Parte Tres: La Comida – Two assessments

The "comida" unit in Part 3 of the Futura middle school curriculum offers the opportunity to assess student knowledge outside of a traditional quiz. Students often enjoy these alternative assessments, and they allow students to synthesize their greater Spanish skills and incorporate a written and/or oral component. Teachers should exercise caution when grading group projects. When possible, give students the opportunity for individual grades within a group assignment (see Assessment #2). Even when students select their own groups, ability and effort are not evenly distributed among group members. Individual grades within a group project help to hold each student personally accountable.

Assessment #1
Teachers can utilize this individual assessment when they have limited class time but still would still like to give a non-quiz assessment for this unit. Give students the instructions ahead of time and encourage them to think through a basic outline of their dialogue. In class, provide students with a new copy of the instructions and with the "Comida/Restaurante" resource. A physical Spanish/English dictionary could also be provided. Do not allow students to use other resources, however. This will prevent students from using Google Translate ahead of time and copying their dialogue onto their final copy.

Assessment #2
This assessment will require more in-class work time but will allow students to practice their speaking skills as well. While students can serve as actors for this dialogue, allowing them to use puppets can promote better confidence for some. Conference with groups during the writing process and encourage frequent oral practice for better fluency and pronunciation. Note that this assessment can be graded individually, despite the group project format.

Standards for Both Assessments:
5.WL.11 - *1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions

5.WL.12 - *1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.