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IMPROVING LANGUAGE PROFICIENCY THROUGH EFFECTIVE USE OF
AUTHENTIC ASSESSMENTS IN HIGH SCHOOL SPANISH COURSES

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Teaching

Hamline University

Saint Paul, Minnesota

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This capstone is dedicated to mother, Dorothy. She was the first Spanish teacher I ever met! Although she shares the same name as the protagonist from *The Wizard of Oz*, my Dorothy was not trying to find *her* way home. Instead, through her tireless work with the refugees and immigrant populations in South Dakota, she helped others find a way to make America *their* home. Thank you, Mom. You inspire me. Rest in peace, Mom.

Dorothy Ann Wheeler (1956-2015)

“One language sets you in a corridor for life. Two languages open every door along the way.”

-Frank Smith, Ph. D. Psycholinguistics, Harvard University (1967)

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

-Nelson Mandela, anti-apartheid activist and former president of South Africa (1994-1999)

“The world is a book and those who do not travel read only one page.” –St. Augustine, early

Christian theologian (354-430 A.D.)

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CHAPTER ONE

Introduction

Over 40 million Americans speak Spanish as their first language (Shin & Ortman, 2011). The U. S. Census Bureau has recorded that apart from English, Spanish is the most common native language spoken by Americans, and the Bureau projects that the number of Spanish-speakers in the U. S. will continue to grow in future years(Shin & Ortman, 2011). Because of this population growth, it becomes more important each day that American students learn to communicate proficiently in Spanish as well as English. Many high school students who study Spanish tend to forget what they learned soon after graduation. College-bound students, who typically take two or more years of Spanish in order to satisfy the admission criteria for a four-year university program, tend to struggle with communicating effectively in Spanish despite their having studied for more years than their peers. The students' level of proficiency in Spanish language must be improved if they are to be successful in the 21st century.

Rationale for this Capstone

My goal with this capstone is to provide a unit plan that can be utilized to teach an effective Spanish language curriculum related to traveling in Spanish-speaking countries. I have adapted my school district's Spanish textbook's unit called "Vacaciones" (which is Spanish for 'vacations') so that it involves interpretive, interpersonal and presentational assessments which are connected in order to ensure that more than one standard from the American Council on the Teaching of Foreign Languages (or ACFTL) is being satisfied for each learning task. Each of the three main assessments is performance based and

designed to connect to practical applications beyond the classroom. Language proficiency is improved by the use of these integrated performance assessments because they increase the motivation and content retention of students studying this Spanish unit on vacations.

Background. I chose to become a Spanish language teacher because communicating and connecting with others has always been a passion of mine. My journey toward becoming a Spanish language teacher started with my mom, who was also a Spanish teacher. Mom and I used to speak simple conversations in Spanish, which gave me an advantage over my non-Spanish-speaking peers in Spanish class at school.

Spanish class was one of my favorite classes in school. I loved studying patterns, logic and solving problems, which made it enjoyable to learn the grammar of a language. I also liked how Spanish class had cultural lessons, so I that I was not learning only about the Spanish language but also its speakers. Spanish class was also special in that I could socialize and make new friends while collaborating on projects and learning. Other subjects in school did not have a communication focus the way Spanish did. I enjoyed it so much that I decided to take classes in French as well as Spanish.

I thought about studying abroad in a Spanish-speaking country for a year during high school. Unfortunately, my school guidance counselor scared me away from the idea of going overseas by sharing some anecdotes of former students who had unpleasant experiences while studying abroad. Although this discouraged me, I still wanted to spend time in a language immersion experience.

Instead of studying abroad, I attended a Spanish immersion camp at Concordia Language Villages in Bemidji, Minnesota. I had heard about the camp from my Spanish

teacher at school and from my mom. I thought it would be a good way to improve my speaking fluency and also earn high school credit. I realized as soon as I arrived that I could not speak Spanish as well as I could do worksheets and verb conjugation charts. I could listen and understand most of what was being spoken to me in Spanish, but I could not read without a Spanish-English dictionary nearby. Although it initially was embarrassing to not be able to communicate in a language that I had studied for a few years, I was not discouraged, mainly because the camp placed me in a section of students who were close to my fluency level, which made me feel like I was not an outlier.

Concordia Language Villages combined traditional language instruction with non-traditional contexts. For example, the high school students and I had a grammar class every day that used lectures and direct instruction to teach Spanish. That was the traditional element. But, the better part of the time spent there was spent in other ways. For instance, we played sports like rugby and soccer, but we had to use Spanish to communicate with the other teammates and ask if we did not know how to say something. We learned to dance the tango as well as some of its history in Spanish (once again, it was at the Spanish camp, so we had to learn about it in Spanish). In another elective I took there, I had to be an entrepreneur and present a marketing campaign for my business that I was going to start. This learning-by-doing approach put my peers and me at ease socially, and we felt encouraged to use Spanish without worrying about not getting the words perfectly correct each time we spoke. This boosted my confidence in my Spanish skills greatly!

After my positive experiences with the immersion environment at Concordia

Language Villages, my confidence was greater than it was when I first considered studying abroad. My teachers were impressed with how much my fluency improved after only four weeks at the camp. I knew that there was something special about that experience I had at Concordia that summer. Having to learn to speak Spanish to get what I wanted at the dinner table, to ask for help with my assignments and to simply be understood in a non-English speaking environment was so much more intrinsically motivating than all the worksheets and drills I did in school that served no practical purpose beyond earning a grade that would get me into the college I wanted to attend. Also, it was harder to forget the language I learned when I actually had to use it to get what I needed.

The next step in my journey toward bilingualism was living in another country whose primary language was not English. I did some research and found a study abroad program sponsored by the University of California (where I was an undergraduate student) that would allow me to spend a semester in Madrid, Spain and receive full credit for my coursework toward Spanish studies.

I went to Universidad de Carlos III in Spain. There, I learned more than just language and culture of Spain. I also learned how to survive and be self-sufficient in a way that was new for me as a young adult. I was ultimately the one responsible for determining whether or not I got what I wanted. That realization forced me to develop better self-regulatory strategies and mature into more of an adult, which was a lesson that is missing from the typical second language course curriculum (Schmerbeck, 2011).

This challenging life lesson came with some negativity. It was different from

Concordia Language Villages in that I was not part of a group of peers whose skills were similar to mine. The support system in Concordia was not present in the study abroad program in Madrid. I felt alienated at times because I did not speak intelligibly to the Spaniards. Sometimes, I could understand that I was being a nuisance to the locals and could hear them criticizing me. When this happened, it lowered my self-esteem and motivation greatly. I could not defend myself verbally and was tempted to give up.

Learning to communicate with a high level of proficiency in a foreign language is a process in which motivation levels tend to change (Xie, Debacker & Ferguson, 2006). There are times when it feels too difficult, and students feel discouraged. The motivation is influenced by the student's attitude toward the target language and its native speakers (Gardner, 1968). Gardner wrote in his study on motivation and second-language acquisition that the two common orientations for language learners: utilitarian and integrative (Gardner, 1968). Utilitarian was the orientation of some of my American colleagues abroad with me. They were mostly talking in English instead of Spanish and spent most of their social time exclusively with English speakers.

The primary goal for utilitarian language learners is to be proficient at the minimal level in order to function in the target language (Gardner, 1968). Integrative, on the other hand, was my orientation. I, along with the other exchange students whose attitude was integrative, sought to become bilingual and be included in the target language group. To achieve my goal of acceptance into the social circle of the Spaniards was profoundly frustrating for me, because integration was not as easy as withdrawing into English. Nevertheless, this struggle demanded me to a higher level of confidence and

utilize the support of my host family and friends to restore it when my confidence was threatened. I pushed myself harder and joined an improvised theatre group at the university in Madrid. At first, it was not easy at all. I remember feeling like I was the “other” in the acting workshops because I was not a native Spanish-speaker. I persevered. By the end of the semester, I was performing short skits in Spanish with other Spanish actors, who were impressed how much my language skills had improved. They even said that my accent had changed from an American to a Spaniard’s! I had achieved my goal of integration into the target language.

Purpose. Many of the other exchange students who went to Spain with me did not have the success that I had in terms of improving language proficiency while abroad. Furthermore, when I introduce myself to other adults who work in a different career fields, they typically tell me that they forgot most of the Spanish they learned in school despite having earned good grades and studied it for several years. Why was it so forgettable for them but not for me? In response to this frustration, I have chosen to develop a curriculum that improves Spanish proficiency. My goal with this capstone is to provide a unit plan that can be utilized to teach an effective Spanish language curriculum. This curriculum is one where the students can learn Spanish and retain what is learned better through the use of integrated performance based assessments (IPA) which are more authentic assessments. Authentic assessments, within the context of this capstone, are defined as assessments that are directly connected to real-world applications (Frey, Schmitt and Allen, 2012). DiMartino and Castaneda (2007) added that these assessments must “require students to use prior knowledge, recent learning and relevant skills to solve

realistic, complex problems” (p. 40). In world language classes, authentic assessments and feature authentic texts, which are “Those written and oral communications produced by members of a language and culture group for members of the same language and culture group” (Shrum & Glisan, 2010, p. 85).

Researchers such as Krashen at the University of Southern California have demonstrated that language is learned and retained when understanding and meaningful communication is the goal rather than language form and grammar mastery (Krashen, 1982). Authentic contexts for language and cultural learning yield better results than traditional tasks than the ones teachers have used in the past to teach discrete grammar elements and other concepts devoid of any meaningful context.

Therefore, the central thesis of this capstone study is *How can high school Spanish students improve language proficiency through the use of authentic assessments?*

I will concentrate this study on the importance of designing a Spanish course unit in which Spanish communicative, cultural, and interdisciplinary academic goals are met through improved student engagement in tasks that combines grammar and vocabulary objectives with a meaningful, authentic context for the unit’s language to be used. The unit will culminate with authentic assessments which meet more than one ACTFL standard at a time and connect three separate performance tasks into one unit. This will improve both the students’ motivation and retention of the language through meaningful communicative and cultural tasks in Spanish.

Conclusion and Summary

Chapter One provides a summary of my motivations and reasons for the pursuit of

more authentic assessments in world language classes. It also introduces formally the essential question which will guide this capstone. Chapter Two explores, evaluates and compares the sources of existing research on world language in schools and summarizes a common set of standards and beliefs which influence the way Spanish is taught in American schools today. Chapter Three provides a rationale for building on the standards and practices established today and incorporating new goals and questions to guide second language educators toward a more authentic learning environment for their students. Chapter Four provides sample curricular materials, scope and sequence for successful implementation of a unit which uses authentic assessments in a high school Spanish classroom. Chapter Five reflects on the study and concludes with insightful suggestions for future research.

CHAPTER TWO

Literature Review

Introduction

Chapter One stated my research question regarding the effective implementation of authentic assessments in a Spanish class, the rationale behind it and the life experiences that shaped my interest in teaching Spanish. This chapter will share the available research on authentic assessment in response to the research question: *How can high school Spanish students improve language proficiency through the use of authentic assessments?* First, I define what authentic assessment is along with terminology which educators use to design and evaluate assessments. I also provide examples of different types of assessments for comparison. Additionally, I provide a summary of the common goals of language teachers in recent history that have influenced the types of assessments that teachers have used. This summary describes how second language learning has changed over the years in order to meet different learning objectives. This will conclude with the current academic landscape where students are studying languages in the context of an increasingly globalized society (where pluralism and diversity are embedded in the fabric of daily life).

Definition of Authentic Assessment

Authentic assessments are defined as “assessments that specifically address real-world applications” (DiMartino & Castaneda, 2007, p. 42) and which “require students to use prior knowledge, recent learning and relevant skills to solve realistic,

complex problems” (p. 40). Authentic assessments may take on a variety of forms and therefore are not the easiest to define. For this capstone, I am defining authentic assessments specifically for world language teaching. The best definition I found was in Brown and Abeywickrama’s book, *Language Assessment: Principles and Classroom Practices*. Brown and Abeywickrama (2010) provided a list of criteria for authenticity of an assessment specifically for language courses:

An authentic test contains language that is as natural as possible; has items that are contextualized rather than isolated; includes meaningful, relevant, interesting topics; provides some thematic organization to items, such as through a storyline or episode; offers tasks that replicate real-world tasks. (p. 37)

In other words, a world language assessment is authentic if the language is readily understandable within a real-world context that comes from the target culture, and requires the students to perform a specific task related to that cultural context which demonstrates proficiency of the language elements relevant to that specific culture or theme. The two key components of authenticity in a Spanish class are: firstly, the material is authored by Spanish-speakers in the target language, and secondly, the Spanish language material is presented in a way that someone outside of the classroom could and would access it to meet goals beyond simply learning Spanish. For example, a Spanish lesson on foods would have the students learn about a specific meal whose origin and popularity is in a Spanish-speaking country. In order to assess each student’s understanding of the food and the language in an authentic way, the students must actually cook the food in the traditional way that the food is prepared, use the language

(vocabulary, grammar, terminology) to interpret a recipe in Spanish, describe the food preparation and how it appeals to the five senses.

Historical Background of Authentic Assessment

To define authentic assessment is a complex task. Not surprisingly, its complexity has made it difficult for teachers to implement it in the curriculum until recent years (Brown & Abeywickrama, 2010). In the past, teachers regarded authenticity of an assessment as a subjective judgment that could not be defined in concrete terms.

Furthermore, the historical movement of assessment standardization in America by the Carnegie Foundation for Advancement of Teaching has greatly influenced the way educators measure the quality of their students' work (Shulman, 2005). In 1918, Pritchett, the first president of the Carnegie Foundation for Advancement of Teaching, stated in a letter to Andrew Carnegie that his two immediate goals for the organization were to dignify teachers with a pension system and to develop a way to measure and control educational quality through a norm-referenced, standardized system (as cited in Shulman, 2005). In the 1930s, Pritchett's organization developed the Graduate Record Examination (GRE) which was a standardized test for college graduates seeking admission to a university's graduate program (as cited in Shulman, 2005). The Carnegie Foundation delegated its GRE to the Educational Testing Services (ETS) in 1948 (as cited in Shulman, 2005). It was at this time that the standardized tests developed by Carnegie Foundation, ETS, College Board, and the American Council on Education started to gain widespread popularity and were adopted as standard, norm-referenced assessments for high schools and universities in America (Shulman, 2005). The Carnegie Foundation

established the process by which high school students earn credits via the Carnegie unit, which designates one unit of value to each school subject that is taught for one hour a day, five days a week, for an entire school year (as cited in DiMartino & Castaneda, 2007). The Carnegie unit became standard practice for schools around the country.

State standardized testing in America continued to gain more value within the role of evaluation of a the educational quality of a school as well as the measurement of how successfully each student meets the academic objectives of her coursework. In the 1970s, the Carnegie Foundation published over 120 studies on standardized testing and its role in the improvement of educational quality in the United States (Shulman, 2005). Because of the higher emphasis on standardized tests, there is not much instructional time available for senior projects, exhibitions, and other long-term student projects (DiMartino & Castaneda, 2007, p. 39). It has become increasingly challenging for educators to adopt alternative assessments, such as portfolios, criterion-based/mastery assessments, and authentic assessments.

Nevertheless, research on standardized tests and other traditional assessments of class work published in the 1980s criticized the work of the Carnegie Foundation and suggested using the “authentic assessment” as a more valid alternative (Frey, Schmitt & Allen, 2007). Although there were many prominent researchers of assessment in the 1980s, the earliest mention of the term “alternative assessment” was made by Archbald and Newmann (1988) in their book, *Beyond Standardized Testing: Assessing Authentic Achievement in the Secondary School*. In addition to criticizing traditional assessment, Archbald and Newmann provided criteria for a more authentic assessment. The criteria

included the following principles: learning is a process through which meaning is discovered, explored and meaning is reshaped through experience and input; learning involves the creation of meaningful representations of knowledge by the students; learners connect their understanding with new information and experiences relevant to existing information; higher-order strategies lead to more critical thinking; curiosity and creativity are at optimal levels when learning tasks are authentic and at a level that is not overly difficult for each unique learner involved; different learners have different needs and preferences regarding their learning. Archbald and Newmann (1988) supported their claims with years of research and assert that when their criteria is applied successfully to assessment, its value is improved.

I will now discuss some of the historical trends in world language teaching to provide a clearer perspective of the importance, benefits and pragmatism of using authentic assessments in world language classes today. In some instances, there is an overlap with the history of assessment.

Second Language Acquisition

Over the last century, world languages have undergone tremendous changes in American schools. Each change reflects a shift in the political and cultural climate.

In the early twentieth century, Americans traveled to non-English speaking countries less frequently than today because the the transportation technology we have today, such as commercial airliner jets, did not exist then. Because of this, the objective behind learning a second language was not so that it could be use in the real world for practical communication, rather it was for teaching grammar. Although Spanish and

Chinese were commonly spoken languages at the time (as they continue to be today), they were not studied by non-native speakers in most schools. Instead, Latin was a common choice for second language learning (Yule, 2006). Latin was a “dead” language then as it is now. But, it made sense to learn a language that no one spoke when the goal was grammar analysis and not social communication.

In the 1920s, many states made policies restricting the use of teaching in the target language because of a fear of foreign influence in American schools after the first World War (Ross, 1994). As a result, the preferred mode of instruction continued to be the grammar-translation method for teaching world languages. This method permitted teachers to instruct in English with the objective of teaching grammar and discrete elements of language instead of bilingual communication. In this method, the students read authentic texts silently (Clementi & Terrill, 2013). The method is used for the purposes of teaching grammar rules which are memorized by the reader in order to translate texts from a foreign language (Clementi & Terrill, 2013). Grammar-translation method dominated world language classrooms in America for the first half of the Twentieth century, and this method is still popular in many countries outside of the North America (Yule, 2006).

During the second half of the twentieth century, however, the American social and cultural climate had shifted. World War II brought with it a demand for military servicemen with communicative proficiency in languages such as German and Japanese in order to gather intelligence on America’s enemies. Teachers would present scripted dialogues to their students that were to be memorized (Larsen-Freeman, 2017). The

assessments in this era were arguably more authentic in that they served a real-world purpose beyond the walls of the classroom; in this case it was communication in a foreign land. However, the roleplays, language laboratories and dialogues were required to follow a very strict script that limited the students' language fluency to the scripts and prevented them from developing spontaneous language skills.

In response to the unnatural aspects of the audio-lingual method, a renewed interest in the research of developmental psychologists like Lev Vygotsky (a prominent scientist from the Eighteenth century) by educational researchers like Stephen Krashen, Jim Cummins, Tracy Terrell, Benjamin Bloom, and others transformed the world language classrooms in terms of the preferred methods of teaching. Language acquisition according to Krashen, Cummins and Terrell involved a "natural" approach to language learning with the goal of bilingualism (Woolfolk, 2011). Inspired by Vygotsky's research which found that language and cultural acquisition occurs in a context that cannot be comprehended sufficiently independent from its cultural context (Woolfolk, 2005), Krashen expanded on this to assert that not only is context important for language learning but also the instruction must be presented in a readily understandable form for its students (Krashen, 1982). His theory (commonly referred to as "comprehensible input theory") made two claims: students learn best when they can readily understand the language of the instructions being given, and that the student's motivation to learn is increased proportionally to a decrease in student's anxiety level called the "affective filter" (Krashen, 1982). In other words, student motivation and retention of the target language is improved when the context for learning is meaningful, readily understood,

and safe for one to experiment with the language.

Another significant breakthrough for second language acquisition was when Kunihiro and Asher, two language teachers, developed a technique called Total Physical Response or TPR (Asher & Kunihiro, 1965). Asher and Kunihiro took 88 students who only knew English and taught them Japanese through the TPR method which demands a physical behavior to indicate correct understanding of spoken Japanese. They saw a rapid, significant increase in the listening comprehension level of the students who learned through this method compared to the control group (Asher & Kunihiro, 1965).

Motivation, Retention and Proficiency

Krashen's affective filter theory explained that the less anxiety a student has, the greater his or her motivation to learn will be (Krashen, 1982). Psychologists have researched this relationship between anxiety and motivation since Krashen's first publication of his hypothesis in 1982. As a result of their research, psychologists have shown that there is a relationship between motivation, content retention and language proficiency.

Csikszentmihalyi (1990), a prominent psychologist from the 1990s and 2000s, researched the nature of motivation which resulted in his coining of the term "flow" (p. 4). "Flow" is defined by Csikszentmihalyi as "the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it" (Csikszentmihalyi, 1990, p. 4). In Csikszentmihalyi's flow theory, there are several conditions for achieving ideal levels of motivation in which flow can be achieved. Csikszentmihalyi stated that

providing students with clear tasks, clear and immediate feedback, minimal distractions and a goal which is perceived as attainable by the student will result in a better sense of control on the part of the student over his or her learning, which increases motivation (Csikszentmihalyi, 1990). As motivation increases, anxiety and boredom decreases (Csikszentmihalyi, 1990, p. 74).

Additionally, psychologists in the 1970s and 1980s researched the relationship between self-motivation and external factors influencing a student's desire to learn. This resulted in the development of one of the most significant theories attached to the research of these aspects of motivation: self-determination theory. Self-determination theory describes the degree to which an individual's behavior self-determined and self-motivated (Deci & Ryan, 2000). Deci and Ryan argued that someone's level of motivation is affected by both intrinsic and extrinsic factors as well as emotional needs (Pappas, 2016). Furthermore, this theory makes a distinction between intrinsic motivation - motivation to learn for its own merits - and extrinsic motivation - motivation which is dependent on external rewards, punishments and factors out of the individual's control (Pappas, 2016). As it relates to best practices for educators, self-determination theory informs teachers that students' intrinsic motivation can be improved by stressing the importance of the real-world applications and benefits that will result from learning a new skill in class (Pappas, 2016). Furthermore, it is recommended that teachers provide positive feedback more frequently than negative feedback in order to maintain higher levels of student motivation (Deci, 1971). With regards to the former point about the importance of real-world benefits attached to a lesson, it is evident that self-determination

theory supports the notion that a lesson activity which has authentic, real-world practicality is intrinsically motivating for students. Therefore, more authentic assessments in classes would improve motivation according to this theory.

Additionally, Gutierrez's research around designing activities with motivation in mind expanded on Csikszentmihalyi's research and made connections between flow, motivation and retention. According to Gutierrez, "Higher engagement levels aid retention, comprehension, recall, and transfer" (Gutierrez, 2016, p. 4). This means that proficiency in a skill can be improved by teaching students with activities that meet the conditions of flow theory, and that the more motivated or engaged a learner is in the activity, the more he or she will retain from the experience and ultimately will demonstrate greater proficiency in performing the skills taught in that lesson activity.

Current Goals for Language Learning

American Council on the Teaching of Foreign Languages (ACTFL) identified five standards which guide language learning in schools in accordance with a rubric leveled by the speaker's proficiency skills (ACTFL 2016). The five standards are: Communication, Cultures, Connections, Comparisons and Communities (see Appendix A).

The emphasis tends to fall on communication in K-12 world language classes. This is what most people think of when they think of learning a foreign language. As a result, culture and the other goals fall to the wayside. However, states like California and Wisconsin have made benchmarks and policies in their school districts, which ensure not only communicative competence but also cultural competence. This supports

interdisciplinary content teaching. For example, in Spanish classes, students can learn communication in Spanish relevant to a theme that incorporates content goals from another subject. These subjects include but are not limited to health, art, physical sciences, math, literature and social sciences. When this occurs, it fulfills the ACTFL goal of connections.

Barriers and New Developments in Language Acquisition in Schools

Although the nature of language acquisition and learning has been more thoroughly researched now than it had been a century ago, it is still unclear why a student's ability to use a second language even after years of study in school rarely matches the ability of his or her first language (Yule, 2006). There are many theories behind this enigma, which accounts for a variety of methods of second language instruction. Asher (originator of the TPR method), for example, argued that proficiency in a second language is typically lower than proficiency in the student's first language because second languages are not taught the same way as the first language is (Asher, 1977). Asher's developmental hypothesis claimed that three elements from first language acquisition must also be present in second language instruction in order to facilitate greater proficiency in a second language. The three elements were a delay speech from students until understanding of spoken language has been extensively internalized, understanding of spoken language is achieved through utterances by the instructor in the imperative (with the expectation that most grammatical features can be nested in the imperative), and the expectation that, at some point in the understanding of spoken language, students will indicate a "readiness" to talk. (Asher, 1977, p. 1041)

In summary, Asher's TPR instructional method improves proficiency in second language listening comprehension because it follows the three elements present in the first language acquisition. Asher believed that the gap in proficiency in first and second languages could be closed by using methods that connect both language interpretation with physical movement (Asher, 1977). For example, an elementary teacher tells the student to "look at the book", "sit in your assigned seat", "raise your hand", etc., all of which demand a physical behavior to demonstrate understanding of the language. This provides a more concrete context for language communication rather than more abstract themes like "how are you?" or "it's a beautiful day, isn't it?" (Asher, 1977, p. 1041).

Separately, one of the most compelling arguments on this issue of the proficiency gap between first and second language acquisition was made by Yule (2006). He made a distinction between learning and acquisition in his book *The Study of Language*. Yule asserted that "activities associated with learning have traditionally been used in language teaching in schools and have a tendency, when successful, to result in more knowledge *about* the language (as demonstrated in tests) instead of communicative fluency in the language (as demonstrated in social interaction)" (p. 163). This contrasts with a child who grows up in a home where more than one language is spoken. That child becomes bilingual. A student who learns how to remember verb endings through repetitive practice from worksheets and tests becomes knowledgeable about grammar of a language but does not become bilingual in most cases. In response to this, immersion style schools and classrooms gained popularity in the last three decades. However, even in more immersive styles of language teaching, students have shown similar results to those who

learn through traditional methods (Yule, 2006).

Additionally, the language research of ACTFL members Adair-Hauck, Glisan and Troyan (2013) regarding integrated performance assessment has helped world language teachers narrow the fluency gap between first and second languages of a student. In second language classes, there are three modes of communication: interpretive, interpersonal and presentational (Clementi & Terrill, 2013). Adair-Hauck, Glisan and Troyan concluded from their research that when the three modes are connected or integrated into an overarching performance based assessment, that it yields greater language proficiency (Adair-Hauck, Glisan & Troyan, 2013). This is because in the real world, languages are naturally learned and acquired when a person communicates through more than one of the three modes simultaneously. For instance, when talking with someone about the weather, the language learner has to interpret what the other person is saying while he or she simultaneously engages in an interpersonal discussion. Another example would be in a classroom, a student often has to listen and read instructions other language content at the same time before he or she can speak or write in response to the language (in other words, interpretation precedes presentation).

In both immersion and traditional schools today, there is a trend for world language teachers to de-emphasize grammar mastery in favor of the development of communicative competence and use of a whole-language approach. In this communicative approach, students are learning language for more practical applications than translating grammar. Teachers use textbook curricula with specific grammar concepts and vocabulary attached to different units based on themes such as describing

the past, making acquaintances, mythology from the target language's culture, etc. Many teachers supplement their school's curriculum with additional resources which serve to better meet the needs of the students and support ACTFL learning objectives.

One of the most popular techniques for teaching through the communicative method is TPRS or "Total Physical Response through Storytelling". Ray, one of the most active members of the National TPRS organization trains teachers this technique at workshops throughout the year and around the country. TPRS uses storytelling activities which have constructed around the principles of research done by Krashen, Cummins, Terrill and Vygotsky (as cited in Cantoni, 1999). The technique is effective because grammar rules are de-emphasized, student anxiety over producing written and spoken language correctly is reduced, the students and teachers can play with the language, and there is lots of repetition of vocabulary. Ray argued that this method is more in line with the science behind language acquisition because it places repetitive exposure to a purposefully small and manageable list of vocabulary and expressions in the target language before the analysis of grammar (Ray, 2017).

Rationale For Use of Authentic Assessment in World Language Classes

My claim is that authentic assessments in world language classes will improve proficiency in Spanish language. I cannot discuss this without citing the evidence that most students' motivations for taking a world language course are connected to career goals or graduation requirements at their schools (Yule, 2006). These are the learners whom I referred to in Chapter One by the term linguists use for this level of motivation as "utilitarian" students, whom are characterized by their lack of motivation to study the

language for social interaction purposes. The “integrative” students are defined by linguists as students motivated to study the language to be accepted as a member of the social group which uses the studied language as its primary language (Yule, 2006). Since today’s society demands that students learn a foreign language for communication in practical circumstances, it is logical that teachers should teach using methods that involve social tasks in the learning activities. TPRS is one of those tools. Task-based learning is another in which students have brief exchanges in the target language with another language learner. Authentic assessment is another way to support the communicative goals of language learning through working through problems critically while in the target language.

In a longitudinal study done by Merritt (2011) in Midvale schools in California, it was concluded that motivation and retention are directly related. Students demonstrated better proficiency on activities that had elements of real-world application and choice when compared to worksheets and tests on out of context grammar and vocabulary in Spanish (Merritt, 2011). In other words, when grammar mastery is not a central goal but authenticity, student pleasure from learning the language is a very important goal and correlates directly to both motivation and retention (Merritt, 2011).

Examples of authentic assessment. “Many (but not all) performance-based assessments are also classified as authentic assessments” (Frey, Schmitt & Allen, 2012, p. 3). A performance-based assessment does not necessarily require the participant to earn a grade, rather it can be assessed as pass or fail. The participant must perform a skill from a list of appropriate criteria. For example, Waters and Straits were middle school earth

science teachers who decided were teaching a unit on rocks. After they presented the lessons from the school's curriculum, they decided to implement a performance assessment. Instead of taking a written test, the students had to write and perform a song about different types of rocks to demonstrate their learning from the lessons on rocks. The students chose popular songs and rewrote the lyrics so that they were about the science lesson content. Students were given a rubric to evaluate their performance. Waters and Straits reported high levels of relevant science content presented accurately in the songs (Waters & Straits, 2008). Additionally, the students reported greater interest in the lesson content and the final song project. When they were given a survey at the end of class (Waters & Straits, 2008).

In high schools, authentic assessments appear in projects, senior capstones, and portfolios required for graduation and have a positive effect on motivation and retention. For example, Diaz (1999) studied the effect of rubrics and authentic assessment in an honors Spanish level 4 class of predominantly English-speaking high school students in 1999. He found that the students showed significant improvements in the areas of oral and written proficiency in Spanish after the authentic assessment was implemented (Diaz, 1999). The self-reflection surveys given to his 59 students showed that the students had increased confidence and interest in studying the target language after Diaz's authentic assessment (Diaz, 1999).

Conclusion

Chapter Two has provided an extensive summary of the literature and research currently available on second language acquisition and authentic assessment. I have

reviewed the definition of the term “authentic assessment”, examples were given, and the components of successful assessments were described. Additionally, the history of language learning methods, research of these different methods, language acquisition studies and the development of new techniques which correspond to the research and the national standards from ACTFL. This literature review serves to describe the context of world language learning today. In the specific context of high school Spanish classes, this capstone will explore the central question: *How can high school Spanish students improve language proficiency through the use of authentic assessments?* The studies which I have presented support the use of the instruction of world languages through comprehensible input, low affective filter, and a more engaging learning context to enhance proficiency skills in the foreign languages taught in this country. Additionally, no research was found which contradicts the efficacy of authentic, valid assessments for Spanish language students. The only exception found occurs when the definition of authentic is unclear regarding its applicable assessment.

Chapter Three will use this information as a context for explaining why the use of authentic assessment is advantageous for a Spanish unit on business and professional Spanish. Chapter Three will describe the setting, participants of the unit, discuss the content of the unit and explain the best practice techniques used in creating the lesson plans for this unit.

CHAPTER THREE

Curriculum Overview

Introduction

In the previous chapter, relevant studies and theories from second language learning in schools were presented and reviewed in order to provide context for the essential question of this capstone: *How can high school Spanish students improve language proficiency through the use of authentic assessments?* This chapter builds upon the theories of second language acquisition, ACTFL standards and the 21st century context of students learning a language for the purpose of communication from Chapter Two and explains how to create a curriculum unit connected to the enduring understandings of those theories.

The first section of Chapter Three discusses the adaptation of the school district's textbook curriculum in order to improve authenticity of the contexts for learning, referring to the research and evidence which was presented in the literature review of Chapter Two for support. The choice to plan the unit's lessons the way I have will be explained and defended as best practice.

The second section of Chapter Three summarizes the curriculum's setting and participants that this unit plan is designed for. Included in this section will be a description of the type of school, classroom, students and time of school year to teach this unit.

The third section of this chapter provides an overview of considerations made for

each lesson in this unit as well as a description of what template was used.

Adaptation of Curriculum

This curriculum unit comes from my school district's Spanish textbook series called *Descubre* level 1 (Blanco, 2014) which features a unit titled "Las Vacaciones". Although the theme and language content goals of the textbook and my unit are shared in both unit plans, I chose to adapt the textbook curriculum to provide more authentic contexts for learning and assessment. This means that the materials, lesson activities, considerations for instruction and goals are different. Like *Descubre*'s "Las Vacaciones" unit, my unit's Spanish language objectives include goals like "students will be able to discuss and plan a vacation, describe weather, describe a hotel, talk about how I feel" (Blanco, 2014, p. 151). The students will engage in grammar and vocabulary practice which is provided by the *Descubre* textbook. The adaptations I made served to provide more authentic language from Spanish websites and Spanish speakers for the communicative activities which featured interpretive and interpersonal communication modes. The textbook provides sample hotels, descriptions of vacation plan ideas and other textual materials for interpretation. However, they are only available within the confines of the textbook, which is not authentic. Authentic texts, as I have explained in chapter two's literature review, must be authored by native speakers of the target language and be materials which could be accessed and interpreted by someone seeking to meet a goal outside of learning Spanish in a classroom. Therefore, the materials I chose were more authentic since a student participating in this unit may one day use the same websites and media from this unit to plan a real vacation they will take with friends

and family.

Additionally, I added a lesson objective from the ACTFL standards (see Appendix A) cultural, connections and comparisons standards which attached deeper, more critical-thinking about the culture of tourism in different countries to this unit plan. I chose to make this adaptation because the textbook separated the ACTFL standards from each other rather than integrated them. Integration of ACTFL standards is beneficial for two reasons which were stated in this capstone's literature review: firstly, integrating more than one standard in a lesson activity is a two-for-one or more time efficient way of instruction; secondly, integrating communication standards into things like culture and other standards provides a more authentic, meaningful context for learning. This authentic context heightens students' interest and ensures that more content will be retained (Gutierrez, 2016).

In addition to integrating multiple ACTFL standards into each activity, the assessments of my curriculum are also designed in a way which weaves together the three modes of communication (interpretive, interpersonal and presentational). Each assessment is performance-based, meaning that it requires each student to perform a communicative skill which is evaluated according to a rubric.

Curriculum Setting, Classroom and Participants

In this section, I describe the school setting in which I work, as well as the classroom participants for whom this unit was designed.

Setting. The high school where I work is located in a suburb of a large city in the upper Midwest. It is a public school in one of the largest districts in the state. The

school's enrollment, 2673 students, is one of the largest in the state. According to the data from the Minnesota Department of Education from 2015-2016, the student demographic were as follows: 58% White, 19% Black/African-American, 14% Asian, 6% Hispanic/Latino, 1% American Indian and 3% identified with 2 or more races; 8.3 % of students were English Language Learners, 15.4% receive special education accommodations, 33% qualified for free or reduced price lunch, 1.1 % were homeless; 49% of students were female (Minnesota Department of Education, 2017).

Classroom and participants. This curriculum is intended for use in a Spanish level 2 course in high school (grades 9-12). In order to register for this class, all students must have successfully completed at least one year of formal Spanish language course instruction. The classes are taught by a teacher holding a K-12 or 7-12 Spanish teaching license. The students ages range between 14 to 19 years old, which is within the range of typical students in grades 9-12. Student to teacher ratio is between 22:1 – 30:1 depending on each section. Classes meet for 50 minutes each day of the week. The lessons have been designed for level 2 Spanish students, which means that each student falls within a range of language skills from novice-high to intermediate-low on the rubrics from ACTFL's website (see Appendix B).

Curriculum Foundations and Design

The planning and ideas that influenced me were from *Understanding by Design* (Wiggins & McTighe, 2005) which was the text I used in a teacher licensure class on curriculum development at Hamline University. Wiggins and McTighe's curriculum framework has three fundamentals to it: Firstly, identify the desired end result for the

learners; secondly, determine what is acceptable evidence that demonstrates that the learners have mastered that desired skill or idea; and finally, plan learning activities which must take place in order to meet the unit's goals. A successfully planned unit is guided by questions and understandings that the learners continually consider throughout the unit. Wiggins and McTighe called these essential questions and enduring understandings. In a Spanish unit, the alignment of unit goals based on what the desired outcomes of the lessons are is aligned to ACTFL world readiness standards and performance-based tasks. The outcomes of the goals are responsible for defining what the measures should be used to evaluate, assess, instruct, and demonstrate the learning targets for each lesson. The lessons must be guided by student-centered learning objectives which are phrased in a way that is clear and measurable. Each lesson builds on the next. In language learning, repetition is a key part of gaining communicative competence. Therefore, the vocabulary and grammar of each lesson is repeated and recycled so that students are exposed to the same language concepts over and over in a variety of tasks and contexts.

An important element of the setting for this curriculum is the time of year in which it would be taught. This unit is best suited for implementation during the first half of the school year, because it provides some good opportunities for review of the previous Spanish language content such as describing the weather and stating preferences. Furthermore, autumn is when students are just returning from summer with many exciting stories about vacation fresh in their minds. With this connection, this curriculum serves to reinforce the productive skills of organizing a vacation and making

travel plans, ones that perhaps could be used for winter vacation at the end of the first half of the school year. Additionally, it is connected to the cultural theme of being a good ambassador of the tourists' home countries and analyzing why it matters to be respectful of other cultures while traveling to another country.

What is distinct about the design of this unit's curriculum compared to the *Descubre* textbook's design is that there is more than one ACTFL standard (see Appendix A) present in each learning task. Also, the assessments are performance-based, authentic and integrate more than two or three of the modes of communication at a time rather than separate them into three different activities or design assessments around discrete skills presented without a real-world context and more closed-ended questions answers.

The lessons are to be taught in primarily in Spanish (at least 80%) using the communicative method of teaching. Language will be read, spoken, heard and written. Language will be attached to images and realia (props and concrete objects, actual travel websites written in Spanish and pictures) to support multiple modalities of interaction with the language content of each lesson. All language objectives will be presented at the start of each lesson to the students to provide context and rationale for each lesson and the unit as a whole.

As Spanish is a content area that is dedicated to making meaningful connections between the student's home culture and language and the language and culture of Spanish, it is a natural choice to implement authentic assessment in order to deepen the connections between the lesson material and its relevance to the students' own lives.

Authentic assessment makes this connection which will make a difference in the student's retention of Spanish. In contrast, a student taking a standardized test will be less likely to recall the information from the unit after taking the test.

Outline of curriculum format and content. The template that I have used for this curriculum design comes from Appendix I in “The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design” by Clementi and Terrill (2013). The reason I chose this template was because it is constructed on the principles of backwards design. The unit is guided by the end goals, which are stated at the beginning of the unit, along with summative assessments, ACTFL standards, connections to daily lessons, and states the modes of communication which are to be performed in each lesson. The formative tasks which lead up to the summative are presented at the end, which is logical for the backwards design model I have chosen. Additionally, the unit plan categories ensure that the teacher using the template is reflecting on what the end goals are of each lesson, what evidence of learning is appropriate to demonstrate understanding, and which ACTFL standards may be connected within each learning task. In the unit, I provide guiding questions, learning targets, considerations for different learner profiles, activities and formative assessments.

The unit is attached to the textbook curriculum from chapter 5 “Las Vacaciones” of *Descubre 1*. I chose this textbook because it is the current curriculum that the school district where I work uses. The integrated performance assessment that I have chosen enhances the textbook content by demanding a more active role from the students studying this. However, my unit plan supplements the lesson content of the book with

technology resources and other materials which were not provided by the textbook.

Monitoring the progress during the unit. Formative assessments are used throughout the unit to monitor student progress. They are also scheduled thoughtfully in order to provide the students the learning tasks and events necessary to develop each skill taught in the unit. This carefully planned sequence of formatives prepares the students for the summative assessments throughout the unit in which each student must demonstrate mastery of a skill acquired during the lessons leading up to it. In summary, the formative assessments serve two purposes: to closely monitor the progress of the students and to prepare them for the summative evaluations that follow.

One of the main formatives in this unit is a 10 minute timed writing task that occurs routinely throughout the unit. At the beginning of the unit, students will be given tasks like this timed writing to pre-evaluate their proficiency at the skills outlined in this unit. The quality of their performance on these tasks will be compared to how well they do on the same tasks at the end of the unit. For example, students will be given the timed writing assignment in class every Friday during the unit. During that time, the students must write from memory in Spanish about traveling, describing weather, hotels, tourist attractions, vacation plans, likes and dislikes and other relevant themes and vocabulary covered in this unit. The student writing samples will be collected, evaluated and returned the student in his or her individual portfolio at the end of the unit. This way, both the students and the teacher can take note of the progress made in Spanish language proficiency during this unit.

Summary and Conclusion

In this chapter, I have described my methods for this curriculum, explained the rationale behind my choices to adapt the curriculum from my school's textbook, and described the setting for instruction in detail. In the next chapter, I will present an overview of five lesson plans and assessments from this unit. These lesson plans and assessments will serve as an example for teachers who hope to implement authentic assessments in their Spanish language courses. The unit plan will also include learning targets, activities, assessments and ACTFL standards met by each lesson.

CHAPTER FOUR

Curriculum Design

Introduction

Chapter Three provided a summary of the unit, its methodology, setting for instruction as well as considerations which influenced its design. A general overview of the lesson content was also described. In this chapter, the unit and lesson plans and documents are presented in detail and considerations for lesson content are explained. My goal in presenting this unit plan is to provide an example of a curriculum that pertains to this capstone's question: *How can high school Spanish students improve language proficiency through the use of authentic assessments?* Each lesson plan will show how a learning activity connects to an ACTFL standard, a mode of communication, and an interculturality mode. I will also describe how the unit connects to previous knowledge.

Unit Presentation

In this section, I describe the overview of the unit as a whole. The unit plan can be seen in Appendix B. This section references Appendix B and serves to provide the foundations of the curriculum, descriptions and rationale of the lessons and materials used in this unit.

The language level and grade is Spanish level 2 (novice-high to intermediate low) grades 9-12. The approximate length of the unit is four weeks with 250 minutes of instructional contact with the students each week. The unit theme, topic and title is "Las vacaciones: Turismo en México". The essential questions are: What makes a vacation fun? How do tourists plan an enjoyable vacation? By the end of this unit, learners will be

able to describe weather; describe a hotel using the verbs *ser* and *estar*; make plans for vacation activities using the verbs “*ir*”, “*querer*” and “*me gustaría*”(in English: “to go”, “to want” and “I would like to” or literally “to me it would be pleasing to”); interpret authentic Spanish language from native Spanish-speakers who describe weather, hotels, and give travel advice; give/ask for travel advice using Spanish phrases like “¿*Qué quieres hacer?*” and “*Me gustaría ir a...*”(in English: “What do you want to do?” and “to me it would be pleasing to go...”), write a letter to a friend which summarizes travel plans, activities and experiences from a vacation in Mexico or a dream destination, and evaluate different cultural attitudes toward tourism

Considerations for unit overview. Although the unit prescribes four weeks of curriculum, the unit’s approximate length is subject to change depending on the pace of learning of each class. Some sections may take less or more time to complete each activity in this unit. I planned the lessons with the typical fifty-minute class period in mind for each day. In my experience working at high schools, it is unusual to teach four consecutive weeks at the beginning of the school year without any fire drills, student assemblies, or other events which affect the time a class can meet.

The unit is designed to start with lots of input and guidance from the teacher and ends with each student’s mastery of the skills taught in the unit. As the unit progresses, the teacher provides the students with more and more independence and less guidance. This progress is contingent on the student’s mastery of the skills being taught.

Each week of lessons is planned in a similar way. If you look at Appendix B’s Table 2, you can see that each lesson typically starts with a warm-up. Then the teacher

presents some new grammar concept, cultural topic or understanding which the class practices together with the teacher in a guided way before the students are comfortable enough with the skill to practice independently. After all this, homework is assigned for the next day.

Regarding the first several minutes of class each day, I almost always start with a warm-up activity. The warm-up should only last about five to ten minutes. It is not just busywork for the students to engage in so that I can take attendance and collect homework. Rather, it is a simple task that either helps connect the students' thinking to what the central task of the day will be or reviews a key piece from the lesson content from the previous class. The latter is a way for the teacher to informally assess the student's knowledge from the last class. "What do they remember from yesterday?" "What questions do they have about how to do the thing we learned how to do the other day?" In some cases, the answers to these questions might influence the lesson plan for today or tomorrow, so flexibility when planning is fundamental.

Some of the essential questions from this unit relate to culture. In Appendix B, the ACTFL standards of culture are attached to the unit plan. There are also columns in the formative section near the end of Table 1 in Appendix B labeled with "interculturality". I chose to do this in order to monitor how cultural thinking was connected to the lessons in the unit. I chose a cultural theme that was both broad and specific. Since it talks about vacations, the vocabulary taught is similar to what would be used when talking about vacation plans in many different parts of the world besides Mexico. I phrased the essential questions in a way that specifically addresses what questions the students will

be considering while undertaking this unit. I did not want to pick essential questions which referred only to a few specific lessons. As Wiggins and McTighe stated in *Understanding by Design* (2005), the essential questions must be continually investigated throughout the whole unit. They are the themes that guide the lesson content objectives. I had to phrase them in a way that would make them relevant to vacation planning, vacation activities, describing weather, and describing hotels, which are the academic learning goals of the unit. I also phrased them the way I did in order to connect the communication elements of vocabulary and grammar to the cultural theme of the American tourism in Spanish-speaking world. This gives space for the students to think critically about the relationship between tourists in America and natives of Spanish-speaking countries. In this way, the content is deepened beyond just Spanish grammar and language content. Critical-thinking skills are attached to this unit as a result. Also, social studies content from other subjects that the students have studied or are concurrently studying is now connected to this Spanish course unit, which helps to reinforce learning in both areas. In summary, the unit is broadly about vacations, but it is focused on specifically the tourism of Americans in Mexico.

In terms of the vocabulary and grammar of this unit, students will practice describing hotels, weather, and stating preferences. These topics would have been covered in a Spanish level 1 class. This unit connects back to that prior knowledge to review the language and expand into more intermediate level language. For example, the students in level one Spanish make lists of favorite activities and lists of weather expressions, but in level two, they will use the words from those lists to form complete

sentences and paragraphs.

Lesson presentation

In this section, I refer to the lesson plans from Appendix B. As I have done in the previous section on the unit overview, this section will present the lessons from each week in the unit and provide considerations for the lessons from this unit

Week one lessons at a glance. The end goal of this week is an interpretive performance assessment in which the students will listen to a few native Spanish speakers describing the weather in different parts of the world and demonstrate comprehension by answering questions from the recordings. With this end goal in mind, I started the week with a brainstorming activity about traveling to different countries. Then, they reviewed a list of Spanish-speaking countries, the geography of those places and how to spell the names of countries in Spanish. There is also some grammar and vocabulary review of the weather expressions that are used from the handout in Appendix C. The students practice talking about weather in different Spanish countries by doing activities in pairs and as a whole class, with the modalities varying between visual, auditory, and kinesthetic methods to show comprehension. In order to prepare the students for the listening summative on Friday, there is a practice test on Wednesday that is similar and shorter compared to the summative on Friday. Then, the grammar of discussing likes and dislikes using the pronoun and verb “me gusta” is reviewed and practiced in an activity which pairs it with the weather vocabulary that the students have been practicing this week. Having practiced this all for the first week, the students show what they know in the form of a ten minute writing presentational task where they write about the topics discussed in

class this week using as much of the grammar and vocabulary covered in this week's lessons. Points are only awarded for Spanish (English is not allowed).

Considerations for lessons from week one. Having the students begin this unit by brainstorming (see Appendix B, week one, day one) is an easy, natural way to start thinking about vacations in Spanish. Although many high school aged students are capable of thinking in detail about vacations in an open-ended way, I chose to ask more closed-ended questions to stimulate their thinking about vacations and guide their ideas toward the direction the unit will take (thinking about what activities you can do in different places, describing weather, etc.).

In terms of supporting the learning goals of this unit, this first activity introduces the ideas, motivations and considerations travelers make when deciding to go somewhere for vacation, and it promotes intercultural thinking by asking students to consider what other languages spoken in a place, how that might affect the culture there, take another person's perspective and compare different cultures' attitudes toward travel.

In terms of the three modes of communication, this one would be interpersonal.

The interculturality levels would be all three: self (because the students are brainstorming where they would personally want to go and thinking about themselves), community (because they are thinking as a group of Americans from Minnesota which influences their cultural perspective on travel), and world (because they are thinking about how persons outside of their culture, selves and community would think about visiting Minnesota).

The lessons this week connect geography subject content to Spanish class. By

participating in lessons such as the map drawing on Tuesday's lesson, students' learning is two-fold, because they get review of Spanish names of countries and world geography from their social studies class. As such, this lesson meets ACTFL standards of communication and connections to other subject areas. It provides a visualization of how vast the Spanish-speaking world is, and is an activity in which visual learners will naturally be more engaged. Students identify and compare the areas which are more visited by tourists than others. As a result, this activity's modes of communication are interpersonal (working in groups) and presentational (when a member of each group shares a summary of their work at the end of class). Since this map activity relies on the students' color-coding skills, the teacher should be mindful of students who are color-blind and ensure that those students are paired with other students who can decipher all of the colors. In terms of interculturality levels, this activity meets the levels of community and world because the students observe the world through the perspective of Spanish-speaking cultures which extend across the globe.

The week features a variety of learning tasks and practice. There are activities in pairs such as taking turns talking about weather, discussing and comparing hobbies and favorite activities for different types of weather. Pairs and small groups are a good way to lower the affective filter compared to having each student individually work on something or speak in front of the whole class. It also makes logical sense to provide a great deal of practice working in small groups and pairs since this unit's goals include assessing interpersonal skills, which is a key component in most Spanish units. I also chose to include some whole class activities such as grammar and vocabulary

presentations because direct instruction is an easy, efficient way to present that lesson content.

There is also a variety of learner profiles being considered when this week's lessons were written. For example, there are tons of worksheets and readings that can be used to teach and practice weather expressions. But, I chose to only use a few because not every student learns best by reading and writing. The pantomime activity about weather from day two's lessons provides an alternative way to informally assess interpretive comprehension.

I wanted to include a summative interpretive task in this unit that included listening, not just reading and writing. It is so important to expose students to the voices and accents of other speakers so that their ears become accustomed to hearing the unique sounds made by the voices of native Spanish-speakers in different parts of the world. I chose the listening activity from the *Descubre* textbook to help prepare them for the summative because it is helpful to give a practice version of an assessment that will closely resemble the final one. It is helpful in terms of building a student's confidence in his or her abilities and is motivating in that the student has a more clear understanding of what to expect on test day.

On Friday, the students have two assessments: one summative and one formative. The formative is a writing task that will help track their progress toward improved proficiency by the end of this unit. In the age of google translate and all the other shortcuts to writing in foreign languages without having to rely on memory, in class writings in the target language with no notes or help from others is an excellent way to

accurately assess what is being remembered by the students from each week of classes. Additionally, it is useful to file each week's writings in student portfolios so that the students can periodically see their growth throughout the year. This is one way the teacher can positively influence student motivation.

The summative listening this week asks the students to demonstrate their comprehension after listening to a few native speakers talk about the weather. For novice-high/intermediate-low level Spanish students, listening to native speakers will seem more difficult than listening to their teacher or a non-native speaker from their class. Provided that each student attends every class this week and practices quizlet or studies notes at home for a few minutes each night of the week, the students should be able to understand enough from each speaker to answer the questions on the assessment on Friday. They will be evaluated based on the ACTFL interpretive mode rubric for novice learners (see Appendix I).

Week two lessons at a glance. This week only has formative assessments. There was no way that I could expect the students to have high proficiency in the interpersonal, interpretive and presentational performance skills utilized in this unit providing at least several days of meaningful input, practice, guidance and support. As I did with the previous week, there is another timed writing task on Friday that covers the things we studied in week two. I wanted the students to be able to write about some of what they wrote about last time but also expand their writing by adding more detail about their travel plans. In order to do that, they needed to know some more grammar and vocabulary.

The grammar concepts from this week are the use of the verbs “ir” and “querer” to discuss future plans and the use of the verbs “ser and estar” to describe and compare nouns. I started the week by giving back the graded assignments from the previous week, briefly reviewing weather in a warm-up and then presenting the verb “to go” which is “ir” in Spanish, and it is combined with the infinitive form of a verb and the preposition “to” (in Spanish it is “a”) to talk about vacation plans. The students practice using the verb in class after the teacher gives some examples to the class. The next day, the students review “ir” and add the verb “querer” which means “to want” in order to give the students another way to discuss wants and plans besides using the “me gustaría” verb from last week. Then, the students are given instructions on a formative interpersonal task which is a role-play using the vocabulary and grammar from class so far with closed-ended questions. This is a similar, though a much simpler version, to the summative interpersonal travel agent dialogue that will be completed later in this unit. Since it is only a few sentences and the students are novice-high to intermediate-low, they should only need a day to prepare this presentation. The students present the dialogues reading from the scripts they wrote the next day. We continue the week with learning about the verbs “ser” and “estar” which are used with adjectives to describe hotels and other nouns from this unit. After the timed writing on Friday, the whole class reviews the vocabulary and grammar covered over the last two weeks.

Considerations for lessons from week two. There is a lot of grammar and vocabulary covered in this week. It might take extra days to practice everything enough to build confidence in the students and their proficiency in Spanish. For example, the

difference between “ser” and “estar” is typically a confusing concept for native English speakers, because English does not have two verbs for the word “be” like Spanish does. Spanish makes a few distinctions about the quality being described which determines which verb is appropriate. Repetition is key to the student’s mastery of the grammar of the language.

Since this section is so grammar heavy compared to the other weeks, it seems like the authentic assessment part of this capstone is missing in this week. However, I think it is essential to take time to practice and develop the skills needed to successfully perform the skills from the authentic assessments which come later in the unit. Mastery and proficiency of a skill cannot be rushed. Learning with the end goal of long-term retention takes a particular amount of time to practice and form good habits. Therefore, this week is justified in not featuring a summative assessment.

Week three lessons at a glance. This week, the students learn skills for effectively reading and interpreting an authentic Spanish text. The scaffolding of this week’s lessons flows from high involvement of the teacher to less guidance and more individual responsibility of the students. I start the week with the reading of two authentic travel articles from Mexico that are very relevant texts for this unit on vacations. We practice decoding and interpretive strategies (such as reading for context clues, Latin and Greek root words for unfamiliar vocabulary, numbering the paragraphs, summarizing the gist of a paragraph, and finding evidence in a text to support your ideas and opinions) to improve comprehension without having to use outside resources like google translate to read a Spanish text. The students will also become familiar with the ACTFL interpretive

mode rubric for novice learners (see Appendix I) which will be used to evaluate each student's performance of this unit's interpretive assessments.

Then, the students practice some verbs that are frequently used in Spanish, not just within the topic of vacations. They practice them in a guided way at first, but I use a worksheet where they will have to talk to five other classmates and record their answers using the different subject-verb endings for each of the verbs in the provided questions.

On Friday, the students complete another timed writing that incorporates the new vocabulary from this week and should be longer and more polished than the previous week's writing. They also complete a summative interpretive reading of another travel article about popular tourist locations in Mexico.

Considerations for lessons from week three. Although they are relevant, all three travel articles from this week are very challenging to read for the average Spanish level 2 student. I chose the articles for this unit curriculum in spite of their admittedly high difficulty level because I wanted to teach the students the value of using reading strategies for decoding authentic texts. The students will then be able to decipher the central meaning of a text written in Spanish even though they may not understand every single word written in it. The students may wonder why this is valuable when in the real world they could just click a button on their browser window that automatically translates everything. The fact is that when an American travels to another country, there is not always internet. They might find themselves in a situation where they are reading a printed text and can decode it using the strategies from this week's lessons in the event that the internet translators are not available.

As for the five verbs activity, I think it is a great way to teach the six different verb endings of a verb in Spanish in a way that is active and interpersonal. They have to move around the room to speak and record each other's answers. It is an interpersonal performance task with a lower affective filter. The teacher absolutely must move around the room with the students during this activity to monitor and coach the students. They will be tempted to talk in English or fill out each others' papers without talking, which the teacher must discourage and redirect in order to provide the students with an experience that will help their Spanish language development.

Week four lessons at a glance. This is the final week of the unit. Logically, it is a week which features more summative assessments than the other weeks. The students will write a summative presentational writing on traveling that is similar to the three timed writings they did in this unit. They also will perform a role-play dialogue between a tourist and travel agent. The first two days of the week are work days. The teacher will go over the rubrics (see Appendices H, J and K) and expectations for the interpersonal and presentational assessments. Students are assigned to work in pairs or groups of three depending on class size for the role-plays. Then, the rest of the week is dedicated to practicing and presenting the performance assessments. The final day will close with a survey to give the teacher feedback about the unit and to evaluate the participation of the students in the unit activities. If time allows and the teacher is comfortable leading a group discussion in class, there is an optional group discussion on the issue of tourism in other countries from a video clip. The teacher can either use my video (<https://www.youtube.com/watch?v=HeW4S5zh4xo>) or select another video ahead of

time that they feel provides enough information to generate a productive discussion on tourism's effect on cultural attitudes of countries.

Lesson considerations. Since the students are expected to use their scripts for help during the role-play, they should turn them in for grading following the presentation. They should not be expected to have the memorized. Because of this, two days should be plenty of time to prepare for the presentation. The teacher may also want to modify the rubric to address other skills such as creativity, if he or she is so inclined. Since the presentations will may take more time or less time than outlined in the lesson plans, I added the video and group discussion as an extended activity. The video discussion would be in English, which is not ideal, but for this level of Spanish student at the beginning of the year when this unit is to be taught, the students will not have adequately developed the language skills necessary to debate a cultural theme in Spanish without having to stop frequently to ask for help translating their ideas, which would inhibit the conversation. Nevertheless, it is a worthwhile, relevant topic to discuss and does satisfy the ACTFL standard of culture even if the discussion and video is in English.

Summative assessments

This unit will feature four summative assessments. Each is a performance-based assessment, since the students are evaluated on their performance of interpretive, interpersonal and/or presentational skills in Spanish outlined in the ACTFL rubrics for each in Appendices I, J and K. The formative assessments from the lessons are necessary to prepare the students adequately for success on the summatives which follow them. Unlike the formatives, the summatives are not used to monitor student progress, rather

they are for the student to demonstrate mastery of a skill connected to the learning goals of the unit.

They are integrated throughout the unit, meaning that they are not delivered all at the end of the unit but are assigned at different times when it is logical to summatively assess a skill being mastered in this unit. There is a logical order to the sequence of these performance-based assessments, because the three modes of communication occur in a natural order when a new language is being acquired. Therefore, the first assessments are interpretive. The interpretive tasks inform the content of the presentational and interpersonal tasks. Then, the later assessments integrate more interpersonal and presentational skills, while also requiring some interpretive skills. I must emphasize that the assessments are not independent nor isolated from one another in terms of the three communication modes. They are integrated performance assessments, which is a more natural, authentic approach to assessment because it replicates the modes of communication which occur in the real world outside of a classroom. Finally, to make the assessments more relevant to the real world, they incorporate electronic sources of authentic texts that someone might actually use when making travel plans. This ensures that the skills being taught are ones that will help prepare students for the 21st century.

Interpretive assessment one. Students listen to Spanish-speakers describing the weather. They write in Spanish what they hear each speaker say in order to demonstrate listening proficiency. Afterwards, they write in English what each weather expression means in order to show translation skills and comprehension. Students will be evaluated by the ACTFL interpretive mode rubric for novice learners in Appendix I. The website is

from the University of Texas at Austin here: <https://www.laits.utexas.edu/spe/adv08.html>

Interpretive assessment two. Students read an article about traveling in Mexico and answer questions from comprehension packet (see website: <https://blog.expedia.mx/10-lugares-en-mexico-que-debes-visitar-en-el-2017/> and packet questions in Appendix G. They must read the page and answer the questions given in class. The interpretive assessment is the completion of the comprehension worksheet that guides their understanding of the reading by identifying key vocabulary, making inferences, summarizing the article, and reflecting. The students will be evaluated using the ACTFL interpretive mode rubric for novice learners found in Appendix I.

This assessment is very similar to one of the formatives in which the students work in pairs to describe and compare five hotels in Mexico from another online article. Since this is so similar and because it involves only interpretive communicative tasks, it is a simpler assessment than the others and should come early in the unit, not long after the hotels article activity is completed.

Interpersonal assessment. Students will complete a roleplay in pairs (or in groups of three it is feasible for the class size and at the discretion of the teacher) in which one student is a tourist visiting Acapulco and the other is a hotel concierge. Both students will practice describing 3-5 places to go while on vacation. Students must use information from the travelbymexico.com website from a previous activity in their descriptions. See Appendices H, J and K for interpersonal and presentational rubrics which will be used for evaluation.

Since the students must have already read the information about Acapulco from

the first interpretive summative assessment in this unit in order to successfully complete this interpersonal assessment, it logically will occur after the interpretive assessment. This assessment should be introduced about halfway through the unit in order to provide sufficient class time for the language instruction and practice to happen before undertaking this role play dialogue. Class time must also be allocated for the students to prepare their dialogue. I schedule two whole class periods typically for this type of summative, but it may vary depending on the specific students in each section. My reasoning behind two days as a good amount of time is that they need time to brainstorm, ask the teacher questions about how to say certain things in Spanish or about how to be successful at this assignment, and of course, time to rehearse, although I would allow them to use a written script during their presentation. The written script must be turned in for credit immediately following the presentation in class, because the script constitutes part of their graded work for this assignment.

If a teacher wanted the students to present from memory, he or she would need to allocate more class time for the students to memorize the script, or he or she would need to make other adjustments to the rubric in terms of what is being evaluated. I would not recommend asking the students to memorize sentences because it undermines the authenticity of the language, which is occurs spontaneously, or without a script, in real life.

As is the case with the majority of the performance-based summatives, the modes of communication are integrated. In this activity, there is a role play, which makes it primarily interpersonal. However, the students must also interpret language from the

lesson content leading up to this assessment, and they also have to present their work to the class.

Presentational assessment. Each student will write a letter to friend summarizing their vacation plans to Acapulco or a dream destination. Letters should be handwritten in the 30 minutes allotted in class (with exceptions for students with individualized education plans which require accommodations for timed tests) and include: greeting, summary of how much fun you will have on your trip, describe what hotel(s) you will stay at, some activities you would like to do there that your friend might like, some thoughts on the attractions you will visit, what the weather is like there when you go, what transportation you will use to get there, how who you will go with, what clothes and other items you will bring on your trip, ask for any recommendations from your friend, and a farewell. Students will be evaluated using the ACTFL presentational rubric for the novice level found in Appendix K.

This summative should come near the end of the unit. It requires students to demonstrate high levels of language covered in the unit, grammar concepts, and memories from the information they read about Acapulco and the hotels from previous interpretive assessments. I chose to have the students complete a writing task as a final assessment rather than an oral presentation or some other variety. I did this because a good assessment must be both reliable and valid. A writing task of this kind is valid for this unit because the students are completing individual timed writing tasks routinely during this unit, and that formative practice task is the same as the summative evaluation.

Chapter Summary

In this chapter, I have presented an overview of the unit, five lessons with formative activities, five summative performance-based assessments, and my considerations relevant to each task in the unit for teachers who use this lesson in their classes. Each lesson included Spanish language goals that were based on the ACTFL world readiness standards from Appendix A. The lessons descriptions, content and summative assessments show how they are connected in terms of how a skill from the unit is taught, practiced until it is mastered and then evaluated through performance of interpretive, interpersonal and presentational modes of communication. Each learning task involves use of authentic Spanish language texts and materials. The summative assessments are authentic in that they capture the most important learning of the unit and provide a venue for the students to apply that learning to real-life situations. Also, I provided considerations for teachers using this unit who may have to make adjustments to the unit curriculum because of variables such as the students in each section and best practices. The lessons are written for a hypothetical classroom similar to the one where I teach, but the unit is presented in a way that leaves room for other teachers to modify its contents to suit the needs of their learners. The adapted unit curriculum in this chapter provided examples that answer the question of this capstone: *How can high school Spanish students improve language proficiency through the use of authentic assessments?*

CHAPTER FIVE

Reflection

Introduction

Chapter Four provided a comprehensive unit plan for the world language content, teaching materials needed, considerations and rationale which connected the lesson activities with ACTFL standards and academic goals attached to the theme of vacations in order to provide an example that answers the capstone research question: *How can high school Spanish students improve language proficiency through the use of authentic assessments?* In Chapter Five, I reflect on the journey I took toward writing this capstone including some of the major realizations I have made along the way. I also discuss my research that was done for Chapter Two's literature review. I describe the implications and limitations of the curricular unit I have designed in this capstone. Finally, I discuss areas of interest for other scholars to research and further develop what has been done in this capstone as well as my plans to implement this unit in my class and share it with my colleagues.

Major Learnings

In this capstone, I began by recounting the story of my journey to teaching Spanish. I shared some of the experiences which influenced who I am as an individual as well as what kind of teacher I am. I identified some areas of interest such as the social skills development and multicultural understanding that is embedded in second language classes as well as some areas of concern for what I saw as a problem of Spanish proficiency in high school students in particular. In the process of doing this, I was

reminded why I wanted to become a Spanish teacher in the first place.

Having taught for four years in the Minneapolis-St. Paul area, I have been involved with the education of students learning Spanish from nearly all grades kindergarten through twelfth and in private, public charter and public schools. In each school where I have visited or taught, I have seen the difference a curriculum can make in terms of the motivation and content retention of the students participating in a given unit. I noticed the difference in Spanish proficiency between groups of students who had been taught with traditional grammar-translation methods compared to other groups which had learned through more communicative methods, which had been influenced by modern research around second language acquisition.

Literature review commentary. Through my literature review, I studied the research surrounding the history of second language teaching methods and goals, the nature of motivation and its impact on subject retention and proficiency, and the definition of assessments and authentic assessment. Having seen the issues around Spanish proficiency firsthand in schools, I was not surprised by what I found in the research which I read, which was critical of the traditional forms of instruction and assessment used in America. Knowing that many other academics shared my passion and understanding of the issues around teaching second language effectively gave me confidence in my choice to research the topic of improving proficiency through the use of authentic assessments in Spanish classes.

I revisited what I had studied during my undergraduate classes on education. This included revisiting concepts such as the criteria for assessments, the natural approach to

second language learning pioneered by Krashen, Cummins, Terrill, Asher and others; the suitability of different approaches to second language instruction depending on the specific goals of the class, as well as research on behavior, student motivation, and other fundamentals of educational psychology. I was reminded that there is no one-size-fits-all approach to teaching. There is a reason why such a myriad of ideas and methods used exists; it is because no two classrooms are alike.

I mentioned in Chapter Two that TPRS research and methods was an important milestone in the development of curriculum that taught proficiency in Spanish.

Nevertheless, as I developed the unit curriculum for my Spanish level 2 high school classes in this capstone, I realized that the TPRS method was not as central to the unit's design as I had anticipated it would have been. I did apply the principles from the research around TPRS which assert that connecting behavior to language can improve proficiency. For example, the students demonstrate comprehension of weather expressions in week one of my lesson plans by pantomiming the way the weather expression the teacher says would make them feel. But, outside of that, there is not as much TPRS as I thought there would be. I had thought about using the comprehensible readers that TPRS classrooms use to teach interpretive skills, but it made more sense to use authentic nonfiction texts found from travel articles for this unit's theme instead.

After reading more research about authentic assessments, integrated performance assessments, backwards design based in the work of Wiggins and McTighe and curricular design, my awareness of what kind of thinking should go into lesson writing transformed. For instance, I found a template from ACTFL (Clementi & Terrill, 2013, p. 100-101) that

matched the considerations, priorities and needs I had for my unit curriculum, but it actually went beyond what I expected in terms of the depth of the considerations for the lesson structure and goals. For example, I had never considered the the interculturality levels of self, community and world before I saw the ACTFL template. As a result, I am now going to be more mindful of the levels of perspective taking related to culture in my Spanish class lessons.

Additionally, I now understand more clearly the ideals behind backwards design. I used to think it only meant using the final assessment to guide the lesson planning. But, it actually involves more than that. Each formative task is an event that provides both an opportunity for learners to practice a skill covered in the unit as well as a chance for the teacher to monitor progress and reflect on how student learning is progressing.

I also realized that authentic learning in Spanish class requires integrated performance assessment. This means that the three modes of communication (interpretive, interpersonal and presentational) occur together as they do naturally in the real world, rather than discretely and independently as they do in a conventional classroom.

Implications

This capstone focused on the development of a Spanish unit curriculum that is intended to be used in high school Spanish classes in order to improve proficiency through more authentic assessments. The growing Spanish-speaking population in America as well as worldwide has led to an increasing demand to provide bilingual education for our students. I use the term bilingual to indicate high levels of proficiency

in both English and Spanish. The unit and lessons presented in this capstone provide an example of the kinds of learning targets, tasks, assessments, and considerations that are necessary for an educator to teach students to be highly proficient in Spanish and more culturally aware. It is not about just doing well in school, earning good grades, being prepared for success in the next Spanish class the students will take. It is about providing a venue for more engaged learning to take place and for educators to evaluate the students by their level of mastery of a subject content skill when it is applied in a way that is directly applicable to a real world situation. This way, both the input from the lesson is coming from authentic Spanish sources and the output or product produced by the students is a practical skill that will likely be used again outside of the classroom. It is up to the schools, districts and educators to incorporate the considerations of engaging and useful methods, such as authentic assessments and integrated performance assessments, to promote greater proficiency in world languages for all of our students.

Limitations

I designed my curriculum in this capstone with the hope that any teacher who is teaching Spanish or another world language in a high school class setting could use it with a few adjustments here and there depending on the unique needs of the teacher. Nevertheless, I acknowledge that there might be limits to what a teacher can do with this curriculum within the confines of the school, district, and other variables that affect how curriculum is taught.

Since my curriculum is adapted from *Descubre*, it works in my school. But, other districts may use another curriculum. Some departments are more protective of how the

curriculum is taught which may prevent a teacher from easily implementing this adapted version of the vacations unit in a Spanish class.

The school district where I work does not offer Spanish classes until grade 9. Therefore, the students generally have only one year of formal Spanish classes before this unit is taught in my high school. Other districts are different. There are at least several districts in the Minneapolis-St. Paul metro area which provide Spanish immersion for grades kindergarten through 6th. In those districts and in others where Spanish is either a required course or an elective offered to students in elementary and middle school years, the students will have a different set of needs by the time they take high school Spanish level two. The teacher could feasibly adapt the curriculum and extend activities to involve more Spanish grammar tenses and vocabulary. For example, in addition to discussing preferences for activities that ones does on vacation in present tense, students could be asked to summarize activities they did in the past using Spanish simple past or imperfect past tenses. Or, they could use the present subjunctive verb tense to provide recommendations for travel plans. Another logical lesson to add to this travel unit would be using imperative verb forms and prepositions to practice giving directions to get from the hotel to a museum or some tourist attraction. In table 1 of Appendix B, there is a section with heading “toolbox” and the subheading “vocabulary expansion”. In that column, there are some additional ideas for extending lessons for sections of students which learn at a faster pace.

Some of the material I used in this unit that relates to the ACTFL standard 2.1-3 relates to culture. Since this is a high-beginner and low-intermediate proficiency level

class, my students would communicate in both Spanish and English (possibly more English than Spanish when covering culture lessons, since they would not have had enough Spanish language proficiency at this level to discuss their critical viewpoints on tourism in Spanish the way an advanced class probably would be able to). However, for a high school Spanish teacher in a district with Spanish immersion programs, it would be very reasonable to expect all the language communication in class to be entirely in Spanish and virtually no English.

The unit goals which meet the ACTFL standard 2.1-3, cultural understandings, were some of the hardest goals to realize for me. The main reason was finding a way to allocate enough instructional time to address cultural aspects of this unit. Four weeks is a reasonable amount of time to spend on a unit in my district. It is not easy for my colleagues and me to find extra time to spend on things like cultural lessons when the school's world language department insists on all Spanish classes following the same timeline, scope and sequence of units for each level of Spanish. I would say the one of the biggest limitations I learned when designing this curriculum was time. There is so much content I want the students to learn. The process of revising the unit down to a simple, efficient, more practical set of lessons was frustrating. I had to balance between the goals I wanted to realize from the unit and the goals that the school's world language department had already put in place. The school's curriculum and expectations for Spanish teachers limits the scope of what I can do. Additionally, my capstone committee colleagues helped me realize that four assessments in four weeks might be too ambitious for this unit. Proficiency in a new language skill takes time.

For ELL students, there is a significant level of variety in school districts in terms of how ELL students are placed and supported in high school courses. For example, in the school district where I worked my first year as a Spanish teacher, it was a very rural population, and I had almost no ELL students. The ELLs that were in the school were required to take a reading intervention class and other courses and could not take Spanish or a world language elective without explicit permission from the administration team, ELL teachers and the school guidance counselor. It makes a difference, too, that that particular school was a middle school, not a high school. But, in my current school, ELLs can enroll in Spanish language courses. This is why I chose to include a lot of visual support in my lesson materials, because I know that this helps to scaffold learning for ELLs and students with different learning profiles. Depending on the needs of specific ELL students, the teacher may have to allocate time to making alternative assessments which more appropriately meet the language abilities of the students.

Future Research

During my research for this capstone, I wrote a curriculum with lessons that support the theories of research done in recent decades about second language acquisition. I develop assessments and lesson plans around that research that are influenced greatly by those theories such as comprehensible input and integrated performance assessment. For other educators who are interested in designing more units of curriculum that are similar to this one, I would recommend developing units that focus around other themes besides travel and vacationing. I would also encourage world language educators (not just Spanish teachers) to look into how to implement more

assessments which use real-world applications to demonstrate mastery of a language skill. Furthermore, teachers in other content areas can connect their content to second language cultural content by collaborating with second language teachers in their schools. I mention this because I connected social studies and language arts content and common core standards for English to this Spanish lesson. If more teachers collaborate in an interdisciplinary way like this, student achievement will be greater in multiple subject areas.

Additionally, educators who use this capstone's curriculum in their class could research how growth-producing feedback, which is feedback isolated to a specific skill, could play a role in the content retention and motivation of students. Although I did research some theories and ideas around motivation and retention in the literature review of this capstone, I believe that someone else could investigate how feedback influences the level of retention and motivation of the students in second language courses.

Plans for Communicating and Sharing Curriculum

The curriculum unit and lessons I have designed in this capstone are ready for me to use in my classroom this coming school year. The unit will also be readily available to all teachers in my school. I plan to share these lesson plans with the Spanish department's resources section of the district's curriculum website and archive. Once this is published, any teacher who wishes to implement authentic assessments in a vacations unit for Spanish will have this information accessible.

Chapter Summary

In Chapter Five, I described how the process of investigating my capstone

question (*How can high school Spanish students improve language proficiency through the use of authentic assessments?*) has affected me as a teacher. I revisited topics covered in my literature review and highlighted some of the most influential research discussed in Chapter Two which has transformed how I write lesson plans for Spanish classes. I shared my experiences of returning to the material that I studied previously as an undergraduate student and how it taught me something more profound this time. I then discussed the implications of my work before describing some of the possible limitations of the lessons that I wrote for this curriculum. After that, I suggested several areas where other educators, Spanish teachers or other content areas, who may be interested in further researching Spanish language proficiency and the benefits of using authentic performance-based assessments in classes. Finally, I discussed some ways that I will share my work from this capstone and communicate it to other educators who may want to use my curriculum unit on vacations in Spanish.

The process of writing the capstone and developing the lessons which I have presented in this curriculum unit has enriched my understanding of second language acquisition, motivation and lesson plan design. I discovered new tools to help engage learners in more authentic tasks that they can use in other classes or in real life outside of school. I learned that I am a proponent of backwards design and proficiency-based learning in world language classes, which makes me an agent of change in districts which rely heavily on the traditional textbook curriculum model. I joined ACTFL, which has helped me continue to learn from other educators how to implement proficiency-based instruction, plan for effective learning, and reflect on best practices. I gained a clearer

understanding of what considerations are required for designing a Spanish language unit, such as continually returning to the essential questions of the unit. I was able to discuss with other Spanish teachers the importance of using genuine Spanish texts and media in order to provide more natural input for my students. Furthermore, I connected the ideals of this unit design to my own teaching style and who I am as a person who is passionate about the learning process, multiculturalism, and preparing American students for future in a global society. The research which I undertook and the curricular unit which I designed presented an example and an answer to my capstone question: *How can high school Spanish students improve language proficiency through the use of authentic assessments?*

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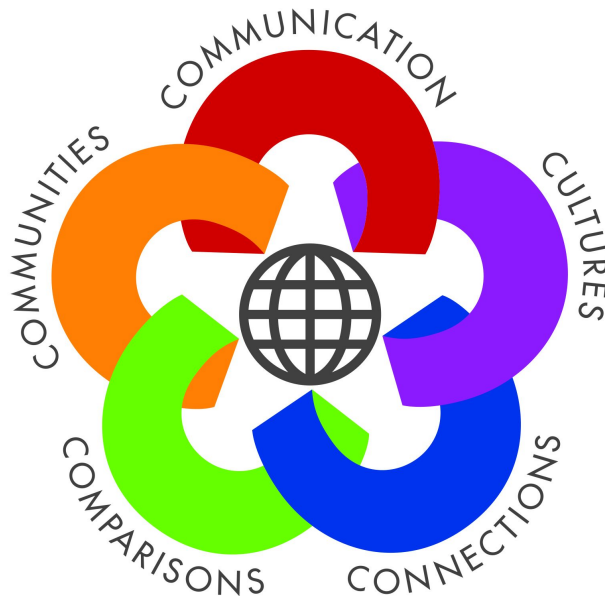
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APPENDIX A: ACTFL STANDARDS

ACTFL standards include:

- Communication standards 1.1-1.3: the ability to understand and be understood in the three modes of communication: interpretive, interpersonal and presentational;
- Cultures standards 2.1-2.2: understanding different cultural products and practices;
- Connections standards 3.1-3.2: making connections between other subject areas and the target language, and the viewpoints unique to the target culture;
- Comparisons standards 4.1-4.2: making comparisons between students' native language and the target language, the student's home culture and target culture;
- Communities standards 5.1-5.2: making communities inside and outside the classroom (ACTFL, 2016).



APPENDIX B: UNIT PLAN

Las Vacaciones Unit Plan			
Language and Level / Grade	Spanish level 2 (novice high to intermediate low) Grades 9-12	Approximate Length of Unit	4 weeks
		Approximate Number of Minutes Weekly	250 minutes weekly
Theme/Topic	Las Vacaciones		
Essential Questions	<p style="text-align: center;">What makes an enjoyable vacation? How does traveling internationally affect cultural attitudes?</p>		
<p style="text-align: center;">Goals</p> <p><i>What should learners know and be able to do by the end of the unit?</i></p>	<p style="text-align: center;">Learners will be able to:</p> <ul style="list-style-type: none"> ● Describe hotels using the verbs “ser” and “estar” ● Summarize preferences for vacation activities of other people ● Describe weather in different parts of the world ● Give/ask for travel advice using Spanish verbs <i>gusta</i>, <i>ir + a</i>, and <i>querer</i> ● Decode a Spanish news article using reading strategies ● Write a letter to a friend which summarizes travel plans, activities and from a vacation in Mexico 		
<p style="text-align: center;">Summative Performance Assessment</p> <p><i>These tasks allow learners to demonstrate how well they have met the goals of the unit. They are integrated throughout the unit. The template encourages multiple interpretive tasks. The interpretive tasks inform the content of the</i></p>	Interpretive Mode		
	<p>1. Students listen to a few native Spanish speakers describe the weather in different parts of the world. The students decode as much of the recordings that they can in order to determine what the speakers said each time. See Spanish proficiency recordings from University of Texas at Austin: https://www.laits.utexas.edu/spe/adv08.html</p> <p>2. Students: Read the page and answer the questions from the worksheet given in class as best as you can. The reading is about different travel destinations in Mexico During the reading, students will be given a worksheet that guides their understanding of the reading by identifying key vocabulary, making inferences, summarizing the article, and reflecting. URL:(https://blog.expedia.mx/10-lugares-en-mexico-que-debes-visitar-en-el-2017)</p>		
	Presentational Mode	Interpersonal Mode	

<p><i>presentational and interpersonal tasks. The tasks should incorporate 21st Century Skills.</i></p>	<p>Write a letter to friend summarizing your vacation plans to Acapulco or a dream destination. Be sure to follow the directions from the rubric given by your teacher. Letters should be handwritten in the 30 minutes allotted in class and include: greeting, summary of how much fun you will have on your trip, describe what hotel(s) you will stay at, some activities you would like to do there that your friend might like, some thoughts on the attractions you will visit, what the weather is like there when you go, what transportation you will use to get there, how who you will go with, what clothes and other items you will bring on your trip, ask for any recommendations from your friend, and a farewell.</p>	<p>You and another student will complete a roleplay in which one of you is a tourist visiting Acapulco and the other is a hotel concierge. You and your classmate will practice describing 3-5 places to go while on vacation. Use information from the travelbymexico.com website in your descriptions.</p>
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Climate/Weather Practice: Mexicans spend more time outside than Minnesotans because of the climate differences. Going to beach and eating tropical foods are more popular throughout the year than in Minnesota Perspective: Climate and environment affects daily life, preferred activities, and foods that are consumed</p> <p>Product: School calendar Practice: American families often take vacations during regular breaks that coincide with schools' schedules</p>	

	Perspective: Tourism is seasonal	
Connections (Sample Evidence)	Making Connections	Acquiring Information and Diverse Perspectives
	Social Studies: i) geography affects climate and culture	<ul style="list-style-type: none"> • Where you live and what the weather is like there influences your perspective on the world and lifestyle preferences • International relations between nations are influenced by the experiences of each nation's citizens visiting other countries
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	<ul style="list-style-type: none"> • <i>¡Hace buen tiempo! ¡Hace calor!</i> Metric system vs English measurement system • Medios de transporte 	<ul style="list-style-type: none"> • Americans use a less common measurement system than most other countries. What effect does that have on how Americans are while visiting other countries? • walking, driving, bus, taxi, subway?; how do you get around in other countries?
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	Not applicable in this unit	Not applicable in this unit

Connections to Common Core	<p>English Language Arts Standards » <i>Reading: Informational Text</i> » Grade 9-10</p> <p><u>*CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>*CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>*CCSS.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>*CCSS.ELA-LITERACY.RI.9-10.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>English Language Arts Standards » <i>Speaking & Listening</i> » Grade 9-10</p> <p><u>*CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>English Language Arts Standards » <i>Writing</i> » Grade 9-10</p> <p><u>*CCSS.ELA-LITERACY.WHST.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
	Toolbox	
Language Functions	Related Structures / Patterns	Vocabulary Expansion
Describe weather	<i>Hace sol, Hace calor, Hace frio, Hace buen tiempo...</i> , (It's sunny, warm, cold, good weather...)	*Expressions of frequency, comparisons using <i>más que/menos que</i> *Prepositions to indicate where weather is different
Ask questions about traveling	<i>¿Qué te gustaría?, ¿Qué prefieres?, ¿Qué piensas de...?</i> (What would you like?, What you prefer?, What do you think	*make comparisons using "mejor/peor"

	of...?)		
Express preferences	<i>Prefiero, Me gustaría, Pienso que, Me parece...</i> (I prefer, I would like, I think that, It seems to me...)	*make recommendations *make plans from a list of tourist activities	
Key Learning Activities/Formative Assessments			
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality <u>S</u> elf <u>C</u> ommunity <u>W</u> orld
Small groups: brainstorm a list of dream vacations. What is there to do there? What is interesting to you about that place? What do you wish you knew more about before you visit there? What languages are spoken there? Do you think someone from that place would want to visit where you live? Why or why not?	*Introduces the ideas, motivations and considerations travelers make when deciding to go somewhere for vacation * Promotes intercultural thinking by asking students to consider what other languages spoken in a place, how that might affect the culture there, take another person's perspective and compare different cultures' attitudes	Interpersonal	S, C, W

	toward travel		
Whole class: Fill out a map of the world with the countries where Spanish is an official or popular language. Use the Spanish spelling for the names of the countries. Students can shade in the countries that are Spanish-speaking ones so that they can visualize the size of the Spanish-speaking world. Then in pairs, compare the countries with one another based on whether or not you think one is more visited by tourists than another using background knowledge. Share the highlights of your partner's discussion with class.	*provides visualization of how vast the Spanish-speaking world is *Students identify and compare the areas which are more visited by tourists than others	Interpersonal, presentational	C W
In pairs: Use your textbook to discuss weather in pictures provided. Use Spanish weather expressions.	*Practice and review of Spanish expressions for describing weather	Interpretive, Interpersonal	S
Individually: Read a tourist article written in Spanish about exotic hotels in different corners of Mexico using this website (https://www.mexicodesconocido.com.mx/hoteles-maravillosos-rincones-campiranos.html) Be sure to compare the 5 hotels listed in terms of: Location, activities offered, history of the hotel, and why/why not you would visit there.	*Provide information on hotels and vacation attractions	Interpretive	S
In pairs: Use flashcards with pictures of activities on them to practice expressing your likes and dislikes using "me gustaría" or "no me gustaría". Then, organize the cards into 4 separate stacks based on the 4 seasons of the year and activities you typically do when it is warm or cold outside during each season	*Provide information on activities and review weather	Interpretive, Interpersonal	S

Resources

- **Spanish-speakers talking about weather for listening activity**
<https://www.laits.utexas.edu/spe/adv08.html>
- **Online article about unique hotels in Mexico**
(<https://www.mexicodesconocido.com.mx/hoteles-maravillosos-rincones-campiranos.html>)
- **Video critical of tourism’s cultural impact on Mexico**
(<https://www.youtube.com/watch?v=HeW4S5zh4xo>)
- **Tourist article of things to do in Acapulco**
(<http://www.travelbymexico.com/acapulco/index.php>)
- **Excursions near Acapulco**
(<https://es.viator.com/es/7380/Acapulco/d629-ttd?activities=all>)
- **Prezi on tourism impact on culture and economy of Ciudad de Carmen in Campeche, México:**
(<https://prezi.com/r72nytyov3ck/efectos-del-turismo-en-la-actividad-economica/>)
- **10 Places to visit in Mexico online article**
<https://blog.expedia.mx/10-lugares-en-mexico-que-debes-visitar-en-el-2017/>

Lesson plans in daily sequence

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>Warm-up: Answer the trivia question of which 4 states in USA have Spanish names and briefly discuss why that might be</p> <p>Small groups activity: brainstorm a list of dream vacations. What is there</p>	<p>Warm-up: Write a list of the names of as many countries as you can think of where Spanish is an official language</p> <p>Whole class activity: Fill out a map of the world with the countries where Spanish is an official or</p>	<p>Warm-up: Study the weather expressions guide (from Appendix C) for 5 minutes</p> <p>Formative Interpretive Listening Assessment: (SEE APPENDIX J)</p> <p>Turn to page 183 in <i>Descubre</i>. Listen as a</p>	<p>Warm-up: Translate 5 sentences describing hobbies using me gusta + a weather expression</p> <p>Grammar presentation: Present notes on the board on “me gusta” and “me gustaría” that the students should copy down</p>	<p>Warm-up: Study your vocabulary lists from Chapter 5 for 5 minutes.</p> <p>Summative Interpretive Listening Assessment: Listen to 4 native Spanish speakers describing the weather from the website http://www.lait.utexas.edu/sp</p>

<p>to do there? What is interesting to you about that place? What do you wish you knew more about before you visit there? What languages are spoken there? Do you think someone from that place would want to visit where you live? Why or why not?</p> <p>Homework: Study vocab list from “Las Vacaciones” Chapter 5</p>	<p>popular language. Use the Spanish spelling for the names of the countries. Students can shade in the countries that are Spanish-speaking ones so that they can visualize the size of the Spanish-speaking world. Then in pairs, compare the countries with one another based on whether or not you think one is more visited by tourists than another using background knowledge. Share the highlights of your partner’s discussion with class.</p> <p>Grammar and Vocabulary Presentation: Review weather expressions from last year using handout (see appendix C).</p>	<p>weatherman from the Dominican Republic describes his weather forecast. You will hear the recording twice. Write your answers to the questions from the book on a half-sheet of notebook paper and turn it in for grading.</p> <p>Activity in pairs: Take turns asking and answering questions about the weather from a list of cities with temperatures and weather symbols. Teacher will walk around the room to monitor progress and call a few student pairs to demonstrate their skills to the whole class</p> <p>Independent practice: Complete the</p>	<p>Guided practice: from a list of popular activities people do on vacation in the <i>Descubre</i> book, practice asking and answering questions using <i>me gusta + activity + a weather expression</i>. Teacher models this first with a student then assigns partners to work together.</p> <p>Independent practice: In pairs: Use flashcards with pictures of activities on them to practice expressing your likes and dislikes using “<i>me gustaría</i>” or “<i>no me gustaría</i>”. Then, organize the cards into 4 separate stacks based on the 4 seasons of the year and</p>	<p>e/adv08.html “advanced task #8” Students will complete first one together and the other 3 will only be played twice each and they cannot ask questions during this assessment. Students will use a piece of notebook paper to write the name of each speaker and the weather expressions they hear each person say. See rubric for grading interpretive listening summative.</p> <p>Formative Presentational Writing Assessment: Write in Spanish for 10 minutes with no other resources for help. Topic is weather, activities and travel. Here are some questions to inspire you</p>
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	<p>Kinesthetic listening practice: Listen to your teacher describe weather in today, tomorrow and this weekend in Spanish. Students pantomime how they will feel in each weather condition in order to show comprehension . For example, crossing your arms and shivering for cold weather, fanning yourself for hot weather, etc.</p> <p>Homework: Study weather expressions</p>	<p>quizlet matching game to review weather expressions. Play at least twice (https://quizlet.com/217023430/match)</p> <p>Homework: Play weather quizlet at home at least 3 times (https://quizlet.com/217023430/match)</p>	<p>activities you typically do when it is warm or cold outside during each season</p> <p>Homework: Study Las Vacaciones chapter vocabulary playing quizlet game at least twice (https://quizlet.com/217025380/gravity)</p>	<p>to write “what is the weather like in each season? What do you like to do in each season? What do you not like to do in each season? Where would you like to travel? What would you like to do there?”</p> <p>Group review: Play kahoot to review weather, activities and descubre chapter 5 vocabulary</p> <p>Homework: Play quizlet review twice (https://quizlet.com/217025380/gravity)</p>
<p>Week 2 Warm-up: Quizlet weather matching as a whole class (https://quizlet.com/217023430/spanish-weather-expressions)</p>	<p>Warm-up: Think-pair-share plans for after school using ir+infinitive. Circle around the class and get at least half of the students to share a</p>	<p>Warm-up: Rehearse your dialogue with your partner for five minutes</p> <p>Formative Presentational</p>	<p>Warm-up: List as many Spanish words for describing a hotel as you can in 5 minutes (aim for 10 or more) and then share answers with</p>	<p>Formative Presentational Writing Assessment: Write for 10 minutes without any notes or help from your teacher on</p>

<p>-flash-cards/)</p> <p>Administrative task: Give the students back their graded listening assessments and formative writing so that they can look at the comments and ask questions from the teacher. After about 5-10 minutes, file them in their student portfolios to keep track of their cumulative progress</p> <p>Grammar presentation: Teacher explains how to use Ir + infinitive to talk about future plans. Demonstrate how to conjugate Ir in 6 subject cases and use it in 2 sentences before asking another student what their</p>	<p>sentence with the whole class</p> <p>Grammar Presentation: Teacher reviews Ir + infinitive from Monday's notes and adds the verb "querer (to want)" to the notes to show that it can be used similarly to ir + infinitive to describe what you want to do.</p> <p>Independent Practice/Homework: You and your partner (assigned by teacher) are going on vacation. Before you leave class today, draft a short dialogue (less than 2 minutes) for class <i>due Wednesday</i>. Teacher will demonstrate quickly with a student how to complete the dialogue.</p>	<p>Interpersonal Assessment: Present your dialogues for the class. And turn in your scripts with your names on them to your teacher.</p> <p>Independent Practice and homework: Before you leave today, write a paragraph describing what you will do this weekend using Ir + infinitive and querer + infinitive.</p>	<p>your classmates</p> <p>Grammar Presentation: Review the mnemonic "DOCTOR HELP" and the chant to remember when to use Ser or Estar to describe things. Review how to make adjectives agree in gender and number with verbs</p> <p>Guided Practice: Describe a picture of a hotel using ser and estar, bathroom and a lobby using vocabulary from chapter 5 and prepositions</p> <p>Independent practice: Compare 2 hotels from 2 pictures using ser and estar appropriately with adjectives</p>	<p>¿Cómo es tu hotel ideal? (what is your ideal hotel like?) ¿Cuándo quieres ir allí? ¿Dónde está el hotel? ¿Con quién quieres ir de vacaciones? ¿Qué quieres hacer allí? ¿Cómo vas a ir allí?</p> <p>Review: Return the graded dialogues with rubrics and answer any questions. Then, file them in the student portfolios to keep track of progress.</p> <p>Group game: Practice vocabulary on weather, hotels, prepositions and me gusta expressions using two kickballs to play Nervioso (a memory game)</p> <p>Homework: Study vocabulary for</p>
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<p>plans are after school today to provide some guided practice.</p> <p>Independent Practice: Complete worksheet on Ir + infinitive for vacation plans</p>	<p>Dialogue must include a greeting and a goodbye as well as answer all of the following: ¿Adónde vais?, ¿Cuándo vais? ¿Cómo vais? ¿Qué vais a hacer? ¿Qué queréis comer? ¿Qué queréis ver?</p>			<p>weather, hotels, prepositions, me gusta using notes and quizlet.</p>
<p>Week Three Warm-up: Using the SMARTboard, write the names in Spanish of the Spanish speaking countries in the map.</p> <p>Guided Practice: Teacher will model how to use reading strategies such as identifying keywords, highlighting text, mapping a passage, etc. to interpret an authentic Spanish</p>	<p>Formative Interpretive Assessment: Students work in pairs to read the authentic text from the website on traveling to Acapulco (http://www.travelbymexico.com/acapulco/index.php). The interpretive task is that the students must write their own questions about the article following the template from the worksheet that was given on the other article from</p>	<p>Warm-up: Translate 10 sentences using ser and estar, me gusta, querer, ir + infinitive, and vocabulary words from chapter 5</p> <p>Guided Practice : Complete 5 verb charts for “Tener, poner, querer, viajar, me gustaría”. Teacher asks 5 questions in Spanish to the class. Then, students turn and ask another classmate the 5 questions.</p>	<p>Warm-up: Translate 5 sentences describing hotel room using ser and estar verbs.</p> <p>Interpersonal Practice: Students complete a worksheet that asks the same 5 questions from yesterday. The difference is that this time the students have to record the answers on paper of at least 5 other students. Then, they summarize who is doing</p>	<p>Warm-up: Collect the worksheets from yesterday and write a sentence describing today’s weather in Spanish</p> <p>Formative Presentational Writing Assessment: Write for 10 minutes without any notes or help from your teacher on ¿Adónde quieres viajar? ¿Cómo es tu viaje ideal? (what is your</p>

<p>language article. As a class, read a tourist article written in Spanish about exotic hotels in different corners of Mexico using this website (https://www.mxicodesconoci.do.com.mx/hoteles-maravillosos-rincones-campiranos.html)</p> <p>Be sure to complete the packet of interpretive practice that goes with the 5 hotels listed. It asked questions in terms of: Location, activities offered, history of the hotel, and why/why not you would visit there.</p> <p>Homework: Turn the interpretive work packet in before you leave school today!</p>	<p>yesterday. When finished, read or work on something quietly.</p>	<p>Then, the teacher stops everyone and asks a few individual students to share their answers about someone who they talked to using Spanish 3rd person. The questions are:</p> <ol style="list-style-type: none"> 1. <i>¿Tienes un pasaporte? ¿De qué país?</i> 2. <i>¿Qué tipo de ropa vas a poner en las maletas si vas a las montañas?</i> 3. <i>¿Qué tipo de ropa pones si vas a la playa?</i> 4. <i>Cuando tu viajas, ¿tienes mucho o poco equipaje?</i> 	<p>what using the 6 verb endings for the 5 verbs given. This will likely take all class period.</p> <p>Due tomorrow!</p>	<p>ideal trip like?) ¿Cuándo quieres ir allí? ¿Cómo es el hotel en que quieres quedarte? ¿Con quién quieres ir de vacaciones? ¿Qué tipo de ropa pones allí? ¿Qué tiempo hace allí? ¿Qué quieres hacer allí? ¿Cómo vas a ir allí? ¿Tienes un pasaporte para ir allí?</p> <p>Summative Interpretive Reading Assessment: Students read an article, “4 lugares en Mexico” which gives travel advice (https://blog.expedia.mx/10-lugares-en-mexico-que-debes-visitar-en-el-2017/). They answer comprehension questions that follow, using the strategies covered in class this week. When finished,</p>
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		<p>5. <i>¿Quiere s tomar un viaje el año que viene? ¿Qué te gustarí a hacer allí?</i></p> <p>Teachers and students may ask additional questions to get more details such as where they traveled.</p>		<p>read or work on something quietly. Homework: Study chapter 5 vocabulary for 15 minutes each night</p>
<p>Week Four Warm-up: Give back formative writing and interpretive Summatives from Friday. Give feedback and answer questions for about 10 minutes, then file them in each student's portfolio to monitor cumulative progress.</p> <p>Presentation of Summative Interpersonal:</p>	<p>Warm-up: Write 5 questions in Spanish you would ask a hotel receptionist regarding their accommodations and amenities. Practice asking and answering the questions in class.</p> <p>Work day: Continue to work and revise the scripts for tomorrow's presentations.</p>	<p>Summative Interpersonal Assessment Role-Play: Students present travel advice skit in class.</p> <p>Presentation of Summative Presentational Writing Assessment: Use the last several minutes of class to explain the summative writing assessment that will be done in class on Friday.</p>	<p>Summative Interpersonal Assessment Role-Play: Remaining students present travel advice skit in class.</p> <p>Group review game: Play nervioso, kahoot, quizlet live and other games with whatever time is remaining to review chapter 5 vocabulary and grammar.</p> <p>Homework:</p>	<p>Summative Presentational Writing Assessment: Write for 30 minutes without any notes or help from your teacher. The prompt is a personal letter to a friend about your travel plans for next year. Please include: a greeting, describe what hotel(s) you will stay at, activities you would like to</p>

<p>Give students instructions and rubrics for the travel agent role-play that they must present on Wednesday or Thursday. Present an example of a dialogue to them and a script so they can see what to expect. Pass around a sign-up sheet for which day they will present. Assign partners. Rest of class is work time for this dialogue.</p>	<p>Teacher walks around the class checking in on students' progress.</p>	<p>Go over expectations, rubrics, instructions, examples of finished product.</p>	<p>Study chapter 5 vocabulary for tomorrow</p>	<p>do there, attractions you will visit, describe the weather there when you go, what transportation you will use to get there, who you will go with, what clothes and other items you will bring on your trip, ask for any recommendations from your friend, and a farewell.</p> <p>Student Self-Survey: Using a set of closed-ended questions, share feedback on how effective this unit was for you; evaluate your participation in the unit with a rubric.</p> <p>(OPTIONAL): Group Discussion: Watch a brief youtube video in English about how tourism affects</p>
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				<p>Mexico's economy. After the video, students will complete a think-pair-share activity that will culminate in a whole class discussion about the cultural effects of tourism in Mexico. (video link is here: https://www.youtube.com/watch?v=HeW4S5zh4xo)</p> <p>Teacher will record student participation in notes.</p>
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APPENDIX C: Weather Expressions Guide

¿Qué tiempo hace hoy?

Hace frío



Hace sol



Hace fresco



Hace calor



Hace viento



Llueve



Está nublado



Nieva

Primavera

Verano



Otoño

Invierno

SER o ESTAR

Completa con la forma correcta del verbo **ser** o **estar**.

Nombre _____
 Hora ____ Fecha _____

1. _____ ocho y media.
2. La sopa _____ muy salada.
3. Yo _____ en el parque.
4. La televisión _____ apagada.
5. La casa _____ en Barcelona.
6. Tú _____ de Bolivia.
7. ¿Quién _____ esta señora?
8. Mi amigo _____ sano.
9. Hoy _____ veinte de marzo.
10. Carmen _____ en la universidad.
11. Usted _____ enamorado.
12. Ustedes _____ tristes.
13. Ella _____ muy joven.
14. Vosotros _____ ingenieros.
15. La nieve _____ blanca.
16. Yo _____ contento.
17. El agua _____ fría.
18. ¿Dónde _____ el teatro?
19. Nuestra ciudad _____ de fiesta.
20. _____ las cinco en punto.
21. _____ tarde.
22. Este árbol _____ hermoso.
23. El clima de Portugal _____ bueno.
24. El café _____ muy caliente.
25. Alejandro _____ rico.
26. ¿Tú _____ enferma?



APPENDIX E: Interpretive Listening Activity

From the website: <https://www.laits.utexas.edu/spe/adv08.html>

Nombre: _____ Fecha: _____ Hora: _____

Escucha a cada persona que habla. Vas a escucharles dos veces por cada uno de ellos. En la línea al lado de su nombre, escriba en español lo que dice la persona.

Traduce lo que escribes al inglés dónde dice <<inglés>>.

Modelo: *Ejemplo* → **español:** *Hace bastante calor hoy y parece que va a llover.*

inglés: *It is very warm today and looks like it is going to rain.*

1. **María (D. F., México)** → **español:**

inglés:

2. **Gladys U. (Lima, Perú)** → **español:**

inglés:

3. **Luis A. (San José, Costa Rica)** → **español:**

inglés:

APPENDIX F: Interpretive Reading Formative - 5 Exotic Hotels Article

Nombre: _____ Fecha: _____ Hora: _____

I. Palabras claves (*keywords*)

Find the Spanish words in the article that best match the meaning of the following English words.

- a. relax _____ g. feel _____
- b. climate _____ h. revitalize _____
- c. hotel room _____ i. beauty _____
- d. to stay as a guest _____ j. surrounded _____
- e. air conditioning _____ k. furniture _____
- f. it counts or comes with _____

II. “La idea central es...”

Using the information in the article, describe in Spanish what you think the main purpose of the article is. Write complete sentences.

III. Los detalles

For each of the following,

- circle the letter (*A, B, C,...*) of the detail that is included in the text
- Write the number of the paragraph where it appears in the text next to the detail in the list
- Write the information that is given in the article in the space provided

- A. Hacienda San Gabriel de las Palmas was ordered to be built in 1529 by Hernán Cortés.

B. The most expensive hotel in México is the Hacienda de Quiche Maya.

C. Which Mayan style hotel is located in the southeastern corner of
Mexico? _____

D. Which hotel comes with a golf course?

E. The Hacienda Cantalagua hotel is located in Acapulco, México.

IV. ¿Cómo está organizado?

How has the author organized this text? Circle each selection from the list below which applies to the text. Then, write in English what clues you used from the text to justify your choice to circle or not circle an item.

- A. Alphabetical order
- B. Description
- C. Compare/contrast
- D. List pros and cons
- E. Analyze a problem and present a solution
- F. Cause and effect

Justification from text:

V. Inferencias y opiniones

Based on what you have read in the article, answer each of the following in complete sentences in Spanish. Be sure to include details from the article to support your answer.

1. Según la lista de 5 hoteles, ¿Cuál hotel te gustaría visitar? ¿Por qué?
-

-
2. Según la lista de 5 hoteles, ¿cuál hotel es el mejor para descansar?
-
-

VI. Perspectivas culturales

Answer the following questions in English or Spanish using complete sentences. Be sure to include details from the text to support your answers.

1. What are some things that are different about these hotels in México compared to typical hotels in the USA?
-
-

2. What are some features of the 5 exotic hotels which are similar to American hotels?
-
-

3. Describe how items you listed in questions #1 and #2 influence what kind of tourists might choose to stay at these hotels. Who are these hotels designed for? *(families, senior citizens, honeymooners, student groups, etc.)*
-
-

APPENDIX G: Interpretive Reading Assessment - 10 Places in Mexico to Visit

(<https://blog.expedia.mx/10-lugares-en-mexico-que-debes-visitar-en-el-2017/>)

Nombre: _____ Fecha: _____ Hora: ____

I. Palabras claves (*keywords*)

Find the English translations in your dictionary of the follow Spanish words from the article..

a. bonita _____ g. hermosa _____

b. planes _____ h. No importa _____

c. elegir _____ i. elegir _____

d. llegar _____ j. Lleno de magia _____

e. lugar _____ k. conocer _____

f. divertida _____

II. “La idea central es...”

Using the information in the article, describe in Spanish what you think the main purpose of the article is. Write complete sentences.

III. Los detalles

For each of the following,

- circle the letter (*A, B, C,...*) of the detail that is included in the text
- Write the number of the paragraph where it appears in the text next to the detail in the list
- Write the information that is given in the article in the space provided

A. Puerta Vallarta has a good climate, beautiful beaches, and warm waters.

B. Querétaro is a good place to ride a bicycle.

C. There is a museum of Mummies in México?

D. Which hotel comes with a golf course?

E. Guanajuato is one of the largest and most important cities in México.

IV. ¿Cómo está organizado?

How has the author organized this text? Circle each selection from the list below which applies to the text. Then, write in English what clues you used from the text to justify your choice to circle or not circle an item.

- A. Alphabetical order
- B. Description
- C. Compare/contrast
- D. List pros and cons
- E. Analyze a problem and present a solution
- F. Cause and effect

Justification from text:

V. Inferencias y opiniones

Based on what you have read in the article, answer each of the following in complete sentences in Spanish. Be sure to include details from the article to support your answer.

1. Según la lista de 4 lugares, ¿Cuál lugar te gustaría visitar? ¿Por qué?

2. Según la lista de 4 hoteles, ¿cuál lugar es el mejor para descansar?

VI. Perspectivas culturales

Answer the following questions in English or Spanish using complete sentences. Be sure to include details from the text to support your answers.

1. Which one of these 4 locations do you think is the most popular to visit? Why?

2. What American cities or states compare with Puerto Vallarta in terms of what you can do there?

APPENDIX H: Interpersonal Role-play Rubric

Unos Consejos orales para Viajar				
Teacher Name: Señor Wheeler				
Student Name:				

CATEGORY	5	3-4	2-3	1-2
Grammar & Spelling (Conventions)	Writer makes 0-3 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-5 errors in grammar or spelling that distract the reader from the content.	Writer makes 6-8 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 9 errors in grammar or spelling that distract the reader from the content.
Vocabulary from Vacaciones unit	Writer uses at least 9 vocabulary terms from unit on traveling	Writer uses 6-8 terms from the vocabulary on traveling	Writer uses 3-5 terms from the vocabulary on traveling	Writer uses 2 or fewer terms from the vocabulary on traveling.
Sentence structure	Writing has a subject and a verb in every sentence. At least 5 recommendations given correctly with present tense verb "deber"	Writing has a subject and a verb in at least 8 sentences. At least 4 recommendations given correctly with present tense verb "deber"	Writing has a subject and a verb in at least 6 sentences. At least 4 recommendations given correctly with present tense verb "deber"	Writing has a subject and a verb in at least 3 sentences. At least 1 recommendation given correctly with present tense verb "deber"
Spanish Usage	Writing includes ONLY Spanish and no other languages	1-3 non-Spanish words used	4-6 non-Spanish words used	7 or more non-Spanish words used
				/20 total

Comments:

APPENDIX I: ACTFL Interpretive Mode Rubric - Novice Level

(Adair-Hauck, Glisan & Troyan, 2013, p. 125)

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	8- Accomplished Comprehension	7- Strong Comprehension	5- Minimal Comprehension	3-1 Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Evidence of Strengths:

Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

APPENDIX J: ACTFL Interpersonal Mode Rubric - Novice Level

(Adair-Hauck, Glisan & Troyan, 2013, p. 126)

Appendix

Interpersonal Mode Rubric—Novice Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	12	11 Strong	9 Minimal	7-5
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.	Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.	Responds to a limited number of formulaic questions. May use repetition or resort to English.	Is unable to participate in a true conversational exchange.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or understood only with repetition.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Evidence of Strengths:

Examples of Where You Could Improve:

APPENDIX K: ACTFL Presentational Mode Rubric - Novice Level

(Adair-Hauck, Glisan & Troyan, 2013, p. 130)

Presentational Mode Rubric—Novice Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	20	19 Strong	17 Minimal	15-18
Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?	Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required.	Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required.	Is understood, although often with difficulty, by those accustomed to the speaking/writing of non-natives.	Most of spoken/written language may be unintelligible or understood only with additional effort.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Evidence of Strengths:

Examples of Where You Could Improve: