

Figure 45 - Expressing Feelings and Conditions, Middle Grades

Student Name: _____ Class: _____

	Student
<i>Listening: I can</i>	
1. understand somebody telling how he/she feels.	
2. understand questions about feelings and conditions.	
<i>Speaking: I can</i>	
1. greet someone, and ask the person how she/he feels.	
2. tell that I am sick and say what is wrong with me.	
3. ask a person if she/he sick and ask what is wrong with her/him.	
4. tell that I am hot/cold.	
5. ask somebody if she/he is happy, sad and why.	
6. tell that I am hungry/thirsty and ask for something to eat/drink.	
7. ask somebody if she/he is hungry/thirsty and ask if they want to eat/drink something.	
8. tell that I am happy/sad and tell why.	
9. ask somebody if she/he is happy/sad and why.	
<i>Reading: I can</i>	
read a simple letter/passagge describing somebody's feelings and/or conditions.	
<i>Writing: I can</i>	
1. write a brief note about how I am feeling.	
2. write a dialogue between a doctor and a patient.	

3. write a conversation with my mother about what I want for dinner.

Developed by participants in the AAA project

Figure 46 - Shopping for School Clothes Checklist (MG)

Name: _____ Grade: _____ Class: _____

	Student	Peer	Teacher	Parent
1. I can name and ask for basic clothing.				
2. I can describe what I am wearing today.				
3. I can describe what someone else is wearing.				
4. I can ask a salesperson for different sizes.				
5. I can identify 3-5 accessories.				
6. I can express my likes and dislikes about clothing.				
7. I can ask for the price of clothing.				
8. I can read an advertisement for clothing.				
9. I can listen to commercials for clothing and answer simple questions.				
10. I can identify seasonal clothing.				
11. I can write a short description of what I am wearing.				
12. I can identify a student by reading a short description of what s/he is wearing.				

13. I can identify at least 3 traditional articles of clothing worn by the target culture.				
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I found the following 3 tasks to be difficult:

- 1.
- 2.
- 3.

I would like to perform the following 3 tasks:

- 1.
- 2.
- 3.

Developed by participants in the AAA project

Figure 47 - Checklist on Sports Unit, Middle Grades

Student Name: _____ Class: _____

<i>Speaking</i>	Studen t	Teache r	Paren t
1. I can name at least 7 sports.			
2. I can say I am/am not athletic.			
3. I can say whether or not I play a particular sport.			
4. I can name sports I like/dislike.			
5. I can discuss photos of sport celebrities and their sports.			
<i>Listening</i>			
1. I can listen to a game and decipher the score.			
2. I can listen to a description of an activity and identify it.			
3. I can listen to questions about an activity and respond.			
<i>Writing</i>			
I can describe my favorite athlete and his/her team using appropriate adjectives and verbs.			
<i>Reading</i>			
1. I can read and understand a simple paragraph about a sports star.			
2. I can read and identify sports from their descriptions (sentence, short paragraph, etc.)			

Culture			
1. I can identify sports of particular importance to Hispanics.			
2. I can describe the stages of a <i>corrida de toros</i> .			
3. I can compare/contrast popular American sports with their occurrence in Hispanic countries.			
Grammar			
1. I understand and can use the interrogatives (<i>quién, qué, cuál, dónde, cuándo, cómo, por qué</i>).			
2. I can identify the subject of a sentence.			
3. I can identify the verbs in a sentence.			

I can also describe/identify/write/speak/understand/read:

I am willing to demonstrate the following 5 tasks:

- 1.
- 2.
- 3.
- 4.
- 5.

Developed by participants in the AAA project

Figure 48 - Self and Peer Assessment
(Greetings and Personal Information), Middle Grades

Name: _____ Partner: _____

Grade Level: _____ Date: _____

Instructions:

Student - Place a "+" if you can do the following, and "-" if you cannot do it.

Peer - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

Speaking:	Student	Peer	Teacher
I can introduce myself.			
I can greet a peer.			
I can greet an adult.			
I can ask and tell where someone is from.			

I can tell where I am from.			
I can tell the day, date, and weather.			
I can count to 1,000.			
I can give my address.			
I can give my phone number.			
Reading:			
I can read personal information about another and understand it.			
After reading a passage I can answer who, what, where, when, why and how.			
Writing:			
I can write a dialogue including greetings, weather, address, phone #, date, and where people are from (including myself).			
Culture:			
I can greet others formally or informally depending on the situation			
I can identify formal and informal situations which call for a different form of address.			
Listening:			
I can listen to discussions about personal information and answer questions giving my personal information.			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 49 - Self and Peer Assessment (Directions and Locations)

Name: _____ Partner: _____
Grade Level: _____ Date: _____

Instructions: *Student* - Place a "+" if you can do the following, and "-" if you cannot do it.
Peer - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

Speaking:	Student	Peer	Teacher
I can give directions from point			

``A'' to point ``B''.			
I can ask for directions.			
I can tell the location of items above, below, over, under, next to, beside, in front of, behind.			
If in an airport, I can ask where the customs agent, bank, baggage claim area, or the cafeteria are.			
I can give arrival time of flights.			
I can ask and say where people are going.			
Listening:			
I can listen to a discussion about the location of places and answer questions giving locations.			
Reading:			
I can read a short dialogue and answer questions demonstrating understanding.			
Writing:			
I can write sentences about places they go, including time of day, week day, etc.			
Culture:			
I can read Spanish ads and answer questions			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 50 - Self and Peer Assessment (Restaurant)

Name: _____ Partner: _____

Grade Level: _____ Date: _____

Instructions: *Student* - Place a "+" if you can do the following, and "-" if you cannot do it.
Peer - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

	Student	Peer	Teacher
Speaking:			
I can place an order at a restaurant.			
I can ask for different eating utensils.			
I can ask for a refill.			
I can ask about the cost of an item.			
I can ask for my bill.			
Listening:			
I can listen to a Spanish speaking waiter and answer his/her questions.			
Reading:			
I can read a menu and use the information acquired in answering questions.			
Writing:			
I can write a skit with a partner with a restaurant setting.			
Culture:			
I can identify different kinds of Spanish foods.			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 51 - Self and Peer Assessment (School Schedule)

Name: _____ Partner: _____

Grade Level: _____ Date: _____

Instructions: *Student* - Place a "+" if you can do the following, and "-" if you cannot do it.
Peer - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

	Student	Peer	Teacher
Speaking:			
I can tell time.			
I can tell what time I have a specific class.			
I can tell what I do at a specific time.			
I can tell at what time I come to school.			
I can tell how I come to school - bus, subway, bike, or foot.			
I can use the word "no" with both meanings.			
Listening:			
I can listen to a discussion of someone's schedule and answer questions about it.			
Reading:			
I can read a schedule in Spanish and answer questions from it.			
I can read a passage and answer questions from it.			
Writing:			
I can write a short paragraph discussing my school schedule.			
Culture:			
I can compare an American and Spanish			

shool schedule.			
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Developed by Wanda Nieves, Eastern Wayne Middle School,
Wayne County

Figure 52 - 6th Grade Checklist. Theme: World

Name: _____ Date: _____

Partner's Name: _____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.
Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can identify the continents of Europe.			
I can identify the countries that speak French and Spanish.			
I can talk about the capital and other cities in these countries.			
I can identify surrounding countries.			
I can tell about the weather in these countries.			
I can tell what time it is there.			
I can convert the temperature from Fahrenheit to Celsius.			
I can describe the major products and industries.			

Listening	Student	Peer	Teacher
I can listen to a description of a country and identify the country.			
I can listen to a discussion about the weather and convert the temperature in various cities.			
I can listen to a passage and tell what, when, and where.			

Reading	Student	Peer	Teacher
I can read a passage about a city or country and answer questions about it.			

Writing	Student	Peer	Teacher
I can write a description of a			

country.			
I can write about a famous landmark.			

Culture	Student	Peer	Teacher
I can identify local customs and holidays.			
I can understand the different systems for describing weather and temperature.			
I can understand the time differences.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

Figure 53 - 6th Grade Checklist. Theme: Community

Name: _____ Date: _____

Partner's Name: _____

Instructions: Student: Place a ``+'` if you can do the following, and a ``-'` if you cannot.
Peer: Place a ``+'` if your partner can do the following and a ``-'` if your partner cannot.

Speaking	Student	Peer	Teacher
I can give directions to my house.			
I can ask for directions.			
I can tell the location of items-- above, below, beside, in front of, next to, to the left, to the right, behind, over, and under.			
I can ask where the bathroom/cafeteria is.			
I can ask people where they are, and tell them where I am.			
I can talk on the telephone.			
I can ask or tell where someone is going.			
I can describe my mode of transportation.			

Listening	Student	Peer	Teacher
I can follow directions given to me.			
I can listen to a discussion and tell the location of the items discussed.			
I can listen to where an item is and find it.			

Reading	Student	Peer	Teacher
I can read a passage and answer questions about the location of items mentioned.			
I can read directions to a place and find it.			

Writing	Student	Peer	Teacher
I can write directions to my school or home.			
I can write about the location of items.			

Culture	Student	Peer	Teacher
I can understand an ad about an apartment.			
I can understand a metro map.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

Figure 54 - 6th Grade Checklist. Theme: School Life

Name: _____ Date: _____

Partner's Name: _____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.
Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can talk about my school.			
I can talk about the subjects I take in school.			
I can tell about the principal in my school.			
I can tell about the teachers and counselors at my school.			
I can tell about my daily schedule and what time my classes meet.			
I can describe my classes and tell what supplies I need.			
I can tell when school starts and ends.			

Listening	Student	Peer	Teacher
I can listen to a description of a class and identify the class.			
I can listen to a daily schedule and understand where and when.			
I can listen to and follow directions given.			

Reading	Student	Peer	Teacher
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I can read a passage about school and classes and answer questions about it.			
After reading about school, I can tell where, what, when, and how students arrive at school.			

Writing	Student	Peer	Teacher
I can write a schedule of my classes.			
I can write a description of my school.			

Culture	Student	Peer	Teacher
I can understand the differences in school systems here and the school systems in other countries.			
I can understand when, how, where students attend school in other countries.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

Figure 55 - 6th Grade Checklist. Theme: All About Me

Name: _____ Date: _____

Partner's Name: _____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.
Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can introduce myself.			
I can describe myself.			
I can greet a peer or an adult.			
I can tell my age.			
I can tell what I am wearing.			
I can describe my daily routine.			
I can tell the day/date.			
I can tell about sports.			
I can tell my nationality.			

Listening	Student	Peer	Teacher
I can listen to a description of a peer and identify that peer.			
I can listen to a discussion of someone's daily routine and know the order of his/her activities.			
I can listen to and identify someone's nationality.			

Reading	Student	Peer	Teacher
I can read a short passage that describes someone and identify the person described.			
After reading about someone, I can tell who, what, where from, and activities.			

Writing	Student	Peer	Teacher
I can write a short description of myself or a classmate.			

Culture	Student	Peer	Teacher
I can determine whether to greet someone formally or informally.			
I can understand some idiomatic expressions.			

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Figure 56 - 6th Grade Checklist. Theme : Home Life

Name: _____ Date: _____

Partner's Name: _____

Instructions: Student: Place a ``+'` if you can do the following, and a ``-'` if you cannot.
Peer: Place a ``+'` if your partner can do the following and a ``-'` if your partner cannot.

Speaking	Student	Peer	Teacher
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	t		r
I can tell where I live.			
I can describe my family.			
I can tell how many members are in my family.			
I can describe my family members and tell their ages.			
I can tell my address and my telephone number.			
I can describe the rooms in my home/apartment.			
I can tell what I have in my room.			

Listening	Student	Peer	Teacher
I can listen to a passage about a family and identify its members and pets.			
I can listen to and understand the address and telephone number of a classmate.			
I can listen to a passage about a birthday party and identify who, what, when, and where.			

Reading	Student	Peer	Teacher
I can read a passage about a family and home, and can answer questions about it.			
After reading about someone, I can tell who, what, where from, and activities.			

Writing	Student	Peer	Teacher
I can write a short description of my family and my home.			

Culture	Student	Peer	Teacher
I can understand the differences in homes and home life in other countries.			
I can understand the extended family group.			
I can understand way children are named.			

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