|  |
| --- |
| **Listening Assessment- *Balance and Motion*** |

**Teacher Directions**

1. Pull out the Listening and Speaking Mat.

**Say: Look at the picture. This is a city where many things are in balance and motion.**

Allow the student a moment to examine the picture.

1. Give the student the Listening and Speaking Cards.

**Say: Here are some cards to go with the picture. Look at the cards.**

Allow the student a moment to examine the cards.

1. Then introduce the task.

**Say: Now listen carefully because you are going to put some of the cards on the picture.**

1. Read the prompts in the **Listening Performance Chart** on page 3. Repeat each prompt once if necessary. Before reading each new prompt, remove any cards the student has put on the mat.
2. For each prompt, check the box in the Student Response column that corresponds to the student’s response.
3. Once the assessment is administered, add up the points to find the student’s listening score. Then use the **Listening Proficiency Chart** on page 3 to determine the student’s Stage of Listening Proficiency.

|  |
| --- |
| **Speaking Assessment – *Balance and Motion*** |

**Teacher Directions**

1. Pull out the Listening and Speaking Cards.

**Say: Look at the cards. They show many things in balance and motion.**

Allow the student a moment to examine the cards.

1. Then introduce the task.

**Say: Now put the cards into groups. You can do it any way that makes sense to you.**

Allow the student a moment to put the cards into groups.

1. When the student has finished grouping the cards. Read aloud Prompt A in the **Speaking Performance Chart** below . Repeat each prompt once if necessary. Before reading each new prompt, remove any cards the student has put on the mat.
2. Once the assessment is administered, use your observations and the **Speaking Rubric** on page 4 to determine the points earned for Message, Fluency and sentence Structure, and Word Choice and Academic Language. Add up the points to determine the student’s overall speaking score.
3. Then use the student’s speaking score and the **Speaking Proficiency Chart** below to determine the student’s overall Stage of Speaking Proficiency.

**Speaking Performance Chart** Follow steps 1-2 above for using this chart. Use additional prompts if you need further information.

|  |  |
| --- | --- |
| Prompts | Teacher Observations |
| Tell me about the groups of cards. |  |
| Take a look at this picture and tell me why the boy has his arm sticking out. |  |

**Listening Assessment**: ***Balance and Motion***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Teacher: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Listening Performance Chart**

Read each prompt and score the student’s response. Before reading each new prompt, remove any cards the student has put on the mat. Add the points to determine the student’s listening score.

|  |  |  |  |
| --- | --- | --- | --- |
| Prompts | Correct Response | Student Response | Points |
| Put a picture that shows motion on the street. | Student puts roller skater, skate boarder, top, or bicycle on the street. | \_\_\_ Student completes task correctly. | **1** |
| \_\_\_ Student does not complete task correctly. | **0** |
| A child was playing with his toy. It is his favorite toy. It is colorful and spins on a balance point. His mother said it was time to go and he left it in the grass. Put the toy where he left it | Student puts the top in the grass. | \_\_\_ Student completes task correctly. | **2** |
| \_\_\_ Student either puts the wrong card in the correct place or puts the correct card in the wrong place. | **1** |
| \_\_\_Student does not pick the correct card and does not put it in the correct place. | **0** |
| Today there is a man balancing on one wheel. He is stable on a balance point. He is riding down the street and is in front of a blue building. Place the picture where it belongs. | Student puts either picture of the man doing a wheelie in front of the blue building. | \_\_\_ Student completes task correctly. | **2** |
| \_\_\_ Student either puts the wrong card in the correct place or puts the correct card in the wrong place. | **1** |
| \_\_\_Student does not pick the correct card and does not put it in the correct place. | **0** |
| There is a child that is playing with a toy. This toy has counterweights to make it balance. Place that child and her toy on the grass. | Student puts red, green, and yellow sculpture on the grass. | \_\_\_ Student completes task correctly. | **2** |
| \_\_\_ Student either puts the wrong card in the correct place or puts the correct card in the wrong place. | **1** |
| \_\_\_Student does not pick the correct card and does not put it in the correct place. | **0** |

**Listening Score: \_\_\_\_\_\_\_\_\_\_\_**

**Listening Proficiency Chart**

Based on the student’s listening score, find the corresponding Stage of Listening Proficiency in the chart below and circle it.

|  |  |
| --- | --- |
| If the student’s  listening score is… | then the student’s Stage of Listening Proficiency is… |
| 0-1 | Stage 1: Understands little academic oral language related to balance and motion when presented with a short sentence. |
| 2-3 | Stage 2: Understands limited academic oral language related to balance and motion and simple grammatical structures when presented with a long sentence. |
| 4-5 | Stage 3: Understands some academic oral language related to balance and motion but experiences occasional difficulty with understanding both vocabulary and grammar when presented with a 2-3 sentences. |
| 6 | Stage 4: Understands most academic oral language related to balance and motion and some grammatical structures with minimal difficulty when presented with several sentences. |
| 7 | Stage 5: Understands academic oral language related to balance and motion and complex grammatical structures without difficulty when presented with an extended number of sentences. |

**Speaking Assessment**: ***Balance and Motion***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Teacher: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Speaking Rubric**

Use your observations from the Speaking Performance Chart and the rubric below to determine the number of points for Message, Fluency and Sentence Structure, and Word Choice and Academic Language. The points represent a Stage in each of the three areas. Add up the points to determine the student’s overall speaking score.

Points

|  |  |  |
| --- | --- | --- |
| Message | Conveys his or her message successfully when speaking about balance and motion. | 5 |
| Engages in everyday discourse when speaking about balance and motion. Although errors may be present, they generally do not hinder communication. Student successfully communicates most of message. | 4 |
| Participates in everyday discourse when speaking about balance and motion. Although speech contains errors that sometimes hinder communication, student can convey his or her basic message. | 3 |
| Uses routine expressions and relies on gestures to communicate message when speaking about school. | 2 |
| Communicates ideas primarily through gestures or single word utterances. Student is able to communicate only the most rudimentary message. | 1 |
| Fluency and Sentence Structure | Engages in speech that seems to be fluent and effortless when speaking about balance and motion. Speech approaches that of proficient English speakers. | 5 |
| Engages in everyday discourse when speaking about balance and motion. Uses some complex sentences. Some grammatical errors are present, but they do not hinder communication | 4 |
| Produces long and complete phrases as well as some sentences when speaking about balance and motion. | 3 |
| Uses some basic words and simple phrases when speaking about balance and motion. | 2 |
| Produces little, if any, spoken English. | 1 |
| Word Choice and Academic Language | Uses vocabulary related to school, academic language, and idioms in balance and motion approaching that of proficient English speakers. | 5 |
| Uses a range of vocabulary related to balance and motion, academic language, and some idioms. Student may occasionally use inappropriate terms or rephrase to work around unknown vocabulary. | 4 |
| Relies on high-frequency words and sometimes cannot fully communicate due to a lack of sufficient vocabulary related to balance and motion. Uses some academic language although not always successfully. | 3 |
| Relies on routine expressions and may use some vocabulary related to  Balance and motion in isolation. | 2 |
| Produces very few, if any, words in spoken English | 1 |

**Speaking Score: \_\_\_\_\_\_\_\_\_\_**

**Speaking Proficiency Chart**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| If the student’s speaking score is… | 3-4 | 5-7 | 8-10 | 11-13 | 14-15 |
| then the student’s overall Stage of Speaking Proficiency is… | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |

**Writing Assessment**: ***Balance and Motion***

Word Bank - Balance point, stable, counterweight, unstable

Motion, spin, rotate

**Teacher Directions**

1. Pull out the word cards.

**Say: You are going to watch a video. Here are some words that might go with the video. Not all of the words go with the video.**

Allow the student a moment to examine the words.

1. Start the video.

**Say: You will watch the video two times. As you see the words happening in the video, pull them close to you.**

1. Then introduce the task.

**Say: Now write about what was happening in the video. Be sure to use the words you pulled towards you in your writing.**

1. Once the assessment is administered, use the attached writing rubric to score the sample.