тато / father <input type="checkbox"/> <input type="checkbox"/> - сестра / sister <input type="checkbox"/> <input type="checkbox"/> - брат / brother <input type="checkbox"/> <input type="checkbox"/> - дідо / grandfather <input type="checkbox"/> <input type="checkbox"/> - баба / grandmother <input type="checkbox"/> <input type="checkbox"/> - інші / others: _____			
LC-3.4a I used visuals to represent my family. - All family members are included <input type="checkbox"/> <input type="checkbox"/> - Each one is clearly represented <input type="checkbox"/> <input type="checkbox"/>			
LC-2.2a, LC-4.1a I spoke clearly during my oral presentation. - People could understand me <input type="checkbox"/> <input type="checkbox"/> - I spoke loud enough <input type="checkbox"/> <input type="checkbox"/> - I varied my voice <input type="checkbox"/> <input type="checkbox"/>			

Please notice this about my imaginary family ...

Моя уявлена родина / Imaginary Family: Peer Assessment

Students can choose one of the following criteria to make a positive comment:
(A-1.1b, LC-3.2a)

Дата / Date: _____

Criteria:

- identify family members orally
- identify family in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Дата / Date: _____

Criteria:

- identify family members orally
- identify family in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Дата / Date: _____

Criteria:

- identify family members orally
- identify family in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Дата / Date: _____

Criteria:

- identify family members orally
- identify family in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Моя уявлена родина / Imaginary Family: Rubric

Дата / Date: _____

- | | | |
|--------|--------------|--|
| Level: | 4 - WOW! | independently identifies family members, orally and in writing, with an accuracy that enhances comprehension |
| | 3 - Yes! | requires minimal assistance to identify family members, with few errors |
| | 2 - Yes, but | requires occasional support to identify family members, with frequent errors that make comprehension difficult |
| | 1 - No, but | requires continual prompting to identify family members, with many errors that interfere with comprehension |

Student	Criteria Level				A-1.1b identified people in a family, orally				LC-2.2a produced simple words about the family, orally				LC-3.2a produced simple phrases about the family, in writing				LC-1.1a pronunciation is comprehensible			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1				
1.																				
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29.																				
30.																				

Considerations for future planning

Час на розповідь / Story Time

Student's Performance Task Description

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Ukrainian books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

Principal Outcomes

A-2 *To express emotions and personal perspectives*

- A-2.1** share ideas, thoughts, opinions, preferences
 - b. express a personal response
- A-2.2** share emotions, feelings
 - a. recognize and express basic emotions and feelings

Supporting Outcomes

LC-3 *Interpret and produce written and visual texts*

- LC-3.2** written production
 - a. produce simple written words and phrases in guided situations

Materials

- Books, videos, stories and songs in Ukrainian

Alternative Assessment Task

You are helping your teacher plan for next year. Choose a Ukrainian story or video that you have read or seen from this year and review it. Did you like it? Why or why not? Draw a picture and write several words that describe the problem in the story. Would you recommend that it be used again next year?

Час на розповідь / Story Time

Performance Task Description

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Ukrainian books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

Instructions

1. Choose a children's book, story, song or video. Read, watch or listen to it.
2. Respond to the book, story, song or video by:
 - writing a few words, in Ukrainian, about how you feel
 - writing why you feel that way, in your first language
 - drawing a picture
 - writing a few words or sentences, in Ukrainian, describing a problem or a main event.

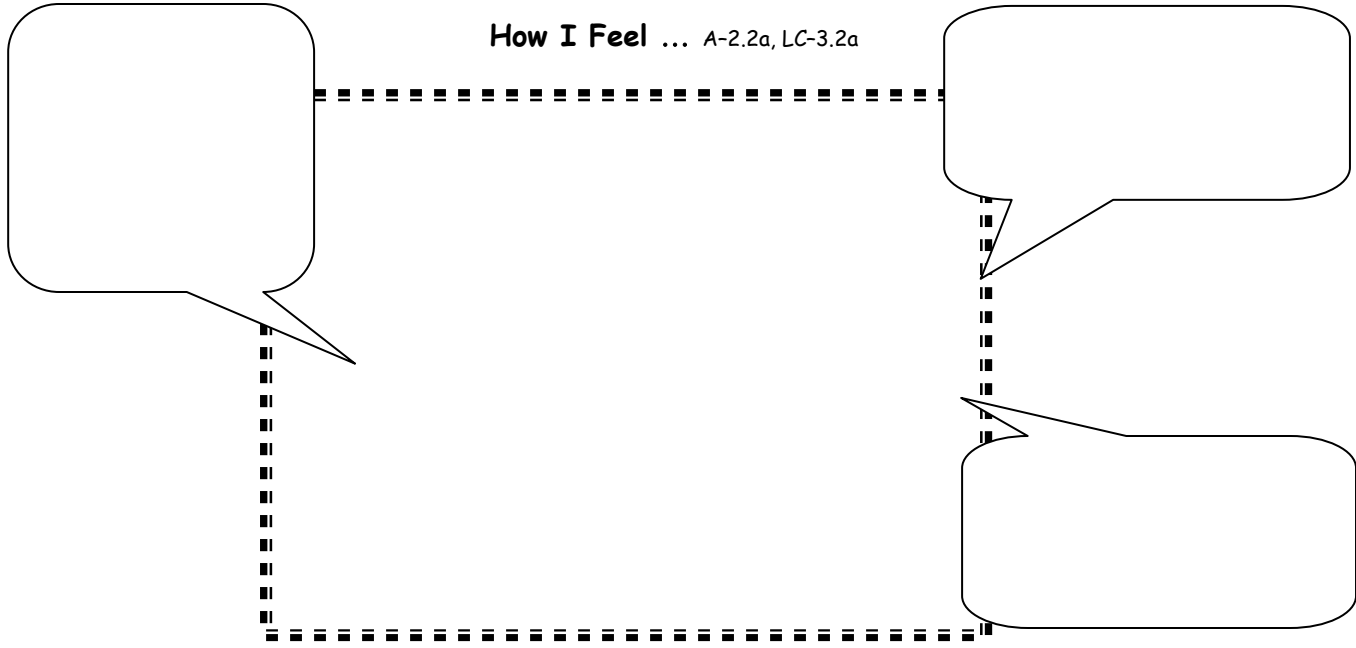
Evaluation Tools

- Self-assessment and Teacher Feedback
- Rubric

**Час на розповідь / Story Time:
Self-assessment and Teacher Feedback**

Ім'я / Name: _____ Дата / Date: _____

Title _____	Author _____
Type of Material _____	



<i>I feel...</i>	<i>because...</i>
------------------	-------------------

Self-assessment In my personal response, I ...	Teacher Feedback I can see from your personal response that ...
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Час на розповідь / Story Time: Rubric

Ім'я / Name: _____

Дата / Date: _____

Title _____

Author _____

Level The student ...	Meets Standard Of Excellence	Approaches Standard of Excellence	Meets Acceptable Standards	Approaches Acceptable Standards
A-2.1b • expresses a personal response to a story or song	expresses a response that is clear and is related to personal experience <input type="checkbox"/>	expresses a response that is related to personal experience <input type="checkbox"/>	expresses a basic response that is somewhat related to personal experience <input type="checkbox"/>	expresses a response that is unclear and unrelated to personal experience <input type="checkbox"/>
A-2.2a • recognizes and expresses basic emotions and feelings	shows a clear recognition and expression of the mood and feelings evoked by the material <input type="checkbox"/>	shows a recognition and expression of the mood and feelings evoked by the material <input type="checkbox"/>	shows a basic recognition and expression of the mood and feelings evoked by the material <input type="checkbox"/>	shows little or no recognition or expression of the mood and feelings evoked by the material <input type="checkbox"/>
LC-3.2a • produces simple words and phrases in guided situations	writes text in Ukrainian that is very appropriate and correctly completed, with little guidance <input type="checkbox"/>	writes text in Ukrainian that is appropriate and correctly completed, with some guidance <input type="checkbox"/>	writes text in Ukrainian that is mostly appropriate and completed, with guidance <input type="checkbox"/>	writes text in Ukrainian that is inappropriate or incomplete <input type="checkbox"/>
Comments				

Смішна піцца / Silly Pizza

Student's Performance Task Description

You are a waiter in a new pizza restaurant called Sam's Silly Pizzeria. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.1 guide actions of others <ol style="list-style-type: none"> a. indicate needs and wants b. give and respond to simple oral instructions or commands <input type="checkbox"/> A-3.2 state personal actions <ol style="list-style-type: none"> a. respond to offers and instructions b. ask or offer to do something
-------------------------------	--

Supporting Outcomes

<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences <ol style="list-style-type: none"> a. express simple preferences
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency <ol style="list-style-type: none"> a. engage in simple interactions, using short, isolated lexical phrases
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-5.3 patterns of social interaction <ol style="list-style-type: none"> a. respond using very simple social interaction patterns

Materials

- Visuals for pizza toppings; e.g., pictures from magazines, flyers, picture cards
- Round cardboard pizza forms

Alternative Assessment Task

Your Ukrainian class is having a pizza party. Your teacher needs to know what kinds of pizza to order. You tell your teacher what your favourite toppings are, in Ukrainian. Enjoy the pizza!

Смішна піцца / Silly Pizza

Performance Task Description

You are a waiter in a new pizza restaurant called Sam's Silly Pizzeria. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Instructions

1. Greet the customer, holding a pizza crust.
2. Choosing one visual at a time, ask the customer if he or she would like what you have chosen for the pizza.
3. If the answer is yes, place the item on the pizza.
4. If the answer is no, continue offering the customer other choices until the pizza is complete.
5. The pizza should have at least three toppings.

Sample dialogue

Waiter: Вітаю вас! Якся маєте? / Welcome! How are you?

Customer: Добре, дякую. А як ви? / I am fine, thank you. How are you?

Waiter: Чудово, дякую! Чи ви любите піццу? / Great, thank you! Do you like pizza?

Customer: Так, я люблю піццу. / Yes, I like pizza.

Waiter: Чи ви хотіли б (пеппероні/шинку/сир/солодкий перець/гриби/оливки/ананас) на піццу? / Would you like _____ on your pizza?

Customer: Так, прошу. АБО Ні, дякую. / Yes, please. OR No, thank you.

When the pizza is complete, with the toppings chosen by the customer:

Waiter: Ось ваша піцца! Смачного! / Here is your pizza. Enjoy!

Customer: Дякую! / Thank you!

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

Смішна піцца / Silly Pizza: Peer-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Партнер / Partner: _____

Criteria	Peer Assessment	Evidence
<p>A-3.1b</p> <ul style="list-style-type: none"> • give and respond to simple oral instructions or commands <p>LC-2.3a</p> <ul style="list-style-type: none"> • engage in simple interactions, using short, isolated lexical phrases 	<p>When I was the customer, <i>my partner</i>, the waiter, was able to understand what I wanted and could carry on a conversation with me</p> <p style="text-align: center;">Consistently Mostly Sometimes Seldom</p>	<p>I know this because ...</p>
<p>A-3.1a</p> <ul style="list-style-type: none"> • indicate needs and wants <p>A-2.1a</p> <ul style="list-style-type: none"> • express simple preferences <p>LC-5.3a</p> <ul style="list-style-type: none"> • respond using very simple social interaction patterns 	<p>When I was the waiter, <i>my partner</i>, the customer, was able to tell me likes and dislikes and respond to my suggestions</p> <p style="text-align: center;">Consistently Mostly Sometimes Seldom</p>	<p>I know this because ...</p>
<p>A compliment I could offer my partner would be ...</p>		
<p>Some advice I could offer my partner for next time would be ...</p>		

Смішна піцца / Silly Pizza: Self-assessment

Ім'я / Name: _____

Дата / Date: _____

<i>When I Was ...</i>	<i>Looking Back ...</i>	<i>Looking Ahead ...</i>
<p style="text-align: center;">the customer ...</p> <p><u>Criteria</u> A-2.1a • I expressed simple preferences LC-2.3a • I engaged in simple interactions</p>	<p>What did I do well?</p> <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p style="text-align: center;">the waiter ...</p> <p><u>Criteria</u> LC-2.3a • I engaged in simple interactions A-3.2b • I made suggestions</p>	<p>What did I do well?</p> <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>

Смішна піцца / Silly Pizza: Observation Checklist

Дата / Date: _____

Criteria: A-3.1a, LC-2.3a The student indicates basic wants through a simple oral interaction			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Запитай / Just Ask

Student's Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says *Yes* or *No*.

Principal Outcomes

A-3 *To get things done*

- A-3.1** **guide actions of others**
 - c. ask for permission
- A-3.2** **state personal actions**
 - b. ask or offer to do something

Supporting Outcomes

LC-2 *Interpret and produce oral texts*

- LC-2.1** **aural interpretation**
 - a. understand simple spoken sentences in guided situations
- LC-2.2** **oral production**
 - a. produce simple oral words and phrases in guided situations

S-2 *Language use*

- S-2.2** **interpretive**
 - a. use simple interpretive strategies, with guidance, to enhance language use; e.g., listen for keywords

Materials

- A class set of cards with *Yes* on one side and *No* on the other

Alternative Assessment Task

Ask your teacher, in Ukrainian, for permission to do different things, e.g., go to the bathroom, go to get a drink, throughout the week. Keep track of how many times in one week you asked these questions. Set goals for yourself and see if you meet them.

Запитай / Just Ask

Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Instructions

1. Your teacher will give you a card with Так / Yes on one side and Hi / No on the other.
2. Choose two Ukrainian questions from a brainstormed list that **ask permission to do** something and two other questions that **ask or offer to do** something.
3. Ask your classmates to answer the questions you have chosen.
4. If your classmates understand what has been asked, they will give you permission by showing the Так / Yes card. If your classmates do not understand, they will deny you permission by showing the Hi / No card.
5. Keep track of the number of Yes and No answers you receive.

Sample dialogue

- Чи можна напиться води? / May I get a drink of water?
- Чи можна піти до лазнички/до туалету? / May I go to the washroom?
- Чи можна піти до бібліотеки? / May I go to the library?
- Чи можна позичити _____? / May I borrow a _____?
- Чи можна витерти дошку? / May I erase the board?
- Чи можна роздавати папір? / May I hand out the paper?

Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Self-assessment

Запитай / Just Ask: Self-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

During the Just Ask game, I was able to ...

Criteria	Yes	Getting There	Not Yet
A-3.1c • ask permission	●	●	●
A-3.2b • ask or offer to do something	●	●	●
LC-2.1a • understand simple sentences	●	●	●
LC-2.2a • say simple words and phrases	●	●	●
S-2.2a • listen for key words	●	●	●

Запитай / Just Ask: Observation Checklist

Дата / Date: _____

Criteria: LC-2.1a, LC-2.2a The student understands and produces simple words and sentences			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
Considerations for future planning			

Запитай / Just Ask: Self-assessment

Ім'я / Name: _____

Дата / Date: _____

A-3.1c Questions I will ask PERMISSION	Tally Count YES NO		LC-2.2a How well did people understand me? Why?
1.			
2.			
3.			
A-3.2b Questions I will ask OFFER TO DO	Tally Count YES NO		LC-2.2a How well did people understand me? Why?
4.			
5.			
6.			

LC-2.1a When people asked me questions, I understood them ...

consistently usually sometimes seldom

I know this because ...

Забгато запрошень / Invitation Dilemma

Student's Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.2 state personal actions a. respond to offers and instructions
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.3 solve problems a. participate in problem-solving situations in the classroom
Supporting Outcomes	
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships a. exchange greetings and farewells c. exchange some basic personal information
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology a. pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly b. use intonation to express meaning
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.1 aural interpretation a. understand simple spoken sentences in guided situations <input type="checkbox"/> LC-2.2 oral production a. produce simple oral words and phrases in guided situations <input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated lexical phrases
Materials <ul style="list-style-type: none"> A birthday card invitation 	

Alternative Assessment Task

You receive an e-mail invitation, in Ukrainian, to a friend's birthday party. Respond, through e-mail, and tell your friend that you either can or cannot make it to the party.

Забагато запрошень / Invitation Dilemma

Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Instructions

1. Greet a friend and respond to his or her announcement that it is his or her birthday today.
2. When the friend invites you to his or her birthday party, either accept or decline the invitation.

Sample dialogue

Student A: Добридень! / Hello!

Student B: Добридень! / Hello!

Student A: Як ся маєш? / How are you?

Student B: _____, дякую. А ти? / I am _____, thank you. How are you?

Student A: Чудово, дякую! Сьогодні мій день народження! / Great, thank you!
Today is my birthday!

Student B: Многії літа! Скільки тобі років? / Happy Birthday! How old are you?

Student A: Мені _____ років. Ось запрошення на мій день народження. / I am _____ years old. Here is an invitation to my party.

Student B: Дякую. Коли будеш святкувати? / Thank you. What date is your party?

Student A: У _____ (день), _____ (дата) _____ (місяць). Чи ти зможеш прийти? / On _____ (day), the _____ (date) of _____ (month). Can you come?

Student B: Так, дякую. АБО Ні, не зможу. / Yes, thank you. OR No, I cannot.

Student A: Ура! АБО Шкода! / Yeah! OR Too bad!

Student B: До побачення. / Good-bye.

Student A: До побачення. / Good-bye.

Evaluation Tools

- Self-assessment
- Teacher Rating Scale
- Teacher Feedback

Забгато запрошень / Invitation Dilemma: Self-assessment

Ім'я / Name: _____

Дата / Date: _____

<i>When I ...</i>	<i>Looking Back...</i>	<i>Looking Ahead...</i>
<p style="text-align: center;">invited a friend ...</p> <p><u>Criteria</u></p> <p>A-4.1a</p> <ul style="list-style-type: none"> • I exchanged greetings and farewells <p>A-4.1c</p> <ul style="list-style-type: none"> • I exchanged basic personal information; e.g., <ul style="list-style-type: none"> - my name - my age 	<p>What did I do well?</p> <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p style="text-align: center;">received an invitation ...</p> <p><u>Criteria</u></p> <p>A-3.2a</p> <ul style="list-style-type: none"> • I responded to invitations <p>A-5.3a</p> <ul style="list-style-type: none"> • I experienced a problem to solve; e.g., accepted or declined the invitation <p>A-4.1a</p> <ul style="list-style-type: none"> • I exchanged greetings and farewells <p>A-4.1c</p> <ul style="list-style-type: none"> • I exchanged basic personal information; e.g., <ul style="list-style-type: none"> - my name - my age 	<p>What did I do well?</p> <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p>I want others to notice ...</p>		

Забагато запрошень / Invitation Dilemma: Teacher Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-3.2a • responds to offers and instructions	●	●	●	●
A-5.3a • participates in problem-solving situations	●	●	●	●
LC-1.1b • uses intonation to express meaning	●	●	●	●
LC-1.1a • pronounces the sounds of the letters of the alphabet and common words and phrases comprehensibly	●	●	●	●
LC-2.1a • understands simple spoken sentences in guided situations	●	●	●	●
LC-2.2a • produces simple oral words and phrases in guided situations	●	●	●	●
LC-2.3a • engages in simple interactions	●	●	●	●

Comments

Забгато запрошень / Invitation Dilemma: Teacher Feedback

The teacher comments on the following criteria:

A-3.2a responds to invitations

A-4.1a, A-4.1c exchanges greetings, farewells and basic personal information

LC-1.1a uses comprehensible pronunciation

LC-1.1b uses intonation to express meaning

Дата / Date: _____

Dear _____,

When you responded to the birthday invitation, I noticed that you ... ☺

I also noticed ...

Next time you may want to try ...

From _____

День для гри / Games Day

Student's Performance Task Description

Your teacher announces that today is *Games Day*. Choose a game to play, in Ukrainian, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Principal Outcomes

A-3 *To get things done*

- A-3.1** *guide actions of others*
 - b. give and respond to simple oral instructions or commands
- A-3.3** *manage group actions*
 - a. manage turn taking
 - b. encourage other group members to act appropriately

Supporting Outcomes

LC-2 *Interpret and produce oral texts*

- LC-2.2** *oral production*
 - a. produce simple oral words and phrases in guided situations

Materials

- A variety of games available for small groups

Alternative Assessment Task

You help to get the Grade 3 students excited about learning Ukrainian in Grade 4. You go to a Grade 3 class to teach a student the game you learned. You also teach the student some Ukrainian phrases so he or she can play without using English.

День для гри / Games Day

Performance Task Description

Your teacher announces that today is *Games Day*. Choose a game to play, in Ukrainian, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Instructions

1. Play a game with at least two other people.
2. At each turn, say whose turn it is or ask whose turn it is, in Ukrainian.
3. Use encouraging words, in Ukrainian, to promote good sportsmanship among players.
4. Switch roles with the other players until all get a chance to keep track of turns and encourage others.

Sample phrases

- Це моя (наша) черга. / It is my (our) turn.
- Тепер твоя (ваша) черга. / Now it is your turn.
- Це її/його/їхня черга. / It is her/his/their turn.
- Чия черга тепер (зараз)? / Whose turn is it now?
- Дуже добре! / Good job!
- Чудово! / Great!
- Шкода! / Too bad!

Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Teacher Checklist
- Peer-assessment Rating Scale

День для гри / Games Day: Self-assessment Rating Scale and Goal Setting

Ім'я / Name: _____

Дата / Date: _____

When playing a game in Ukrainian, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-3.3a	• ask whose turn it is				
A-3.3b	• tell a group member it is his or her turn				
A-3.3b	• encourage other group members				
A-3.1b	• give simple oral instructions or commands				
A-3.1b	• respond to simple oral instructions or commands				
LC-2.2a	• produce simple words and phrases				
<p>The next time I play a game in Ukrainian, I ...</p> 					

День для гри / Games Day: Teacher Checklist

Ім'я / Name: _____

Дата / Date: _____

The student can ...

Yes

Not Yet

A-3.3a • manage turn taking in Ukrainian A-3.3b • encourage other group members to act appropriately LC-2.2a • produce simple words and phrases in Ukrainian A-3.1b • give simple oral instructions and commands A-3.1b • respond to simple oral instructions and commands Strengths
_____Challenges
_____

День для гри / Games Day: Teacher Checklist

Ім'я / Name: _____

Дата / Date: _____

The student can ...

Yes

Not Yet

A-3.3a • manage turn taking in Ukrainian A-3.3b • encourage other group members to act appropriately LC-2.2a • produce simple words and phrases in Ukrainian A-3.1b • give simple oral instructions and commands A-3.1b • respond to simple oral instructions and commands Strengths
_____Challenges

День для гри / Games Day: Peer-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Партнер / Partner: _____

Criteria	Peer Assessment	Evidence
<p>When we were playing the game, <i>my partner</i> was able to ...</p> <p>A-3.3a</p> <ul style="list-style-type: none"> • manage turn taking in Ukrainian <p>A-3.3b</p> <ul style="list-style-type: none"> • encourage other group members to act appropriately <p>A-3.1b</p> <ul style="list-style-type: none"> • give simple oral instructions <p>A-3.1b</p> <ul style="list-style-type: none"> • respond to simple oral instructions 	<p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p>	<p>I know this because ...</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p>
<p>A compliment I could offer my partner would be ...</p> 		
<p>Some advice I could offer my partner for next time would be ...</p> 		

Шукачі слова / Scavenger Hunt

Student's Performance Task Description

You and your partner have been given a Ukrainian word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.1 discover and explore a. explore the immediate environment <input type="checkbox"/> A-5.2 gather and organize information a. gather simple information <input type="checkbox"/> A-5.3 solve problems a. participate in problem-solving situations in the classroom
---	--

Supporting Outcomes

<i>A-1 To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information b. identify people, places and things
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> LC-3.1 written interpretation a. understand simple written sentences in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> S-1.3 social/affective a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively, brainstorm

Materials

- A series of written and pictorial clues posted around the school
- A mystery word, one letter of which is hidden with each clue

Шукачі слова / Scavenger Hunt

Performance Task Description

You and your partner have been given a Ukrainian word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Instructions

1. With your partner, read and follow the first instruction given by the teacher.
2. When you arrive at the location in the school, write down the first letter of the word puzzle. Read and follow the next instruction you find in that location.
3. Continue until you have read the last clue and found the last letter.
4. Return to the classroom to unscramble the letters to form the word.

Sample clues

- Ідїть до бїблїотеки. / Go to the library.
- Ідїть до канцелярїї. / Go to the office.
- Ідїть до спортзалї. / Go to the gymnasium.
- Ідїть до лазнички/туалету. / Go to the washroom.
- Ідїть на коридор. / Go to the hallway.
- Ідїть до вчительськї кїмнати. / Go to the staff room.
- Ідїть до фонтану. / Go to the water fountain.
- Ідїть до музичнї кїмнати. / Go to the music room.
- Ідїть до їдальнї. / Go to the lunch room.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

Шукачі слова / Scavenger Hunt: Self-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

During the Scavenger Hunt, I could ...

Criteria	Always	Sometimes	Usually	Not Yet
A-5.1a • explore my school	●	●	●	●
A-5.2a • gather information from clues	●	●	●	●
LC-3.1a • read clues in Ukrainian	●	●	●	●
A-5.3a • solve the puzzle, using clues	●	●	●	●
A-1.1b • identify places in the school	●	●	●	●
S-1.3a • work with a partner to solve a puzzle	●	●	●	●

When it came to reading and understanding the clues, I noticed ...

When I was exploring the school for clues, I noticed ...

My partner and I worked together ...

Шукачі слова / Scavenger Hunt: Peer-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Партнер / Partner: _____

	My partner could ...	Yes	Getting There	Not Yet	I know this because ...
A-5.2a	<ul style="list-style-type: none"> • gather simple information from the written clues 				
A-5.1a	<ul style="list-style-type: none"> • explore the immediate environment; e.g., find the correct place in the school 				
S-1.3a	<ul style="list-style-type: none"> • work cooperatively with me on this task 				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

For Teacher Use

Шукачі слова / Scavenger Hunt: Teacher Rating Scale

Дата / Date: _____

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	A-5.1a, A-1.1a investigates/identifies school places				A-5.2a, A-5.3a gathers information/solves puzzle				S-1.3a works cooperatively with peers				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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Результати опитування / And the Survey Says ...

Student's Performance Task Description

You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences a. express simple preferences
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information a. gather simple information b. organize items in different ways

Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.1 aural interpretation a. understand simple spoken sentences in guided situations <input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated lexical phrases

Materials

- Visual supports and resources to complete the design of the survey

Alternative Assessment Task

You are going to have an ice-cream sundae afternoon. Your teacher needs to know what toppings he or she should bring to class. Survey your friends, in Ukrainian, about their favourite ice cream and toppings. Organize the information you receive. Share the results with your teacher and classmates. Enjoy the sundaes!

Результати опитування / And the Survey Says ...

Performance Task Description

You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

Instructions

1. Choose a theme for your survey; e.g., food, sports, subjects, objects, animals.
2. Design a survey that asks people which of two choices they prefer or like; e.g., "Do you like hockey or soccer?"
3. Include at least three sets of choices.
4. Draw a picture and label each choice.
5. Orally survey at least three people.
6. Orally answer at least three other people's surveys.
7. When your survey is complete, organize your information in at least two different ways; e.g., a bar graph, pictograph, Venn diagram, report, poster.
8. Share your information with your classmates.

Evaluation Tools

- Self-assessment Checklist
- Teacher Rating Scale
- Observation Checklist

Результати опитування / And the Survey Says ...: Self-assessment Checklist

Ім'я / Name: _____

Дата / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
<p>A-5.2a</p> <ul style="list-style-type: none"> • gather simple information <ul style="list-style-type: none"> - I designed a survey <input type="checkbox"/> - My survey has a theme <input type="checkbox"/> - My survey asks at least three questions <input type="checkbox"/> - Each question is written <input type="checkbox"/> - Each question offers two choices <input type="checkbox"/> - Each choice is illustrated <input type="checkbox"/> - Each choice is labelled <input type="checkbox"/> - I surveyed at least three people <input type="checkbox"/> 			
<p>A-5.2b</p> <ul style="list-style-type: none"> • organize simple information <ul style="list-style-type: none"> - My information is complete and easy for others to understand <input type="checkbox"/> - I organized my information in at least two different ways <input type="checkbox"/> - I shared my information with at least one other person <input type="checkbox"/> 			
<p>LC-2.3a</p> <ul style="list-style-type: none"> • oral interactions <ul style="list-style-type: none"> - I answered at least three surveys <input type="checkbox"/> - I could understand other people's questions <input type="checkbox"/> - I made myself understood to others <input type="checkbox"/> 			

Teacher Notes

**Результати опитування / And the Survey Says ...:
Teacher Rating Scale**

Ім'я / Name: _____

Дата / Date: _____

4 = consistently

3 = usually

2 = sometimes

1 = rarely

Student	A-2.1a expresses preferences				A-5.2a gathers information				A-5.2b organizes information				LC-2.1a understands spoken Ukrainian				LC-2.3a speaks in Ukrainian				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
	1.																				
2.																					
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Considerations for future planning

**Результати опитування / And the Survey Says ...:
Observation Checklist**

Дата / Date: _____

Criteria: A-5.2a,A-5.2b The student gathers and organizes information			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
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24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
Considerations for future planning			

Репортер / Reporter

Student's Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Ukrainian and to report your findings to an audience who may not understand that language.

Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.4 explore opinions and values a. listen attentively to opinions expressed b. respond appropriately to the opinions of others
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> GC-3.1 Ukrainian culture and language a. identify reasons for learning Ukrainian

Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive a. use simple cognitive strategies, with guidance, to enhance general learning <input type="checkbox"/> S-3.2 metacognitive a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task
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Materials

- Access to resources, e.g., written, audiovisual, Internet, human, that explain reasons for learning Ukrainian

Alternative Assessment Task

You are advertising your school. Your assignment is to prepare a poster for your school's Open House about its exciting Ukrainian language and culture program. Discuss why it is important to know Ukrainian.

Репортер / Reporter

Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Ukrainian and to report your findings to an audience who may not understand that language.

Instructions

1. Explore the different reasons for learning Ukrainian by using various resources.
2. Choose a method to report your findings; e.g., write an article; conduct an interview; make a poster; create a song, rhyme or skit.
3. Present your findings to your classmates.

Evaluation Tools

- Self-assessment and Student/Teacher Rating Scale
- Teacher Rating Scale
- Peer Assessment

Репортер / Reporter: Self-assessment and Student/Teacher Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Репортер / Reporter: Self-assessment	
Criteria S-3.2a • make a plan, in advance , for my research	My Plan <input type="checkbox"/> Before I start ... <input type="checkbox"/> During my research ... <input type="checkbox"/> After I have gathered my information ...
Criteria S-3.1a • seek information from a variety of sources	My Resources <input type="checkbox"/> Human <input type="checkbox"/> Text <input type="checkbox"/> Internet <input type="checkbox"/> Audiovisual <input type="checkbox"/> Other
Criteria GC-3.1a • identify reasons for learning Ukrainian	Reasons to Learn Ukrainian <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Репортер / Reporter: Student/Teacher Rating Scale	
HOW DID I DO? 4 (Excellent) 3 (Very good) 2 (Satisfactory) 1 (Incomplete)	

Assessor	My Plan	Resources	Reasons	Comments
Me				
My Teacher				

Репортер / Reporter: Teacher Rating Scale

Дата / Date: _____

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	GC-3.1a identifies reasons for learning				S-3.1a uses a variety of sources				S-3.2a makes a plan in advance				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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Репортер / Reporter: Peer Assessment

Ім'я / Name: _____

Дата / Date: _____

Партнер / Partner: _____

Criteria: A-5.4a listen attentively to the opinions of others

You gave reasons why we should learn Ukrainian. These are the ones I heard ...

Presenter's Response: When I read your comments, I ...

Criteria: A-5.4b respond appropriately to the opinions of others

The best reason you gave for learning Ukrainian was ...

A compliment I would like to pay you is ...

A piece of advice I could give you for next time is ...

Presenter's Response: When I read your comments, I ...

Композитор / Be Creative

Student's Performance Task Description

You belong to a Ukrainian children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Principal Outcomes

A-6 *For imaginative purposes and personal enjoyment*

- A-6.1 humour/fun**
 - a. use Ukrainian for fun
- A-6.2 creative/aesthetic purposes**
 - a. use Ukrainian creatively
- A-6.3 personal enjoyment**
 - a. use Ukrainian for personal enjoyment

Supporting Outcomes

LC-3 *Interpret and produce written and visual texts*

- LC-3.4 representing**
 - a. use visuals and other forms of nonverbal communication to express meaning in guided situations

S-1 *Language learning*

- S-1.1 cognitive**
 - a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions, learn a short song or rhyme

S-2 *Language use*

- S-2.3 productive**
 - a. use simple productive strategies, with guidance, to enhance language use; e.g., use familiar repetitive patterns

Materials

- Words and music to familiar songs or rhymes; e.g., "Old MacDonald", "Head and Shoulders", "One Potato, Two Potato"
- Access to thematic vocabulary to substitute words

Alternative Assessment Task

Your group performs the new song or rhyme at a school concert or parent night, to a different grade during class time or at a school assembly.

Композитор / Be Creative

Performance Task Description

You belong to a Ukrainian children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Instructions

1. With your group, choose a well-known Ukrainian song or rhyme with a repetitive pattern.
2. Change some of the words.
3. Make up gestures or actions to go along with your creation.
4. Perform your new Ukrainian song or rhyme for your classmates and then teach it to them.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

Композитор / Be Creative: Self-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

In this task, I could ...	Yes	Getting There	Not Yet
A-6.1a • use Ukrainian for fun I know this because ...			
A-6.2a • use Ukrainian creatively I know this because ...			
A-6.2a • create a new song or rhyme in Ukrainian I know this because ...			
A-6.3a • use Ukrainian for personal enjoyment I know this because ...			
S-1.1a • perform actions to match the words of a song or rhyme I know this because ...			
S-2.3a • use patterns from a familiar song or rhyme in my creation I know this because ...			

Some advice that I would give to others performing this task is ...

Композитор / Be Creative: Peer-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Імена членів групи / Names of Group Members: _____

The group could ...		Yes	Getting There	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none"> use Ukrainian creatively and for fun 				
S-1.1a	<ul style="list-style-type: none"> perform actions to match the words of their song or rhyme 				
S-2.3a	<ul style="list-style-type: none"> repeat a pattern in their song or rhyme 				

Something I really liked about your song or rhyme ...

Some advice for next time would be ...

Композитор / Be Creative: Teacher Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-6.1a • uses Ukrainian for fun	●	●	●	●
A-6.2a • uses Ukrainian creatively	●	●	●	●
A-6.3a • uses Ukrainian for personal enjoyment	●	●	●	●
LC-3.4a • uses visuals, gestures and/or actions to express meaning	●	●	●	●
S-2.3a • uses patterns to create new songs or rhymes	●	●	●	●

Comments

Святкуймо / Let's Celebrate

Student's Performance Task Description

Your class is helping to prepare an important Ukrainian cultural celebration. Guests will be invited to share elements of Ukrainian culture. During the celebration, you will participate in the activities and ask questions to learn more about the Ukrainian culture. Then, find what elements of Ukrainian culture are present in the classroom.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Ukrainian culture</i>	<ul style="list-style-type: none"> <input type="checkbox"/> GC-1.1 accessing/analyzing cultural knowledge <ul style="list-style-type: none"> b. ask questions, using English, about elements of Ukrainian culture <input type="checkbox"/> GC-1.2 knowledge of Ukrainian culture <ul style="list-style-type: none"> a. participate in activities and experiences that reflect elements of Ukrainian culture <input type="checkbox"/> GC-1.3 applying cultural knowledge <ul style="list-style-type: none"> a. recognize elements of Ukrainian culture in the classroom <input type="checkbox"/> GC-1.4 diversity within Ukrainian culture <ul style="list-style-type: none"> a. experience diverse elements of Ukrainian culture <input type="checkbox"/> GC-1.5 valuing Ukrainian culture <ul style="list-style-type: none"> a. participate in cultural activities and experiences
<i>GC-2 Affirming diversity</i>	<ul style="list-style-type: none"> <input type="checkbox"/> GC-2.3 awareness of own culture <ul style="list-style-type: none"> a. explore similarities between their own culture and other cultures
Supporting Outcomes	
<i>S-3 General learning</i>	<ul style="list-style-type: none"> <input type="checkbox"/> S-3.1 cognitive <ul style="list-style-type: none"> a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask questions

Святкуймо / Let's Celebrate

Performance Task Description

Your class is helping to prepare an important Ukrainian cultural celebration. Guests will be invited to share elements of Ukrainian culture. During the celebration, you will participate in the activities and ask questions to learn more about the Ukrainian culture. Then, find what elements of Ukrainian culture are present in the classroom.

Instructions

1. Brainstorm and write down some elements of the Ukrainian culture you may learn about during the celebration.
2. Prepare questions about what you would like to learn about the Ukrainian culture. Use these questions to guide your research.
3. Think about elements of the Ukrainian culture and where you see evidence of these elements in the classroom.

Evaluation Tools

- Student Graphic Organizer and Teacher Rating Scale
- Teacher Rating Scale
- Self-assessment

Святкуймо / Let's Celebrate: Student Graphic Organizer

Ім'я / Name: _____

Дата / Date: _____

Criteria	Questions I Could Ask	What I Found Out	Looks Like ... (draw a picture)
S-3.1a, GC-1.1b • ask key questions about culture			
GC-1.1b, GC-1.2a, GC-1.4a, GC-1.5a • participate in cultural activities			
GC-2.3a • explore similarities between my culture and other cultures			

Святкуймо / Let's Celebrate: Teacher Rating Scale

Criteria	Yes	Getting There	Not Yet
GC-1.5a • participate in cultural activities			
GC-2.3a • explore similarities between your culture and other cultures			

Святкуймо / Let's Celebrate: Teacher Rating Scale

Дата / Date: _____

3 = enthusiastically

2 = passively

1 = only when encouraged

Student	GC-1.5a participates in cultural experiences			GC-1.4a experiences diverse elements of culture			GC-1.1b asks questions to aid research			Planning Considerations
	3	2	1	3	2	1	3	2	1	
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Святкуймо / Let's Celebrate: Self-assessment

Ім'я / Name: _____

Дата / Date: _____

Elements of Culture	Evidence in the Classroom (GC-1, GC-2.3a)
Greetings	⇒
Expressions	⇒
Food	⇒
Dress	⇒
Oral Language	⇒
Written Language	⇒
Holidays	⇒
Family	⇒
Traditions	⇒
Music	⇒
Relationships	⇒
_____	⇒

Яка різниця? / Can You Tell the Difference?

Student's Performance Task Description

Someone who does not speak Ukrainian has asked how you can tell the difference between Ukrainian and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.1 awareness of first language a. distinguish between their first language and Ukrainian
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology a. pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly <input type="checkbox"/> LC-1.2 orthography a. recognize and name letters of the alphabet
<i>S-1 Language learning</i>	<input type="checkbox"/> S-1.1 cognitive a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds, make a personal dictionary, look for patterns
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.2 interpretive a. use simple interpretive strategies, with guidance, to enhance language use; e.g., gestures, intonation and visual supports
<i>S-3 General learning</i>	<input type="checkbox"/> S-3.3 social/affective a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help
Materials	
<ul style="list-style-type: none"> • Copies of sample personal dictionaries and pronunciation guides 	

Alternative Assessment Task

You are given a short text, e.g., a travel brochure, movie listing or menu, to read in Ukrainian. You do not know all the words. Explain how you used clues, e.g., seeing the similarities with English, to get the information you need.

Яка різниця? / Can You Tell the Difference?

Performance Task Description

Someone who does not speak Ukrainian has asked how you can tell the difference between Ukrainian and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Instructions

1. Choose Ukrainian words that you would like to include in your personal dictionary. Comment on how they are similar to or different from the equivalent words in your first language.
2. Choose several Ukrainian sounds; e.g., vowel sounds, consonants.
3. Explain, in your first language, how to pronounce the sounds. Give examples of words that have those sounds and then comment on whether those sounds exist in your first language.
4. Evaluate how well you are able to pronounce those sounds and how you could improve your pronunciation.

Evaluation Tools

- *Graphic Organizer and Self-assessment Rating Scale*
- *Pronunciation Guide and Self-assessment*
- *Self-assessment*

**Яка різниця? / Can You Tell the Difference?:
Graphic Organizer and Self-assessment Rating Scale**

Ім'я / Name: _____

Дата / Date: _____

**Яка різниця? / Can You Tell the Difference?:
Graphic Organizer**

Word in Ukrainian	Word in My First Language	How Words Are Similar or Different (GC-2.1a)	How I Can Remember This Word in Ukrainian (S-1.1a)

**Яка різниця? / Can You Tell the Difference?:
Self-assessment Rating Scale**

I am able to ...	Yes	Getting There	Not Yet
GC-2.1a • explain how words in both languages are similar or different I know this because ...			
S-1.1a • choose a variety of strategies to help remember words in Ukrainian I know this because ...			
In the future, when I am comparing words in both languages, I will ...			

**Яка різниця? / Can You Tell the Difference?:
Pronunciation Guide and Self-assessment**

Ім'я / Name: _____

Дата / Date: _____

Яка різниця? / Can You Tell the Difference?: Pronunciation Guide					
Sound in Ukrainian (LC-1.2a)	Word with This Sound in Ukrainian (GC-2.1a)	Does This Sound Exist in English? Explain. (GC-2.1a)	How Well I Pronounce This Sound (LC-1.1a)		
			Great	Good	Still Working on It

Яка різниця? / Can You Tell the Difference?: Self-assessment	
One of the sounds, in Ukrainian, that I find easiest to pronounce is _____ because ...	
One of the sounds, in Ukrainian, that I find difficult to pronounce is _____ because ...	

Яка різниця? / Can You Tell the Difference?: Self-assessment

Strategies to Use to Remember Words and Sounds in Ukrainian

Ім'я / Name: _____

Дата / Date: _____

Strategy	How This Strategy Helps Me
LC-1.1a • imitate sounds	
S-2.2a • use nonverbal cues (e.g., facial expressions, gestures)	
S-2.2a • use visual supports (e.g., posters, pictures, books)	
S-2.2a • use intonation of voice	
S-3.3a • seek help from others	
GC-2.1a • compare Ukrainian to my first language	

The strategy that best helps me remember words and sounds in Ukrainian is ...

Because ...

A strategy I would like to try to use more often is ...

Так багато мов / Languages Galore

Student's Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information <ol style="list-style-type: none"> a. gather simple information b. organize items in different ways
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.2 general language knowledge <ol style="list-style-type: none"> a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience <input type="checkbox"/> GC-2.3 awareness of own culture <ol style="list-style-type: none"> a. explore similarities between their own culture and other cultures

Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> S-3.1 cognitive <ol style="list-style-type: none"> a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask key questions

Materials

- Access to people from different cultures who speak different languages
- A brainstormed list of possible questions and elements necessary to explore languages and cultures

Так багато мов / Languages Galore

Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Instructions

1. Identify several people around you who speak different languages; e.g., friends, their families, your family, teachers, classmates, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
2. Choose from a brainstormed list of questions and interview these people about their language; e.g., What is the name of the language? In what countries is this language spoken?
3. Note any similarities between words in the languages; e.g., sounds, spelling, meaning.
4. Choose from a brainstormed list of questions and interview these people about their culture; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
5. Note any similarities between your culture and others.
6. Share your findings with your classmates.

Evaluation Tools

- Self-assessment
- Self-assessment and Teacher Feedback
- Self-assessment and Peer-assessment Rating Scale

Так багато мов / Languages Galore: Self-assessment

Ім'я / Name: _____

Дата / Date: _____

An interview with...			
Name: _____		Relationship to me: _____	
Criteria	Questions I Could Ask	Answers I Received	How Well Did I Listen? very well/could do better
S-3.1a • ask key questions to guide my research			
GC-2.2a • explore the variety of languages around me			
GC-2.2b, S-3.1a • identify similarities and differences among languages			
GC-2.3a • explore similarities between my culture and other cultures			
The most important thing I learned was ...		If I had more time, I would like to learn more about ...	

Так багато мов / Languages Galore: Self-assessment and Teacher Feedback

Ім'я / Name: _____

Дата / Date: _____

Words in One Language	Words in Other Languages	GC-2.2b Explanation of the Similarities in Words between Languages
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
<input type="checkbox"/> Word Language _____	<input type="checkbox"/> Word Language _____	Teacher use: The explanation is clear / confusing
Student: The most interesting thing I learned about similarities between languages was ...		
Teacher: I noticed ...		

Так багато мов / Languages Galore: Self-assessment

GC-2.3a Exploring Similarities in Cultures

Ім'я / Name: _____

Дата / Date: _____

In my culture, I ...	In the other culture, they ...	What is similar in both is ...
Please notice ...		

Так багато мов / Languages Galore: Peer-assessment Rating Scale

Criteria: I noticed that you ...	Yes	Getting There	Not Yet
GC-2.3a explored a variety of similarities between cultures			
A-5.2a, gathered and organized information about these A-5.2b similarities			
I would like to compliment you on ...			
Some advice for next time would be ...			

Стільки культур / Cultures Galore

Student's Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.3 awareness of own culture a. explore similarities between their own culture and other cultures <input type="checkbox"/> GC-2.4 general cultural knowledge a. participate in activities and experiences that reflect elements of different cultures
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> GC-3.2 cultural and linguistic diversity a. suggest reasons for participating in activities and experiences that reflect elements of different cultures

Supporting Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.2 gather and organize information a. gather simple information b. organize items in different ways
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Materials

- Objects necessary to illustrate aspects of culture
- Access to people from different cultures

Alternative Assessment Task

Your school is having an event to celebrate multiculturalism. You and your classmates give reasons to participate in this event. These reasons are compiled in a multimedia presentation and shown at the entrance of the event for all participants to see.

Стільки культур / Cultures Galore

Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Instructions

1. Think of and present reasons why the class should participate in activities that reflect elements of different cultures. Record your ideas on the chart provided.
2. Choose an aspect of your culture to share with your classmates; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
3. Invite several other people to share aspects of their culture; e.g., friends, their families, your family, teachers, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
4. Note any similarities between your culture and others by writing them on the comparison chart.

Evaluation Tools

- Self-assessment Rating Scale and Teacher Feedback
- Comparison Chart and Self-assessment/Teacher Feedback
- Rating Scale

Стільки культур / Cultures Galore: Self-assessment Rating Scale and Teacher Feedback

Ім'я / Name: _____

Дата / Date: _____

Стільки культур / Cultures Galore: Self-assessment Rating Scale				
In celebrating my culture and others ...	Wow!	Yes	Okay	Not Yet
<i>GC-3.2a</i> • I gave a variety of reasons about why it is important to participate in cultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>GC-3.2a</i> • My ideas were well supported by a variety of facts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A-5.2b</i> • My ideas were well organized, presented and understood by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>GC-2.4a</i> • I actively participated in a variety of cultural activities presented in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>GC-2.3a</i> • I can understand and explain similarities between other cultures and my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>When I think about similarities between other cultures and my own, I ...</p> <p>If I could participate in similar cultural activities again, I would like to ...</p> <p>Because ...</p>				
Стільки культур / Cultures Galore: Teacher Feedback				
	Wow!	Yes	Yes, but ...	No, but ...
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on the criteria above, I ...				

**Стільки культур / Cultures Galore:
Comparison Chart and Self-assessment/Teacher Feedback**

Ім'я / Name: _____

Дата / Date: _____

Стільки культур / Cultures Galore: Comparison Chart

GC-2.3a In celebrating my culture and others, I noticed these similarities ...

Element of Culture	Celebrated by	Name of Culture	Similarities with My Culture
_____	_____	_____	_____
Details _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Details _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Details _____	_____	_____	_____
_____	_____	_____	_____

**Стільки культур / Cultures Galore:
Self-assessment/Teacher Feedback**

STUDENT: *GC-2.3a* An important thing I learned by exploring similarities between other cultures and my own is ...

GC-2.4a For me, an important reason to participate in activities involving culture is ...

TEACHER: *GC-2.3a* When exploring similarities between cultures, I noticed that you ...

A suggestion I would like to offer you is ...

Стільки культур / Cultures Galore: Rating Scale

Ім'я / Name: _____

Дата / Date: _____

Student	Teacher
GC-3.2a These are the reasons I think it is important to participate in cultural activities ...	Quality of Reasons Wow! Yes Okay Not Yet Compelling Developed Stated Confusing
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
•	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Comments
Student When you read my reasons, please notice ...	

Поради новачкам / Survival Guide

Student's Performance Task Description

A new student is considering studying Ukrainian and has asked you for advice about how to survive and adapt to the Ukrainian classroom. You have decided to put your ideas together into a survival guide for students.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.6 intercultural skills**
 - a. adapt to new situations

Supporting Outcomes

S-3 General learning

- S-3.2 metacognitive**
 - a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon how you learn

Materials

- A brainstormed list of ideas about strategies used to adapt to the Ukrainian-language classroom

Поради новачкам / Survival Guide

Performance Task Description

A new student is considering studying Ukrainian and has asked you for advice about how to survive and adapt to the Ukrainian classroom. You have decided to put your ideas together into a survival guide for students.

Instructions

1. Reflect on your experiences as a second-language learner.
2. Think about strategies and experiences that helped you adapt to, and be successful in learning, the language and culture of Ukraine. Think of specific examples.
3. Think about strategies and experiences that you feel were not as helpful; e.g., being afraid to make mistakes. Think of specific examples.
4. Discuss your ideas with your classmates and make a list of your ideas.
5. Compile your ideas and examples into a survival guide that will help others adapt to the Ukrainian classroom. You may choose to write a letter or make a poster, brochure or checklist.

Evaluation Tools

- Self-assessment Rating Scale
- Peer Assessment
- Teacher Rating Scale

Поради новачкам / Survival Guide: Self-assessment Rating Scale

Ім'я / Name: _____

Дата / Date: _____

In this task, I could ...	Yes	Getting There	Not Yet
GC-2.6a • give advice to a new student on how to adapt to the Ukrainian-language classroom I know this because ...			
S-3.2a • share specific examples of the strategies and experiences that were successful in helping me adapt to learning Ukrainian I know this because ...			
S-3.2a • share specific examples of the strategies and experiences that did not help me adapt to learning Ukrainian I know this because ...			
S-3.2a When I think about how I learn Ukrainian, I can say that I ...			

Поради новачкам / Survival Guide: Peer Assessment

Имя / Name: _____ Дата / Date: _____
I am giving my feedback to: _____

My reflections on your work

<p>GC-2.6a</p> <ul style="list-style-type: none">on adapting to the Ukrainian-language classroom ...	<p>A compliment ...</p> <p>Some advice for next time ...</p>
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Student Response to Peer Assessment

Имя / Name: _____

	<p>When I read my peer's comments on my work ...</p> <p>S-3.2a</p> <ul style="list-style-type: none">I realize that I was successful at ... <p>S-3.2a</p> <ul style="list-style-type: none">I have learned that next time I could ...
--	--

**Поради новачкам / Survival Guide:
Teacher Rating Scale**

Ім'я / Name: _____

Дата / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
GC-2.6a • adapts to new situations	●	●	●	●
S-3.2a • reflects on successful learning strategies	●	●	●	●
S-3.2a • reflects on less successful learning strategies	●	●	●	●

Comments