

Nombre y Apellido _____
La Fecha _____

School Calendar (Calendario de la Escuela)
Performance-based Assessment
(Los Días Festivos en EEUU)

You have been selected as the student liaison to the Board of Education for Mendham Borough Schools. The Board of Education along with the Superintendent of schools has just made the decision to open a new international school that has target language students attending school all year long. With that being said, students will have more frequent breaks throughout the school year to celebrate various holidays.



TASK: The Board of Education and Superintendent of schools have asked you to create a new school calendar proposal. In your proposal you will need to include the following:

- A cover letter defending your decision making
- A visual of your calendar created in the target language, include a key
 - A maximum of 90 school days off
 - Recognition of at least 15 holiday breaks

FORMATTING:

Cover Letter:

- Include the date in the target language on the top left hand corner
- Greet your target audience (Remember you are addressing the Board of Education & Superintendent of Schools)
- Introduce yourself (give your name, age, grade, and school you attend)
- Give an introduction of your proposal.
- State the dates you will have students observing holiday breaks
- *THE NOVICE-HIGH/INTERMEDIATE-LOW LEVEL STUDENT* will also be able to offer simple reasons for their decision makings
- Thank the reader, say good-bye, and give them a way to contact you (either email or phone number or both)
- Sign your full name (including your Spanish name) and print it below
- Be sure to submit your work typed or in blue or black ink
 - If you would like the teacher to provide you with feedback along the way, please share your letter with her in GOOGLE DOCS.

Calendar:

- On the top of your calendar proposal you should have a name for this new school, the year and the person's name who is submitting the proposal
- Should be a representation of the year 2014 (Meaning the first Day of School should be sometime in January)
- Properly label the months and days of the week
- Color-coded & picture representations that clearly show important school closings and events
- Use a key (pictures / target language) to represent the following:
 - The four seasons
 - The first day of school
 - Graduation day
 - At least 15 holidays (learned in class) in which students will have off from school (Not to exceed 90 days)

This assessment is meant for students to work alone. However, if you would like to work in partnerships or small groups, you may ask for the teacher’s approval. If you are working in partnerships/groups all members are responsible for all portions of work even if absent. All members of the group will share the same grade. Remember partnerships and group work require patience, cooperation, meeting time (in cyber space and/or in person) and a general understanding of member responsibilities.

TIME MANAGEMENT & PROJECT DEADLINES:

In-Class Work Dates: 10/7-8, 10/9-10, 10/11-15, 10/16-17, 10/18-21

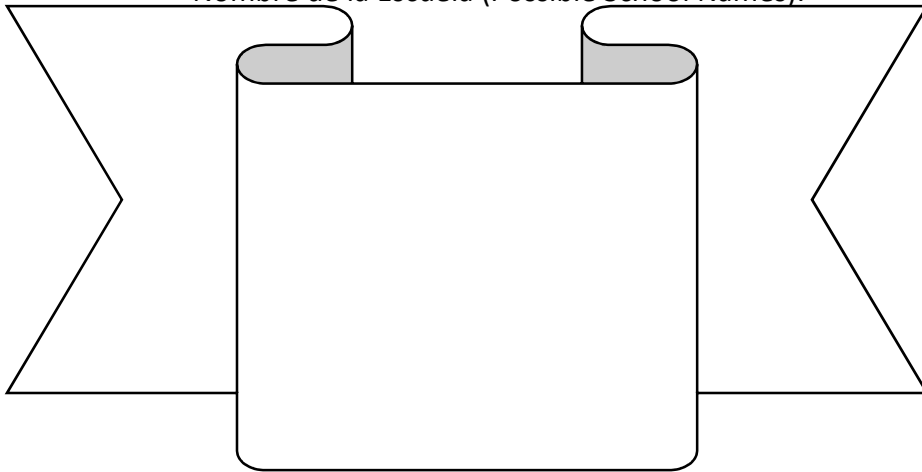
Rough Draft of Calendar: end of class 10/9-10 (Completion Score using the Homework Scoring Rubric)

Rough Draft of Cover Letter: end of class 10/16-17(Completion Score using the Homework Scoring Rubric)

Final Draft of Calendar and Cover Letter: start of class 10/22-23 (See Scoring Rubric)

Graphic Organizer for Brainstorming / El Organizador

Nombre de la Escuela (Possible School Names):



List at least 15 holidays (in the target language) that students should not have school:

Give the date (in the target language) of graduation:

Nombre(s): _____

Presentational Writing - 7th/8th Grade (Letter to the Board of Education and Superintendent)

Categories	Demonstrates Mastery 5	Demonstrates Proficiency 4	Demonstrates Partial Proficiency 3	Does Not Demonstrate Proficiency 2
Organization & Focus	Follows logical progression. On topic and detailed.	Follows logical progression. On topic.	Some confusion. May be missing key details.	Hard to follow. May be off topic.
Language Function (Word Choice)	Uses a wide variety of targeted vocabulary and relevant vocabulary from previous units.	Uses targeted vocabulary.	Uses a limited amount of targeted vocabulary. May use a few English words or visuals instead of target language.	Uses a limited amount of targeted vocabulary. May use a significant amount of English words or visuals instead of target language.
Language Control	Uses learned grammatical forms and mechanics with accuracy.	Minor errors when using learned grammatical forms and/or mechanics that do not interfere with meaning.	Some errors when using learned grammatical forms and/or mechanics that may interfere with meaning.	Learned grammatical forms and/or mechanics are mostly incorrect and interfere with meaning.
Text Type (Sentence Structure)	Variety of sentence structures. Successfully uses transitional words and phrases to link ideas from sentence to sentence.	Uses formulaic sentences. Attempts to use transitional words and phrases to link ideas from sentence to sentence.	Uses memorized language in the form of simple sentences and phrases. Attempts to use formulaic sentences.	Lists learned words and phrases.
Comprehensibility	Easily understood by a non-sympathetic reader.	Understood by a sympathetic reader.	Understood by a sympathetic reader, though some clarification is needed.	A significant amount of clarification needed by a sympathetic reader.
Requirements	Follows all instructions.	Missing 1 key element.	Missing 2-3 required elements	Missing many required elements
Impact of Presentation	Creatively uses of learned material to express original ideas, humor, and/or personal perspective.	Attempts creative use of learned material, yet majority of writing is predictable or formulaic.	Writing is predictable or formulaic.	Errors significantly interfere with writing.

*Unable to score=0pts. – Student did not turn in work, work submitted is not in the target language.

Nombre(s): _____

Grading Rubric for Visual Presentational Style – (Calendar)

Categories	Meets Expectations (5 pts)	Approaching Expectations (3-4 pts)	Does Not Meet Expectations (1-2 pts)
Professionalism	All required elements are present, and all instructions were followed.	1 of the required elements is missing or 1 instruction not followed correctly.	2 or more of the required elements are missing or numerous instructions were not followed correctly.
Craftsmanship	Visual demonstrated a high level of creativity, and when appropriate ... <ul style="list-style-type: none">• handmade materials were neat, colorful, and well-crafted• technology included good editing and design principles	Visual demonstrated a predictable product (e.g. closely resembles teacher's example), and when appropriate ... <ul style="list-style-type: none">• handmade materials were neat, colorful, or well-crafted• technology included good editing or design principles	Visual did not include an adequate product or, when appropriate <ul style="list-style-type: none">• handmade materials were not neat, colorful, or well-crafted• technology did not include good editing or design principles
Quality	All visuals (i.e. imagery, technology, costumes, props, etc) were deliberately selected to enhance the presentation and not distract from its message.	All visuals (i.e. imagery, technology, costumes, props, etc) were relevant to the presentation.	Visuals were not necessarily relevant to the presentation.

*Unable to score=0pts. – Student did not turn in work, work submitted is not in the target language.

_____/15