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PROJECT BASED LEARNING AND ASSESSMENT

A Resource Manual for Teachers

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PROJECT BASED LEARNING AND ASSESSMENT

A Resource Manual for Teachers

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The Resource Manual

Through two 353 grants, our program has researched and developed alternative assessment tools and processes including project based learning and assessment. Through our research, we have come to realize that assessing student performance through projects not only allows us to look at how students use language and literacy, but it also allows us to observe affective behaviors and cognitive strategies that effect learning. This information in turn will help us to continue making instruction meet the needs of the students.

This resource kit was developed to assist teachers in understanding the purpose and use of project work as a practical and meaningful way of learning and assessing progress in learning English. The main focus of this resource kit is to guide teachers in developing projects for learning and assessment. The kit includes:

- Introduction
- Guide for developing and implementing projects
  - Background information
  - Project framework
  - Pre-project activities
  - Assessment
  - Sample projects
- Abstracts of projects for different levels
- Bibliography

What Learners Want to Be Able To Do

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to orient oneself in a rapidly changing world, to find one's voice and be heard, and to act independently as a citizen and as worker, for the good of one's family, one's community and one's nation.

This is the National Education Goal 6 for adults as restated by the National Institute for Adult Literacy. The restatement is based on a survey conducted by the National Institute for Literacy. More than 1500 adults around the country said they needed to become literate, get a job, raise a family, and be a productive citizen in a global society. (Sondra Stein, 1997)

Adults said that they want to be able to:

- access information and orient themselves in the world.
- give voice to their issues and concerns and have the confidence that their voice will be heard and considered.
- solve problems and make decisions on their own, acting independently as parents, workers, and citizens.
- have the skills to keep on learning in order to keep up with a rapidly changing world.

  (Equipped For the Future: A Reform Agenda for Adult Literacy and Lifelong Learning, 1997)

If we use the four goals of literacy and learning as our framework for teaching, learning and assessment, then we need to consider how this affects the way we teach and what we teach. We need to consider what we ourselves need to learn as lifelong learners. We also need to consider how we assess and evaluate progress and success of our learners as well as the program. Finally, we need to consider how we can report results to learners, the program, and outside stakeholders.

Inaam Mansoor
Director
Arlington Education and Employment Program (REEP)

BACKGROUND TO THE STUDY

The Project Learner Profile study was funded through a 353 Adult Education Special and Staff Development Projects Grant. The goal of this project was to develop and implement a comprehensive learner profile that could be placed within a meaningful program evaluation framework, elements of which could be used to articulate progress to relevant stakeholders. Project Learner Profile was conceived as a two-year research and development project.

There are myriad issues, both internal and external, that affect progress in learning a new language. Learner goals, educational background, background skills and knowledge, culture, and intensity of study are just a few examples of factors that affect learning. Through previous research into alternative assessment tools such as portfolio assessment, observation checklists, practice and use inventories, and journals, we have found that these tools can be used to show progress across at least three domains of language and literacy development and that each of these dimensions is relevant to articulating the complex process of learning a second language.

1. The linguistic domain: identifying language skills that a learner has mastered.

2. The cognitive domain: identifying progress in the area of learner goals, literacy practices and learning strategies.

3. The affective domain: identifying changes in learners' perceptions and attitudes about learning, and about their roles as learners.

Because project learning enables teachers to observe learning in these three domains, project learning became an integral part of this research and development initiative. We believed that through projects, teachers could look at how learners use language and literacy. In addition, through the process of exploring ideas, solving problems, sharing information, working cooperatively and independently, teachers could observe affective behaviors and cognitive strategies that affect learning.

The Linguistic Domain: The Alternative Assessment team looked at progress in reading, writing, speaking and listening comprehension.

The Affective Domain: In the affective domain, we examined the attributes of confidence, and motivation. Confidence and motivation are affective behaviors that relate to learners perceptions of their progress. Studies have shown that motivation is a strong predictor of success. What exactly is confidence and motivation. Unfortunately, there is not one definitive definition in the literature. In an attempt to make these terms more concrete, the Alternative Assessment team related these general attributes to specific, tangible actions that could be encouraged and observed in the class. Therefore, in the affective domain, the team identified participation, independent work, and using language in new contexts

as actions relating to confidence and motivation.

The Cognitive Domain: In the cognitive domain, we examined progress toward self identified learning goals and the use of learning strategies particularly planning, choosing and using appropriate resources, organizing materials and evaluating work and skills. Although we are aware that the research into learning strategies is not complete, the teachers involved in this study felt that the strategies we included in our project work enhanced learners' work and contributed to the ultimate success of a project.

Teachers on the Alternative Assessment team found that project work helped them to focus intentionally not only on language skills but also on the non-language skills within the affective and cognitive domains. Developing and implementing the projects as a learning and assessment tool in the class was of great value to the teachers. As with many alternative assessment tools and processes, project work provided teachers and learners with rich and detailed information. However, project work is time consuming. It requires planning to make the learning meaningful and engaging and the assessments useful. This manual was written to aid teachers and programs that are interested in assessing learners' skills through project work.

Assessment at the Arlington Education and Employment Program (REEP)

The Arlington Education and Employment Program (REEP) is a special project within the Department of Vocational, Career, and Adult Education in the Arlington Public Schools. This project is support by federal, state and local grants and contracts. REEP's mission is to provide for the education and employment related needs of limited English speaking adults who live and work in Arlington, Virginia. This mission is accomplished through a variety of educational components including, intensive and non-intensive ESL classes, workplace literacy classes and citizenship classes.

At REEP, there are certain beliefs that have long driven our program goals, curriculum, and classroom instruction. First, we are a learner centered program. Together, students and teachers negotiate the direction of the class. Needs assessment is an integral part of our cycles of learning. We have long fostered a culture of listening to and respecting the voices of our students. We believe that the wealth of knowledge and life experience that adult learners bring to the classroom is valuable and enriches the learning experience.

Our approach to language learning requires us to constantly examine what students say they need. They have said they need to be able to access information and have a voice in their world. They need to be able to act independently in their life roles and have the skills to continue to learn. We use a competency-based approach to language teaching which provides lifeskills content in which language practice and application can take place. We also use a whole language approach to language and literacy teaching because we believe, as research has found, that the four language skills are mutually supportive and should be integrated during instruction. (The REEP Curriculum: A Learner-Centered Curriculum for ESL Adults, Third Edition, 1994)

Instruction and assessment go hand in hand and student evaluation goes on in the REEP classes regularly. Because we are asking ourselves what learners need and want to know, what learners are really learning, and what indicates progress, the program has developed an assessment framework that uses a number of tools and processes in order to find answers to these questions. We use multiple methods that help to build a detailed profile of a learner's progress. Some of the tools are standardized assessment instruments, such as The BEST test to determine oral proficiency. However, standardized tests can not give us a complete picture of the learner. They are not completely useful in connecting assessment to instruction. Also, they do not involve the learner in the process of evaluation.

PROJECT BASED LEARNING AND ASSESSMENT

Project learning is a collaborative approach to teaching and learning in which learners are placed in situations where they use authentic language to accomplish particular objectives. As part of the process, learners plan, work on complex tasks, and assess their performance and progress. A project is designed around issues, questions or needs identified by the learners.

Project Based Learning
A Case Story - The CEC News Show
(Contributed by Donna Moss)

The 550 advanced class at the Clarendon Education Center (CEC) indicated that they wanted to focus much of their study on speaking and writing. Many of the students in the class planned to continue their studies at the community college when they finished this class. Oral presentations are a requirement at this level.

During the course of the cycle, the students in this class enjoyed creating and doing role plays. As a final project, the teacher offered several suggestions for oral presentations, e.g. performing parts of a play, creating plays or a news shows, etc. The class chose to do a news show. They thought that there was enough variety in a news show so that everyone could be engaged in activities of interest to them.

To begin the project, the teacher video-taped a half hour evening television news show and the class identified segments of the show: international news, national news, local news, sports, weather and commercials. They formed groups based on their area of interest. Each group brainstormed possible topics/stories for a five minute presentation. Through discussion and negotiation, students chose stories to present in their time framework. Then the students created a list of information they needed to acquire, determined how they would get the information, and assigned tasks and roles for each member of the group, e.g. collecting brochures from the adult education office, making appointments with staff members they wanted to interview, etc.

By the second week, each group had gathered all the data, visuals, and props they needed for their segment of the show. They had gone to the library, searched the Internet, and brought in pictures from magazines. Students synthesized their data, narrowed their topics to fit into the designated time frame, and wrote drafts of the stories. The anchor people began to rehearse the stories.

All members of a group were responsible for providing feedback on the written stories and the performances. The teacher facilitated and offered help when asked. The class decided on the presentation schedule - what would go first, second and when the commercial breaks would be, etc. Then, the show was video taped. Teachers and students viewed the video tape and evaluated the work of each group. They shared their evaluations with the groups.

The international group did a story about global warming. The local news group chose to focus on getting more information about the REEP program. They wanted to know what the criteria for scholarship eligibility was and what a person needed to do to apply for a student visa. A reporter interviewed the staff members in charge of scholarships and student visa applications. The sports

group focused on highlights of the 1996 Olympics since they were taking place at that moment. The weather group had two topics: how air currents influence weather patterns and the five day forecast.

One commercial group created a dramatization called, "Studying English at REEP". In this commercial, two couples met on line for a movie. One couple spoke English and the other couple asked them where they learned to speak so well. The first couple told them about REEP.

The other commercial group also created a dramatization. A teacher was conducting a lesson on tag questions. One student was brilliant and the other student didn't understand tag questions at all. She was sent to work by herself. Her fairy godfather appeared and granted her two wishes. First, she asked to speak English perfectly. Second, she wished that her mean teacher would forget all her English. She returned to the class and answered all the tag questions correctly. Suddenly, her teacher could only speak in Spanish. The fairy godfather reappeared and spoke to the audience saying that not everyone could rely on a fairy godfather. Therefore, it was important to study hard to learn English.

Before the video taped performance, the teacher asked the class if they would like to invite another class to come and watch the show. The unanimous answer was "No!" After they viewed their taped performances, she asked them again if they would like to do a repeat performance with a live audience. They agreed to do it. Some of the groups wanted to make changes. For example, the weather group had received feedback that the information on air currents was too complicated and too long. They worked together to simplify it.

At the end of that week, they performed the news show for the intermediate class, the program director and ESL coordinator. The students were nervous but did an excellent job and the feedback was very positive.

After the show they took questions from the audience. One student from the intermediate class asked his teacher if he thought his students would be ready for 550 because this project looked so difficult. A student from the "Tag Questions" commercial, responded. She said initially she thought that she could not do the project. She explained that she learned a lot because she had to use English in so many places and with so many people in order to get the work done. She felt proud of herself and had not imagined just how much she would learn from doing a project like the news show. She said that her confidence in her English abilities was much higher than before.

Why Use Project Based Learning?

To a future teacher, this presentation was useful for me. I could see that the audience was interested in what I was saying, and this made me feel more confident. The idea of making rehearsals before the presentation is really good. Your partners and your teacher can criticize you and you can improve those aspects that are weak. It is a way to prove yourself too.
Rita, advanced student

The project made all of our classmates working together and knowing each other. Our group was great. We talked about how to do this project. I think different cultures has different thinking. We worked together and learned together.
Aaron, advanced student

Before [the project] I felt scared. During I felt courage. After, I felt confident.
Saba, high intermediate student

Research has shown that adult learning is most effective when it is relevant and meaningful, and is germane to adult learners' needs, life responsibilities, roles and interests (Mackeracher, 1996). Learners exhibit greater interest and learn more when they study concepts and issues that they have identified as important to them. They learn to actively construct and communicate their own understanding of the issues and can begin to apply their learning in a variety of contexts.

Project based learning is active learning. It is a bridge between language study and language use. (Fried-Booth, 1997). It places learners in situations which require authentic use of language in order to communicate. When students work on teams, they find they have to plan, organize, negotiate, make their points, and arrive at a consensus about a variety of things such as who will be responsible for what as well as what and how information will be presented. This authentic communication will occur even with learners at lower levels of language proficiency.

Project based learning lends itself well to alternative assessment strategies because the students must actively demonstrate what they know and can do. Learners bring to bear prior knowledge, recent learning, and relevant skills to solve realistic, authentic problems. They are most likely to use reading, writing, listening, and speaking to communicate, get information, solve problems, work cooperatively and independently and develop skills for future learning.

Project based learning is multi-dimensional, therefore other skills besides language skills can be developed and assessed. Through project work, learners can engage in activities that develop and foster the use of learning strategies such as goal setting, planning, and self-evaluation, and affective behaviors, such as confidence, and risk-taking.

Developing a Project

Developing a class project requires thoughtful planning and preparation. After working on projects with learners at many levels, the REEP Alternative Assessment Team developed a framework for creating projects that is outlined below.

FRAMEWORK FOR PROJECT WORK

A project:

- builds on previous work.
- integrates the four skill areas - speaking, listening, reading and writing.
- incorporates collaborative team work, problem solving, negotiating and other interpersonal skills.
- challenges learners to engage in independent work.
- challenges learners to authentically use English in new and different contexts outside the class.
- develops life-long learning strategies.
- involves the learners in choosing the focus of the project and in the planning process.
- engages learners in activities where they need to acquire new information that is important to them.
- has clearly articulated outcomes.
- incorporates self-evaluation, peer evaluation, and teacher evaluation.
- enhances the development of real-life skills.

In your initial planning of a project, consider the topic and skills the students want to focus on in the class as well as the requirements for the course. In addition keep in mind the purpose of the project, what you want your students to learn, and what you want to learn about your students.

Learners should have a voice in choosing the project. Through small group or whole class discussions, learners can be involved in identifying topics and issues that they want to investigate. Choose projects that will best meet your instructional goals and demonstrate a student's abilities and progress. You may want the project to be a synthesis of the objectives within a particular instructional unit. You may wish to have a project span two or more units or have one that will serve as a final project. Whatever the purpose, learners ought to be in on the decisions from the beginning.

Projects should challenge learners to stretch beyond what they believe they can do with English. The activities should not be too difficult to be frustrating or inhibiting, but they should be designed to move learners beyond where they are to a new level of achievement. Independent work gives learners opportunities to work alone at their own pace and in their own style. It increases their level of autonomy. In addition to independent work, team work provides learners with a chance to communicate with peers by sharing, negotiating, and supporting each other. Learners have indicated that collaborative work with peers aids in learning English.

The activities students engage in should lead to assessments that are useful to you, your students, and outside stakeholders. Writing out a description of these activities helps you to clearly see the steps involved in the project and will aid in averting problems before the learners begin working on the project. Setting up measurable evaluation criteria is important, and students should know what they will be evaluated on before the project begins. Assessing the level of a student's performance in a project is subjective, but with well-defined objectives and evaluation criteria, we are able to make a fair judgement. It is helpful to write the objectives in the first person voice:

I can narrow and expand an appropriate topic for an oral presentation.
I can locate cities on a map.

Project administration and implementation can be quite complex. It also requires a certain amount of flexibility on your part. Taking time to consider all the logistical variables will help immensely to assure a smooth running project. Project learning is learner-centered. The teacher acts as a facilitator and the learners are in the driver's seat. Because of the nature of inquiry work, not all problems can be anticipated. Moreover, sometimes a project will move forward in a different direction than initially planned. The language that is learned comes from the communication needs specific to the project. As the facilitator, you need to be ready to assist learners in developing the language skills they need for the tasks that they will be doing. Project work in many ways

is organic and unique to each class. This is what makes it exciting, challenging, and most meaningful to the individual learners.

Finally, it is important that learners have an opportunity to evaluate their work. Being able to look critically at ones performance is a life-long learning strategy. It gives learners a voice and fosters independent action as well. Through project based learning, teachers and students can establish evaluation criteria for demonstration of language abilities. These criteria help establish standards of performance which provide information on not only how well students are using language, but how it is affecting their confidence and building learning strategies.

TEACHER'S VOICES

I have learned that projects are an exciting way to allow and encourage students to apply their newly acquired skills in a real-world context. They also encourage students to "stretch their skills in ways that more traditional classroom activities only approximate.

Katherine Lucas, teacher

The project has allowed me to look at and assess things that I had not really done before. I had noticed them, but had not really made note of them.

Dorothy Almanza, teacher

I see a more complete, 3-D person since projects encourage different kinds of assessments. I pay more attention to individuals in groups. Their assessment of their work -even if I disagree - is more information about them.

Pat Thurston, teacher

Project learning is practical and useful for many reasons. Projects are holistic, complex, related to real-life needs, fun and classroom building.

Lynda Terrill, teacher

PROJECT PLANNING: Questions to Consider

A. What do we want to do and why?

1) How will the learners be involved in determining the focus/topic of the project?

2) Think about the project and use these questions to generate level specific appropriate activities:

- How will the project enable learners to access information from a variety of sources?
- How will it enable students to voice their issues and concerns?
- What independent or collective action might the project foster?
- What skills for future learning may be developed?

3) Now write instructional goals/objectives. You can write these from the student perspective by using I statements: I can ....

B: Project administration

- What type of group and individual work do you envision?
- What materials will be needed?
- What type of outside experiences, independent research, contact assignments do you envision?
- How much time is available for learners to work on the project?

C. Project implementation

- What type of format will the project take (oral presentations, dramatization, published writings)?
- Who will be the audience for the "product"?
- What instructions will you give learners?
- Are there options for students?

D. Assessment

- How will you know what the learners can do?
- How will the learners know what they have accomplished?
- Can you measure what they can do against a program standard such as student proficiency level or program writing standards?
- Does the project lend itself to writing measurable criteria for evaluation and scoring?

PRE-PROJECT ACTIVITIES

Project work is by nature collaborative work. It incorporates team work and independent work. It involves both classroom work and outside work. Therefore, it is important that a trusting, cooperative relationship has been established in the class before embarking on a full-fledged project. There are classroom activities that help establish cooperative relationships, engage learners in communicative tasks that will help prepare them for project work, and assist them in participating in evaluation.

COMMUNICATIVE AND COLLABORATIVE TASKS

Many communicative tasks can be community building. Learners can share experiences, opinions, strategies, hopes, and stories. Taking time to build the classroom community will aid in making project work successful. Information gap activities, and learner to learner interviews offer opportunities for learners to work with each other in a semi-controlled activity. Role plays are less controlled. Simulations, problem solving discussion groups, field trips, and contact assignments offer the most spontaneous use of language.

Problem solving activities give learners opportunities to practice expressing opinions, persuading, agreeing and disagreeing. Given a problem, learners can work in small groups to discuss possible solutions and come to consensus on what the best solution to the problem is. Each group can share their choices and explain their decisions. Small group or paired discussions, shared writings, and class discussions are ways to engage learners in sharing information. Telling their own stories also helps learners become involved in a topic.

Projects reflect the interests and concerns of the learners. A dialog between the teacher and learners can begin at the very start of an instructional cycle by conducting a class needs assessment to identify topic areas and skill focus. As the class gets to know each other, new topics and issues may come to light that are appropriate for project work. Not only are learners's voices being heard, but learners are engaging in communication tasks such as expressing opinions, comparing and contrasting needs, and negotiating.

Learners can share responsibilities with the teacher. Classroom activities such as taking attendance, arranging chairs, setting up audio visual materials, or putting up bulletin boards, give learners ownership to the time and place in the learning environment. All kinds of communication takes place when people work together. Although the language learning may appear unstructured, these are opportunities for learners to participate in authentic communication with each other.

EVALUATION

It is useful to introduce learners to peer evaluation and self-evaluation strategies prior to project work. For example, before doing a role play, the class can brainstorm what they ought to evaluate and then evaluate some or all of their classmates' role plays. When learners engage in peer evaluation of oral performances they listen intently and remain focused on the activity.

Learners can complete peer evaluation forms that they develop as a class and are appropriate for the level and the activity. These can then be given to their classmates. Below is an example of a evaluation form for a role play in a beginning level class. Learners may be generous with each other, but often they will be reflective and give straightforward responses. This is an opportunity for them to build trust with each other and as they observe others they can think about the level of performance that they themselves want to reach.

Role play: A customer and a clerk in a store.

Name			
	Asked the price	Yes	No
	Asked for correct change	Yes	No
	Said thank you	Yes	No
	I understood my classmate	All	Some
	Said the price	Yes	No
	Gave correct change	Yes	No
	Said you're welcome	Yes	No
	I understood my classmate	All	Some

In a similar manner, learners can reflect on their own work throughout the instructional cycle before they participate in project work. This can be done orally or in writing. Continuing the role play example, after a role play, they can complete a form similar to the one shown above.

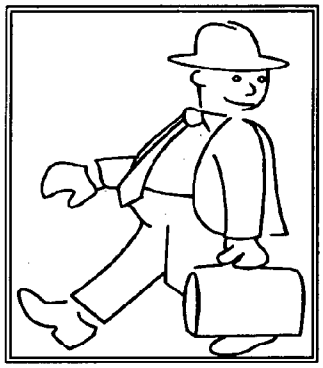
Role play: Self-assessment

Name				
I asked the price.	Yes	No		
I asked for correct change.	Yes	No		
I said thank you.	Yes	No		
I spoke clearly.	Yes	No		
The role play was.	Very easy	Easy	Okay	Difficult
I need to practice.	_____			

Learners can also write about their learning in weekly journals. They can respond to questions such as:

What did you learn this week?
How did you feel about your work this week?
What class activity was most useful to you?
What class activity was least useful to you?
What do you need to continue to work on next week?

After they write, learners can share their ideas and opinions with each other. They learn a lot from each other and often offer suggestions of strategies to use as well as words of encouragement.



A quick and easy end of the week evaluation can be done with post-it notes and a large picture of a man or woman holding a suitcase. Give out three small post-it notes to each learner. On one note, learners write *what they learned during the week.* They place it on the figure's head. On the second note, they write *how they felt about their work.* They place this note on the figure's heart. On the third note, they write one or two new things that they *can now say/use/do outside of class.* They place this note on the suitcase. You can take the notes and write up a summary of the evaluations and give it to the students during the following week.

Activities that are interactive, require independent work, build community and incorporate assessment will give learners a chance to become familiar and comfortable with elements of project work. This will make project work easier to understand and the transition to project work smoother.

PROJECT ASSESSMENT

Project based learning and assessment is, as the name suggests, a learning and assessment process. Teachers can see what skills and knowledge learners have and what they can do with language. Because project work is by nature multi-dimensional, it lends itself well to evaluating multiple outcomes. Within our framework, we have included three sources of assessment: teacher, peers, and learners.

TEACHER ASSESSMENT

Assessment needs to provide information that is meaningful and useful. It is very important to determine what you will assess through the project work. In order to answer that question accurately, it is necessary to have a concrete idea of the purpose of the project.

Why are you doing a project?
What do you want to learn?
Who needs to know about the assessments? What do they need to know?

Measurable criteria are important and learners need to know and understand the criteria from the beginning of the project. (See Table 1). Therefore, the language should be appropriate for comprehension. Criteria need to be related to the project objectives. Finally, criteria need to be realistic.

How do your criteria relate to the project objectives?
Are the criteria level appropriate?
Are they achievable within the time frame set up for the project work?

Identify levels of performance and describe what those levels mean. Descriptions of the levels of performance will help learners understand where they are along a continuum of learning. Even before the project, it will aid learners by identifying what they need to do to achieve high performance. Used again after the project, it will help them understand where they are and where they need to go.

What is the model of excellent work for the level of your learners?
What is acceptable and what is below the level of the learners ability?

Learners in intermediate and advanced level classes can be involved in identifying objectives and evaluation criteria. This helps learners to fully understand the purpose and objectives of the project and be more engaged in the whole process of project work. This is not to say there may be some non-negotiable objectives that learners will have to meet, but including their voice in the assessment process adds depth to the process. Well thought-out, clearly articulated project objectives and assessment criteria,

go a long way to making project assessment fair, useful, and easily understandable to multiple stakeholders.

Table 1: Sample of evaluation criteria and description of levels of performance.

ORAL PRESENTATION ON FACTUAL TOPIC USING VISUAL AIDS 5-10 MINUTES				
Criteria	**Evaluation**			**Comments**
Research topics and get information from 3 sources	1	2	3	
Narrow topic to fit the time frame	1	2	3	

Key to scale
1 = Not successful. Unable to complete task.
2 = Successful. Completed tasks with assistance.
3 = Very successful. Completed all with a little or no assistance.

In planning the project, have you:

✓ identified the project objective(s) and know what will be judged?

✓ chosen criteria that meet the project objectives?

✓ selected criteria that reflect a level of performance that is a model of successful achievement for the level you are teaching?

✓ written criteria statements that are in clear language that learners in your class can understand?

✓ written descriptions of the levels of performance in clear language that will aid the student in identifying what he/she can do to improve performance?

PEER ASSESSMENT

Learners can evaluate the work of their peers in their teams and they can be involved in evaluating the final performance/product of others in the class. Assessments can be in the form of small group discussions with guided questions, checklists, rubrics, questionnaires or journal/essay writing. You can guide the class in

methods of evaluation that include behaviors that make the evaluation process a positive one.

Tell your classmate one thing that really worked.
Ask your classmate a question about one thing you did not understand.
Tell your classmate one thing he/she can do to improve his/her writing/performance.

Assessment can be part of the team work. Learners can examine a team member's writing and offer suggestions for revision. Also, learners can watch oral performances during the practice period and offer help or suggestions for improvement and words of encouragement. As a final evaluation, learners can evaluate the level of participation and communication effectiveness of all members of their group. In general, it is useful, especially at the lower levels, to have learners evaluate the same objectives for their peers as they do for themselves.

Learners can assess final performance and products. Learners can watch each other and assess the final performance/product of their peers. There are several ways to do this. Logistics often determine the best way. You may wish to have all learners assess everyone. In a large class, you may find that it is best to have each learner be responsible for assessing three to four other learners. If learners have experience with peer assessment through other type of learning activities, they will find it easier to assess their classmates in larger project work.

SELF-ASSESSMENT

To develop learning strategies and to build learner autonomy, learners should be offered time to reflect on their own work in class. For these reasons, self-assessment is part of the project framework. Students should be given the opportunity to talk about the skills and knowledge they are gaining and how they are feeling about it. Reflecting on work, checking progress, and identifying areas of strength and weakness is part of the learning process. The ability to identify, or label the learning that is taking place builds life-long learning skills.

The tools that are useful for teacher and peer assessment are also useful for self-assessment. (See Table 2). Choose tools that will give you the information that you want. Choose tools that are "learner-friendly." Depending on the skill level of your learners, journal entries and essays offer a more personal reflective self-assessment. Checklists can be simple and useful in multi-level classes. Rubrics that you use for your assessment can be given to learners to use for self-assessment.

Table 2: SELF-ASSESSMENT

ORAL PRESENTATION ON A FACTUAL TOPIC AND USE VISUAL AIDS 5-10 MINUTES		
Criteria	**Evaluation**	**Comments**
I researched topics and got information from 2 or more sources	1 2 3	
I narrowed the topic to fit the time frame	1 2 3	

Key to scale
1 = Not successful. *I* was unable to complete task.
2 = Successful. *I* completed tasks with assistance.
3 = Very successful. *I* completed all with a little or no assistance.

DESIGNING ASSESSMENT RUBRICS

Rubrics can aid in assessing project work. A rubric is a set of scoring guidelines for evaluating student work. "Rubrics provide criteria that describe a student's performance at various levels of proficiency along a continuum. Rubrics contain a scale of possible points to be assigned in scoring work on a continuum of quality. The high numbers are usually assigned to best performances and descriptors for each level of performance are provided to enable reliable scoring." (*A Systematic Approach to Rubric Development,* presented by Ruth M. Loring, PH.D. at the Association for Supervision and Curriculum Development Conference, Baltimore, MD. March 1997).

Sample Rubric

Performance Criteria	**Continuum of Quality**				
	A NA	**1**	**2**	**3**	**4**
Gives/seeks clarification in English when appropriate.	A NA	1	2	3	4
Uses English to get information, ask and answer questions.	A NA	1	2	3	4
Reviews and revises work.	A NA	1	2	3	4

Descriptors of Level of Performance
A = Absent
NA = Not applicable.
1 = Emerging: Needs more work on knowledge and skills to adequately complete tasks at level.
2 = Developing: Uses knowledge and skills to complete tasks at level with assistance.
3 = Proficient: Uses knowledge and skills to complete tasks at level.
4 = Expert: Uses knowledge and skills above level to successfully complete tasks.

Checklist for Designing Rubrics

✓ I have chosen criteria that meet the class instructional goals.

✓ I have chosen criteria that meet the purpose of the project.

✓ The criteria statements are in clear language, appropriate for my learners.

✓ The criteria for evaluation reflect a level of performance that is a model of successful achievement for the level I am teaching.

✓ The descriptions of the levels of performance are written in clear language. They will aid the students in identifying what they can do to improve performance.

As in all learning programs, there are some learning objectives that can be determined beforehand. However, there are always things that happen and learning that occurs that is not anticipated. This is true in project work as well and this is an important point to keep in mind when doing a final evaluation. Reporting of additional learning achievements can be written in a narrative to the learner on the progress report or added to the evaluation rubric as additional comments. Also, this information can be shared with learners during individual conferences, if you so choose.

ASSESSMENT SAMPLES

Teacher Assessment
Sample 1: Skills and knowledge that contribute to a successful project.

Outcomes	A NA	1	2	3	4
Participates in classroom interactions using English to get tasks done.	A NA	1	2	3	4
Uses English to get information, ask and answer questions.	A NA	1	2	3	4
Reports information in English.	A NA	1	2	3	4
Gives/seeks clarification in English when appropriate.	A NA	1	2	3	4
Demonstrates understanding of directions.	A NA	1	2	3	4
Uses English in new situations.	A NA	1	2	3	4
Pre-plans for work.	A NA	1	2	3	4
Participates in groups using team-work strategies.	A NA	1	2	3	4
Reviews and revises work.	A NA	1	2	3	4
Uses variety of resources to get information.	A NA	1	2	3	4
Completes tasks for project.	A NA	1	2	3	4
Works independently on assigned tasks.	A NA	1	2	3	4
Completes project.	A NA	1	2	3	4

A = Absent
NA = Not applicable.

1 = Emerging: Needs more work on knowledge and skills to adequately complete tasks at level.

2 = Developing: Uses knowledge and skills to complete tasks at level with assistance.

3 = Proficient: Uses knowledge and skills to complete tasks at level.

4 = Expert: Uses knowledge and skills above level to successfully complete tasks.

Instructional level description must be considered when evaluating work in projects.

Teacher Assessment
Sample 2: High Intermediate Newsletter (See project description in Abstracts)
Project Assessment
Project: _____
Dates of Project: _____

Student Names											
Language Criteria	0= not observed 1=emerging 2=developing 3= proficient 4=expert										
Communicates effectively with others.											
Writes a clear, concise and interesting news article for a specific audience.											
Uses the process approach to writing.											
Uses peer editing skills.											
Organizes information in a format similar to American news writing.											
Non-language criteria	0 = not observed ✓ = observed										
Participates effectively in groups.											
Develops strategies to work, record, collect and evaluate information.											
Offers and accepts constructive criticism.											
Reports progress of the project.											

Peer Assessment

Sample 3: Low Beginning World Weather Report Video Presentations (See project description in Abstracts)

_____ I liked it.

_____ They need more practice.

Sample 4: Low Intermediate First Aid Presentations (See project description in Abstracts)

Name:	Date:
+ = yes - + No	
1. Eye contact	_____
2. Clear speech	_____
3. No reading	_____
4. Easy vocabulary	_____
5. Introduction	_____
6. Conclusion	_____
Circle overall rating	
Exc. Good Aver. Poor	
Explain:	

Sample 5: High Intermediate Newsletter

Editor's Checklist

Editor's Name: Writer's Name: Date Submitted: Date Returned:

First draft _____ Second draft _____ Third draft _____

___ Is the article appropriate for the section of the newsletter it is in?
___ Is the article directed toward a CEC student?
___ Is the topic interesting to CEC students?
___ Are sources used for news articles?
___ Is the story organized properly?
___ Mechanics
- ___ spelling
- ___ grammar
- ___ sentence structure
- ___ vocabulary

Suggestions:

Teacher's comments:

Self-Assessment
Sample 4: Low Beginning World Weather Video Presentation Self-assessment checklist.

Group: *Central America* Role: *President*

	My group	My role	My countries	Using the newspaper	My video
Good	✔	✔	✔		✔
OK				✔	
So-so					

Advanced: School Presentations - Self-assessment essay.

Name:

1. Write a paragraph or two to assess your partner's and your presentation. Talk about all aspects and try to be as objective as possible. Was it successful or not? Why or why not?

2. Write a paragraph or more about your assessment of the presentation process. Was is useful to you? Why or Why not? Tell me what you think about the assessments in the rehearsals and from the host teacher and class. What do you think about video taping the rehearsals? What suggestions do you have for the future? Please take time to offer a considered, thoughtful opinion. Thank you.

Assessment Worksheet
Project Goal:

Outcomes	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

1 =

2 =

3 =

4 =

PROJECT SAMPLER

PREVIEW

The projects described in this section were developed at REEP by teachers on the Alternative Assessment Team. They represent a range of ESL levels from literacy to advanced. Each project is presented in a similar format. Along with a description of basic and life skills content, and language focus of the project, you will find a summary of learning strategies, affective behaviors and the four purposes for literacy identified by the Equipped for the Future initiative of the National Institute for Literacy.

Learning Strategies:

- **Learner goal identification**: reflecting on and articulating learning needs and goals.

- **Choices and uses of resources**: assessing the need for information, determining the types of information needed and the appropriate sources for the information.

- **Planning**: identifying and implementing steps and strategies to get work done.

- **Organization**: managing materials and resources.

- **Reflection and self-evaluation**: taking an active role in the learning process; identifying accomplishments and needs.

Affective Behaviors:

- **Use of language learned in new situations**: Using language learned in a variety of contexts outside of class.

- **Independent work**: completing assignments, initiating new learning tasks, and being a self-starter.

- **Participation**: Expressing ideas and opinions, working collaboratively and listening actively to others.

The Four Purposes of Literacy: Through the Equipped for the Future (EFF) initiative of the National Institute for Literacy, a content framework for standards in adult education is being developed. The foundation piece of the framework are the four purposes for literacy which adult learners identified through an EFF study. We kept these four purposes in mind as we developed projects. They enrich the project work and address the expressed needs of learners.

- **Access to Information:** To have access to the "broader world of ideas and

opportunities that surround" adults. (Stein, 1995). This includes reading and interpreting maps, signs, letters, messages, news items, announcements, etc.

❖**Voice:** Being able to "express thoughts, feelings, needs, experiences. Literacy as voice is connected with expressing the self and with being heard" (Ibid).

❖**Independent Action:** "To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others." (Stein, 1997).

❖**Bridge to the Future:** " Learning how to learn to keep up with the world as it changes." (Ibid).

Each project summarizes how these elements are incorporated into the project. Following the summary is a step by step description of the project.

Family Literacy Class: Parents in literacy and intermediate ESL levels and their children
Contributed by Lynda Terrill and Donna Moss

PROJECT: To create a coloring and activity book of community information for parents and children living in a specific neighborhood.

DESCRIPTION: Learners work collaboratively to plan and organize the production of the book - express opinions, make suggestions, negotiate. They research material and information needed for the topics included in the book. They create activities for the topics appropriate for children and parents and make a presentation of the book to community members.

ESTIMATED TIME: 8 to 10 hours.

MATERIALS: Tear sheets, sample community activity books, white paper and pens with black ink.

Basic Skills:	vocabulary (depends on topics chosen for book)
Life Skills	locate information in a telephone book, request information in person and over the phone
Language Focus	reading, writing, speaking and listening
Literacy Practices and Learning Strategies	▸ Using resources: Determining information needed and places to get the information. Acquiring information from community organizations, skim/scan community reading materials to locate information. ▸ Clarification: Teacher's instructions. Information from classmates, during phone conversations and in person when requesting information. ▸ Self-evaluation: Review/revise drafts of pages, self-evaluate performance at the end of the project.
Affective Behaviors	Motivation and Confidence: Participation in group work and class work; follow through and completion of tasks; completion of independent work.

EFF 4	**Access to Information**	Choosing and locating information on community services.
P U R P O S E S	**Voice to Express Ideas and Opinions**	Select group role. Participate in development of activity book by stating ideas, sharing opinions, voting of outcomes.
	Act Independently to Solve Problems and Make Decisions	Negotiate and plan in large and small groups. Fulfill responsibilities in group work.
	Learn How to Learn to Keep up with the Changing World	(See Literacy Practices and Learning Strategies). Developing teamwork strategies, following deadlines.

TEACHER PREPARATION:

1. Have on hand different types of community activity books and other activity books. The fire and police departments often have these types of books on safety.

2. Have tear sheets and lots of paper, pencils and pens available. Final work should be done in black felt pen for a high quality photocopy.

3. Local telephone books, school fliers, community fliers and brochures are helpful to have available if the students can not get all resources themselves.

4. Choose dates for the completion of the book.

5. Depending on your access to copying machines and paper, you may want to limit the number of pages for the book beforehand. (We created an eight page book).

PROCEDURES

1. Share with the class models of activity books and discuss content of each.

2. Brainstorm issues that are important to them and that were important to them when they arrived in the community. Determine the audience for the activity book. You can ask - What did you need to know about your neighborhood when you first arrived?

3. Brainstorm topics for each page to be included in their book.

4. Learners in each group take on the responsibility of researching information needed for each page. Dates are set as to when learners need to bring in information.

5. When information is collected, the groups will have to choose the information they want, narrow

the topic and summarize the information to fit on one page. They should then plan the layout of pages and create activities for topics.

6. Parents and children work on the activity pages. The parents can give out the assignments to the children and supervise the work.

7. Make copies of the book. How much paper you have access to will determine the number of books you produce. It is important to have at least one made for each family.

7. Bind the books. This can be a parent and child activity. (We did a three-hole punch in our books and the children and parents wove ribbons in the holes).

8. Prepare a presentation of the book for community organizations. This can be a local library, the director of your school, the elementary school principal, etc. We presented the book to the principal of the children's elementary school and participated in a "Meet the Author" Day at the local library.

EVALUATION:

Teacher Evaluation: (See example A). The teacher observes ability to use language during pair and group work activities, follow deadlines, gather information, and participation.

Parent/Child Assessment Conversations: (See example B) These are between the parent(s) and children. The children complete the attached forms by themselves, as do the parents, and then they discuss the production of the book and their feelings on the outcomes.

Teacher's Comments:

This project involved adults and children in three classes. The classes met two times a week for a total of five hours per week. The project was suggested to the learners by the teachers, but the parents and children responded very positively to the idea. All the adults and children took part in the brainstorming sessions and contributed to the creation of the pages. The intermediate students managed the production of the book. The children worked on drawings and activities and the adult literacy class was responsible for two information pages.

Everyone was involved in the creating and production of the book and was very pleased with the outcome. One of the students was taking an office skills course at the same time as the family literacy class. She took it upon herself to bring in the immunization page of the book to her office skills class and learn how to make columns and use tabs so that it would look they way she pictured it.

The program has duplicated the book many times and uses it during new student testing nights. Many parents come to testing with their children and the book, along with a few crayons, occupies the children for a long time.

Example A
Student Name:
Date:
Teacher: Donna Moss

+ = Achieved competency
✓ = More practice is needed
NC = Not covered
A = Absent

Report Card
___ Read and interpret children's report card.

Parent Conference
___ State reasons why a parent or teacher would request a conference.
___ Ask and answer questions about child's work and behavior.

Children's Problems at School
___ Describe the academic problems children can experience.
___ Describe possible behavioral problems.

Activity Log
___ Regularly completes activity log.

Portfolio
___ Regularly contributes to portfolio.

Community Coloring Book Project
___ Contributed to the planning and organization of book.
___ Participated in the production of the book.
___ Researched materials and information for book.
___ Presented book to community program.

___ organized work ___ followed directions
___ evaluated work ___ completed work on time

E = Excellent - excellent effort; demonstrated strong abilities.
S = Satisfactory - satisfactory effort; demonstrated abilities with some assistance.
N = Need improvement - did not adequately demonstrate abilities.
A = Absent

Comments:

Example B
The Community Coloring Book

PARENT

I like working on the book. YES NO

I liked:
____ thinking of ideas.
____ drawing pictures.
____ writing information.
_____

I learned _____

_____

_____

My best work in the book was
_____

****

CHILD

I like working on the book. YES NO

I liked:
____ thinking of ideas.
____ drawing pictures.
____ writing information.
_____

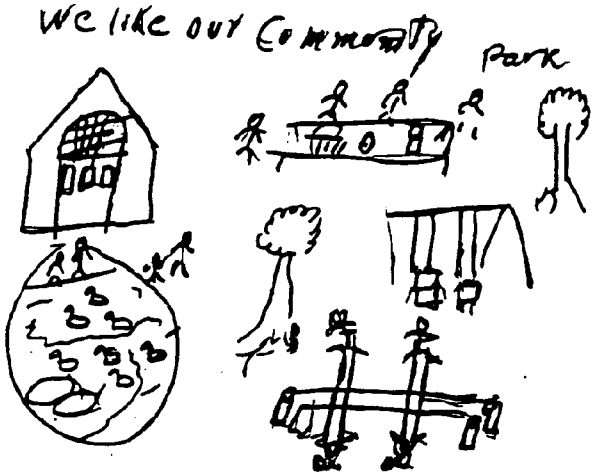
I learned _____

_____

_____

My best work in the book was
_____

We Like Our Community
Columbia Heights West
Activity and Coloring Book



Authors: Denis Garay and Josei Bohorquez; Martha Gonzalez; Degnesh Kidane; Gloria, Karina, Carlos, and Karen Lobos; Marta Rodriguez and Frankie Castillo; Gregorio, Blanca, and Henry Rivera; and Elsa, Carol, and Ronald Valdez.

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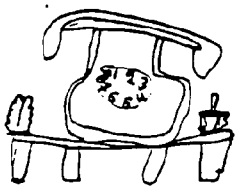


Community Telephone Numbers

Adult Job Training — 358-7225

Arlington Hospital — 558-5000

Arlington Police - 358-4330

Child Abuse - 1-800-552-7096

Domestic Violence - 358-4848

Emergency - 911

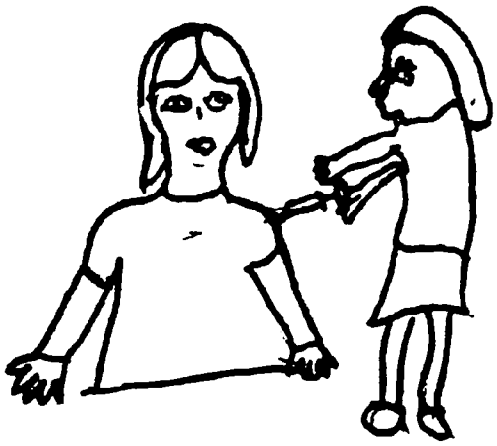
Fenwick Center (clinic) 358-5610

Glencarlyn School - 358-6645

Kenmore School - 358-6800

Medicaid - 358-5620

Poison Control - 202-625-3333



What are immunizations?

It is a safe and effective way to help the body prevent or fight off certain diseases.
EVERY CHILD SHOULD BE PROTECTED AGAINST:

HEPATITIS B	HIB DISEASE
DIPHTHERIA	MEASLES
PERTUSSIS	MUMPS
POLIO	RUBELLA
TETANUS	CHICKEN POX

Child Age	Shot
Birth-2 months	Hep B
2 months	DPT
2-4 months	HB
4 months	DTP, OPV, HIB
6 months	DTP, HIB
6-18 months	HEP B, OPV
12-15 months	HIB, MRR
12-18 months	DTP

Before Starting School:

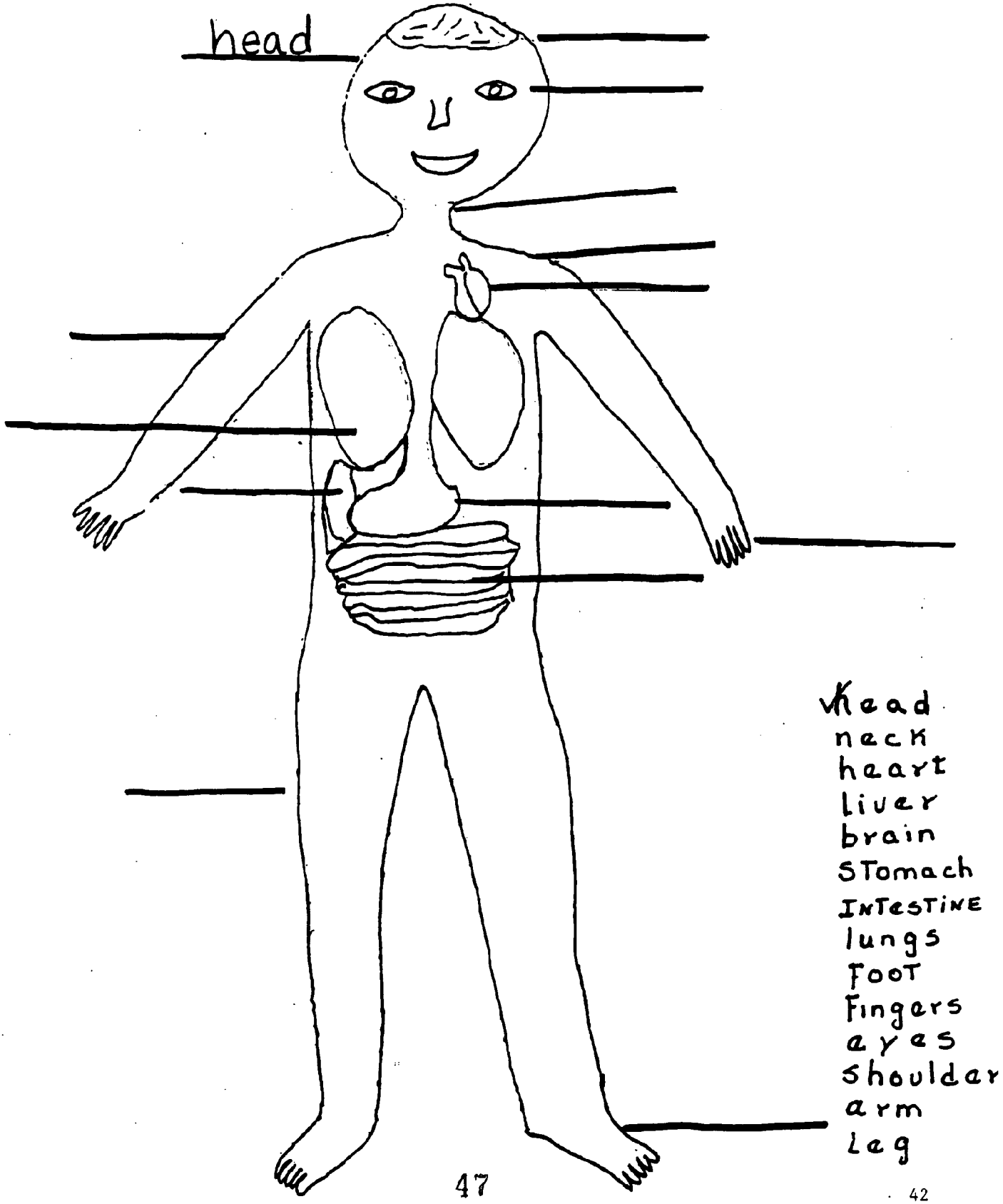
You may need proof of immunizations to enroll your child in child care or public school. Contact your health-care provider or local health department.

4-6 years	MMR
11-12 years	VAR HEP B
11-16 years	TD

Protect Your Family and Your Community from Disease

1. Visit your health-care provider
2. Keep a record of the immunizations
3. Teach your children to wash hands before eating and after using the toilet.
4. Take advantages of health program offered by state or local agencies.
5. For more information call at: 522-3733 (Arlington Free Clinic)

All clinic visits are by appointment only.


head
head
neck
heart
liver
brain
STomach
INTESTINE
lungs
FOOT
Fingers
eyes
shoulder
arm
leg

LOW BEGINNING LEVEL
Contributed by Christine LeCloux

PROJECT: To create an international menu and perform in a role play giving and taking orders from the menu.

DESCRIPTION: Students will be able to describe a typical dish from their country orally and in writing, including listing the ingredients. Students work in a team with other classmates to create an international menu including appetizers, salads, entrees and desserts and beverages. Students give and take orders from the menu in a restaurant simulation.

ESTIMATED TIME: 7 - 9 hours over a one or two week period.

UNIT PREREQUISITES: Consumerism (shopping for food) and Money/Banking.

MATERIALS: Tear sheets, visuals of foods, colored xerox paper, table settings (knives, forks, spoons, napkins and placemats), TV and VCR (optional).

Basic Skills:		Vocabulary (food, menu titles, place settings)
Life Skills		Order at a restaurant, interpret menu items and prices
Language Focus		Reading, writing, speaking and listening
Literacy Practices and Learning Strategies		Using resources: Acquiring real menus and studying layout, format, and vocabulary Clarification: Teacher's instructions and information from classmates during group work and role play. Self-evaluation: Review/revise drafts of menu; Self-evaluate performance at the end of the project.
Affective Behaviors		Motivation and Confidence: Participation in group work and class work; follow through and completion of tasks; completes independent work.
EFF 4 PURPOSES	**Access to Information**	Interpret authentic menus.
	Voice to Express Ideas and Opinions	Select group in which to work. Select group role. Stat ideas, share opinions, vote on outcomes.
	Act Independently to Solve Problems and Make Decisions	Negotiate and plan in small groups. Fulfill responsibilities in group work.
	Learn How to Learn to Keep up with the Changing World	(See Literacy Practices and Learning Strategies). Developing teamwork strategies, following deadlines.

TEACHER PREPARATION

1. At this level it might be easier to give the students a choice of projects to select from rather than having them come up with the project themselves.

2. Have on hand plenty of visuals of foods, picture dictionaries and realia, plastic utensils.

3. Choose dates for the completion of the menu and the video-taped role plays.

PROCEDURES

1. Review food vocabulary. Students choose a native dish to describe to the class. Have them identify the ingredients to the dish using picture dictionaries, drawings, etc.

2. Have students work in pairs to describe their native dish including naming the ingredients. (See example A). Collect and make copies of all the interview worksheets. Students sort the dishes into groups - appetizers, desserts, etc.

3. As a contact assignment, have students bring in copies of menus from local restaurants. If this is not possible, then have authentic menus available in the classroom.

4. Study the menus for format and practice vocabulary for the different sections of the menu - appetizers, entree, etc.

5. Review the goals of the project with the class. Plan with the students the procedures for making the menu. Create groups of students to be responsible for one section of the menu. Students can self-select into a group of their choice (appetizer group, entre group, dessert group, etc.) or you can assign them to a group. If the class is large, you can have two entree groups, etc. Different members of the group can be responsible for different tasks - recorder, timekeeper, etc.

6. Distribute copies of the interview worksheets to the appropriate groups. They can use their ideas or they can use dishes from the interview worksheets for the menu. If they don't understand something from the interview worksheet (because of handwriting or vocabulary) they should be encouraged to get the information themselves from their classmates.

7. Groups select the dishes to include in the menu (5 to 8 is good) and price them. (See example B)

8. Students write their information for the menu on large tear sheets. The class then looks over each section of the menu and evaluates them for variety of choices and appropriate prices.

9. Based on the changes the class makes to their first draft on the tear sheets, the groups write a second draft of the menu sections on regular sized paper. Ask for volunteer(s) to create a cover for the menu.

10. Make copies of the menu and distribute them to the students.

11. Introduce and identify names of pieces in a place setting (knives, plates, etc.). Students set the tables for the restaurant role play.

12. Students work in small groups of 3 or 4 people. These can be different groups for the menu groups. They create roles - waiter, customer, busboy, etc. They create a roleplay of ordering from the menu. After rehearsal and when they feel they are ready, the roleplays are performed for the class. You can video tape the roleplays if the technology is available and the students feel comfortable with it.

13. If the roleplays are video taped, the class can watch the video and students do a final assessment of their project work.

EVALUATION:

Teacher Evaluation: (See example C). The teacher observes ability to use language during pair and group work activities. The roleplay is used to assess the competencies of giving orders and understanding orders.

Peer Evaluation: The whole class evaluates the first draft of the sections of the menu created by each group.

Self-evaluation: (See example D).

EXAMPLE A

Interview - A favorite dish from your country your name: Alejandra

my partner's name: patricia

1. What is the name of your favorite dish?
   Escaveche
2. Name at least five ingredients in the dish.
   1. Chicken or fish
   2. lettuce
   3. onions
   4. yellow chilis
   5. Vinegar
3. How does this dish taste? (ex. sweet, spicy, crunchy, etc.)
   spicy
4. Do you eat this dish in the U.S.?
   yes
5. Can you make this dish?
   yes
6. Do you know a restaurant where you can eat this dish? Where?
   NO,

EXAMPLE B

Menu Section: [illegible]

items → from your countries!!

dish/drink name	description (ingredients, taste)	price
1. - CRISPY ROLLS (2)	- pork, onions, carrots, shrimp - rolled	$ 2.75
2. - Fried Rice	Rice, carrots, corns, chicken, shrimps, pork, eggs.	$ 5.75
3. - Shrimp Cocktail	Shrimp, lemons, spices, lettuce, combination with ketchupad [illegible]	$ 2.99
4. Empanadas combination beef	potatoes, onions, peppers, carrots	$ 1.25

EXAMPLE C

Project Assessment
Project: International Menu/Restaurant Roleplay
Dates of project: 5/16/97 - 5/22/97

(Outcomes) / Student name	Solyom, Sandra	Ayele Mekurin	Zapata, Alejandra	Ahmed Syed	Harrag, Chafaa	Diaz, Patricia	Pan, Yan H.	Guevara, Maria	Estrada, Luis	Prado, Zaida	
	1=emerging; 2=developing; 3=proficient; 4=expert										
I can describe dish/beverage from my country, orally and in writing	3	3	4	2	4	3	3	2	4	4	
I can collaborate with classmates to create a whole-class menu.	2	4	4	4	4	3	4	3	3	3	
I can order food in a restaurant role-play.	4	4	4	4	4	4	3	4	4	4	

Non-language outcomes
Project: International Menu/Restaurant Roleplay
Dates of project: 5/16/97 - 5/22/97

Non-language elements / Student name	Solyom, Sandra	Ayele Mekurin	Zapata Alejandra	Ahmed Syed	Harrag, Chafaa	Diaz, Patricia	Pan, Yan H.	Guevara, Maria	Estrada, Luis	Prado, Zaida	
	✓-observed; +-increased; -same; -decreased; 0-not observed										
Gives/seek clarification given a group-role constraint.	+	+	✓	✓	✓	✓	✓	✓	+	✓	
completes all work	✓	+	+	✓	✓	✓	✓	✓	✓	✓	
reuses work	✓	+	+	✓	+	+	+	✓	✓	✓	
works well with others	✓	+	✓	✓	+	✓	+	✓	+	✓	

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EXAMPLE D

What do you think? - 150 a.m. Restaurant project your name: _____

Give your opinion. Write an X in one box.

	activity	I liked it.	so-so	I didn't like it.
1.	learn food vocabulary	✓		
2.	talk about food tastes		X	
3.	interview my partner about his favorite dish	✓		
4.	write part of a menu in my group		X	
5.	talk about the complete menu			X
6.	plan the table and the music		X	
7.	make a video (order in a restaurant)	X		
8.	work in my group	X		

Circle yes or no.

1. (yes) no I understand basic food vocabulary.
2. (yes) no I can describe the taste of a dish.
3. yes (no) I can order food in a restaurant.
4. (yes) no I can ask the waiter to recommend something good.
5. (yes) no I want to do more group work.
6. yes (no) I want to be in another video.

Sample Menu Pages

THE INTERNATIONAL RESTAURANT.

150 A.M. Class. May 1997

2801 Clarendon Blvd Arlington, Virginia.

APPETIZERS.

* VIETNAMESE
1/. CRISPY ROLLS $2.75
TASTY - pork, onions, carrots, shrimp rolled.
2/. FRIED RICE. $5.95
HOT - rice, carrots, corn, chicken, shrimp, pork, egg.

* PERUVIAN
3/. SHRIMP COKTAIL. $2.99.
DELICIOUS - Shrimp, lemons, spices, lettuce combination, Ketchup and, Mayonnaise.

* SALVADORAN
4/. EMPANADAS $1.50.
TASTY - potatoes, onions, peppers, carrots, combination beef.

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BEGINNING LEVEL
Contributed by Sharon McKay

PROJECT: Music from Our Countries

OBJECTIVES: Students share cultural information about countries; identify introduction, body and conclusion for oral presentations; organize information from multiple sources; gain confidence and experience in speaking in front of people; and critique presentations for clarity and content.

ESTIMATED TIME: 15 to 18 hours during last part of the cycle.

UNIT PREREQUISITES: Appropriate after students are familiar with each other, the class format, working together and have discussed cross-cultural information. Students have engaged in speaking and writing development activities.

MATERIALS: Video camera, TV and VCR, Internet, student gathered materials i.e. videos, cassettes, pictures, etc., evaluation forms.

Basic Skills:		Vocabulary building
Life Skills		Small talk, oral presentation.
Language Focus		Speaking, listening, reading and writing.
Literacy Practices and Learning Strategies		Using resources: library resources and Internet Self-evaluation: evaluate performance at the end of the project.
Affective Behaviors		Participation in class work; completion of tasks including independent work.
EFF 4 PURPOSES	**Access to Information**	Choosing and locating information on culture.
	Voice to Express Ideas and Opinions	Select topic. Express opinions and feeling about music. Contribute to peer evaluation during practice time and after final presentations. Self-evaluate work.
	Act Independently to Solve Problems and Make Decisions	Decide the form of presentation, i.e. using video, cassettes, dance, etc.
	Learn How to Learn to Keep up with the Changing World	Develop oral presentation strategies. Follow deadlines.

TEACHER PREPARATION

Be prepared to do a model presentation for the students using your own interests and materials.

PROCEDURES

1. Students brainstormed topics for project. My class decided to focus on music from their countries.

2. Students choose a partner from their country to work with and identify the focus of their music presentation.

3. Students, with teacher and teacher aide assistance, research topics on the Internet.

4. Students and teacher go to the library and use the computer to research topics, locate books and magazines.

5. Students write notes on the topic.

6. The teacher models the structure of an oral presentation: introduction, body and conclusion.

7. Teacher models creating and organizing note cards with large print.

8. Students organize their notes on note cards.

9. Students practice their presentations with their note cards in front of a partner.

10. Teacher models a presentation.

11. Students give presentations. If you have access to video tape recorder, it is very useful to video tape the presentations in order for students to evaluate their performances. If you video tape, you may find that students will want to make copies of it to share with friends and family.

12. Students evaluate their peers and do a self-evaluation.

EVALUATION
Teacher Evaluation: See attached examples.
Peer Evaluation: See attached examples.
Self-evaluation: See attached examples.

Teacher's Comments:

This was my favorite project because everybody enjoyed it! In doing this project I was trying to see how students organized their thoughts, accepted criticism, supported one another, listened critically and wrote constructive criticism. I was trying to have them identify and create an introduction, body and conclusion to a speech.

The students were capable of stretching their speaking abilities much farther than I thought. They were more focused than I thought they could be when working together on a project. The presentations went really well. I was shocked to see how professional they could be. Some did a better job than 550's!

Next time I would start the project earlier and I would try to have some mini-presentations for them to work up to the bigger presentation. Also, I did one example for them, but two would probably be better.

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REEP ESL PROGRESS REPORT: LEVEL 200

Marking System:

+ = Achieved competency/function
✓ = More practice needed
A = Absent
NC = Not covered

Student Name:
Teacher Name: McKay
Level: Morning 200
Start Date: July 7, 1997
Type: SP

Getting Started:

+ 1. Ask/answer questions: self
+ 2. Complete personal data form
+ 3. Introduce self/others
+ 4. Identify family relations
+ 5. Identify reasons for coming to U.S.A.
+ 6. Identify relevant points on map
+ 7. Identify school rules
+ 8. Respond to emergency procedures
+ 9. Write about self
10. _____

Community Services:

+ 1. Identify local community facilities
NC 2. Inquire: post office services
NC 3. Complete postal form
+ 4. Inquire: library service
+ 5. Complete library application
6. _____

Consumerism:

NC 1. Ask/answer questions: prices
2. Ask/answer questions: labels
3. Exchange/return merchandise
4. Identify error in change/request correction
5. Express/inquire: likes/dislikes
6. Order from menu
7. Give/follow oral directions: recipes
8. _____

Health:

+ 1. Identify illnesses/injuries
+ 2. Make an appointment by phone
✓ 3. Fill out medical form
+ 4. Inquire: health care
✓ 5. Write memo explaining absence
6. _____

Holidays and Special Occasions:

Holiday: _____

+ 1. State importance of holiday
+ 2. Describe when/how celebrated
+ 3. Identify historical facts
+ 4. Describe holidays in native country
5. _____

Housing:

NC 1. Interpret abbreviations
2. Ask/answer questions: apartments
3. State problems
4. Call to request repairs
5. _____

Telephone/Communication:

+ 1. Write phone numbers
+ 2. Leave message
A 3. Take message
+ 4. Request/respond to request: clarification
+ 5. Respond to wrong number
+ 6. Extend invitation
+ 7. Call 911
✓ 8. Give/follow instructions: pay phone bill
9. _____

Transportation:

NC 1. Explain traffic signs
2. Explain traffic rules
3. Identify modes of transportation
4. Ask for/state car parts
5. Describe car problems
6. Ask for/give directions
7. _____

Working in the U.S.A.:

+ 1. Identify sources for jobs
+ 2. Ask/answer questions-jobs: interview
+ 3. Fill out application
+ 4. State future job goals
+ 5. Give/follow oral instructions
+ 6. Ask/answer requests for clarification
+ 7. Request/respond to requests for assistance
+ 8. Call in to report lateness/absence
9. _____

Project: Music from your Country

+ 1. Uses more than one resource
+ 2. Practices in advance with a partner
+ 3. Gives an introduction
+ 4. Demonstrates with actions
+ 5. Uses various materials in presentation
✓ 6. Gives a conclusion
+ 7. Evaluates other projects
+ 8. Get more practice in front of people

Writing Level Objective:

+ Write a series of simple sentences

Reading Level Objective:

+ Read simplified narratives

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Presentation Evaluation

Name:

Topic:

Introduction _____
Body _____
History of
instrument used _____
When we play it _____

Conclusion _____
Spoke clearly _____
Practiced enough _____
Pictures/drawing/video _____
Music example _____

Recommendation _____

Student Final Evaluation

Date:

1. What did you like about the project?
2. What did you learn during the project?
3. What was difficult about the project?
4. Were you happy with your planning? Why? Why not?
5. Were you happy with your speech? Why? Why not?
6. What would you do to make it better in the future?

HIGH INTERMEDIATE SPEAKING, HIGH BEGINNING WRITING LEVEL
Contributed by Patricia Thurston

PROJECT: What's Cooking?

DESCRIPTION: The class will produce a cookbook in which each student contributes a recipe from her/his culture in a format consistent with giving good directions and to write a brief, personal response to the recipe.

ESTIMATED TIME: Approximately 9 class hours

UNIT PREREQUISITES: Personal Identification

MATERIALS: Unusual cooking utensils (e.g. lemon zester, hard boiled egg slicer); fresh and dried herbs and spices, peeler, knife, measuring cups and spoons, 5 lbs. rice. newspapers, word processor (optional). **Resources:** Texts: *Expressways,* pp. 36-37; *Breaking the Ice*, (7, 8); *Building Real Life English Skills*, pp. 34-40. Videos: *Side by Side #2*, segment 32 and 22 (model of bad presentation of recipe). *English Works "Asking for Clarification".* The third week in May, the Washington Post publishes a list of local pick-your-own farms.

Basic Skills:		vocabulary building, fractions, standard measures and equivalencies
Life Skills		understand recipes, locate information from newspaper listings, get/report information from recorded messages
Language Focus		writing, speaking, listening, and reading
Literacy Practices and Learning Strategies		writing recipes, editing writing, revising writing
Affective Behaviors		Motivation and confidence: working with partners
EFF 4 PURPOSES	**Access to Information**	locate information from newspaper listings get and report information from recorded messages
	Voice to Express Ideas and Opinions	selecting recipe and sharing stories related to the selection of the recipe peer editing and self-editing
	Act Independently to Solve Problems and Make Decisions	follow deadlines edit writing following specific criteria
	Learn How to Learn to Keep up with the Changing World	editing writing revising writing

TEACHER PREPARATION

Bring in unusual cooking utensils, rice, measuring cups, spoons and plenty of newspapers.

PROCEDURES

A. Vocabulary Building

1. Elicit name and function of unusual cooking utensils. Work with -er suffix. (e.g. a lemon zester, egg separator.)

2. Students bring in utensils from their home for others to identify.

4. Bring in herbs/spices to identify - What is it? Do you have it in your country? Is it for fish, chicken, etc. Identify plant parts - leaves, stems, roots, etc.

5. Bring in 3 - 4 big carrots, peeler and knife. Demonstrate (or have students demonstrate) verbs for cutting things -slice, dice, chop, julienne, etc. Play a "Simon Says" and give students an opportunity to demonstrate a cutting technique: one student has a knife and someone in the class tells what cutting technique to demonstrate.

6. Math vocabulary: Bring in measuring cups/spoons, rice and some newspapers for the mess. Students work on equivalencies (3 teaspoons = 1 tablespoon), doubling and deciding a recipe in groups.

7. Work with transitional words - first, next, then, after that, finally.

B. Recipes

1. Students work in groups to identify elements a recipe should have (ingredients, quantities, step by step instructions, etc.)

2. Whole class works out format that everyone will use. Students write their recipes.

3. Peer editing: Students check to see if directions are clear and in the correct format - if not, the student revises.

4. Students write a personal response to the recipe, describing why the dish is a favorite, who taught them to make it, etc.

5. Everyone brings in the dish prepared and the class has a party! We took pictures of people holding their dish and added them to the cookbook.

6. Publish the cookbook.

EVALUATION

Teacher Evaluation: Students are evaluated on their ability to:

1. double a simple recipe and divide a simple recipe in half
2. peer edit of the recipe based on the format of a good recipe the group has agreed on
3. revise own recipe for clarity, sequence, completeness

4. view a video tape of poorly presented recipe and critique it (Side by Side #2 segment, #32)

Peer Evaluation:

Students edit each others drafts of the recipes

Self-evaluation:

Students assess their own writing and use partner's suggestions and their own to revise writing.

Teacher's Comments:

Revision is not a skill at this level. Peer editing has never been so easy for them. When reading the recipes, if the reader did not know what to do, the writer knew he/she had a problem. The questions they had to ask were easy - how much, how many, how long, how hot, etc. This was very good because they could see how important giving clear directions was, and they got lots of practice explaining, re-phrasing, and ultimately revising their work - sometimes several times. What I liked was that they could see there was a reason to revise their work.

Their published cookbooks were displayed at REEP'S booth at the Arlington County Fair and given away as raffle prizes!

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AFGHANISTAN: GADA'S *RICE PILEAU* for roast leg of lamb

INGREDIENTS:
3 cups of rice
zest of 2 or 3 oranges (not the fruit)
1/2 lb. of raisins
1/4 cup oil
4 carrots sliced juliene

First, boil 6 cups of water, put in the rice, cover the pan and cook about 15 minutes until rice gets soft inside and out, but not done yet.
Next, put the rice in a strainer and drain the water from the rice until all the water is gone.
Then, while you are waiting for the rice, put the same pan on the stove, and put about 1/4 cup of oil in the pan until it gets hot.
After that, put the rice back in the pan, stir in the orange zest and julienned carrots.
Finally, turn the heat very low, and steam for 5 minutes until the rice is done.

Serve with roast lamb.

"My father was a wonderful chef. He was a very good cook, especially making* pileau. *When he was cooking* pileau, *I was trying to watch how he made it. I was amazed because he took so much time to prepare. I learned how to make some dishes of my country, but not all of them. I do cook a lot, and I like to make my own recipes. I like to play in the kitchen with spices. All my friends ask me for recipes. I tell them, "I close my eyes and put in what I like."'

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ETHIOPIA: ADEM'S *SHERO-WOTE*

Ingredients:

3 tablespoons **bean powder*** 4 chopped onions
2 chopped tomatoes oil for cooking
1 teaspoon hot paprika 1 Tablespoon of butter
2 cups of water

First, mix all the ingredients.
Next, cook it well, about 10 minutes.
Then, when it is cooked, add 1 Tablespoon of butter.
After that, salt to taste.
Finally, serve with *injera*.

* **bean powder** is available at Ethiopian Cuisine on Walter Reed and Columbia Pike near the American Breakfast House

"My friend was the best cook. She made interesting food. When I went to her home, she prepared different kinds of food, but all of that food I liked very much. Shero-wote was easy and it did not take time for her, not more than 10 minutes. I was amazed.

When I was thinking to come to America, I asked her to show me, and she gave me advice about the food. When I prepare this food, I remember her. Also when I eat in another place like the Ethiopian restaurant, when I see this food, I think of her food to compare which is better."

HIGH INTERMEDIATE LEVEL
Contributed by Katherine Lucas

PROJECT: Employer/Employee Personal Qualities Interview Survey

OBJECTIVES: Students will be able to 1) identify questions to ask in order to acquire information on a specific topic, 2) conduct an employment survey in the community to determine, for themselves, what the most important personal qualities are to have for employers and employees. 3) process the information, tally the results, analyze the results and state the implications of the findings.

ESTIMATED TIME: 5 to 6 days over a two week period.

UNIT PREREQUISITES: Finding Work in the U.S.

MATERIALS: Pens, pencil, paper (legal size for charting the survey)

Basic Skills:		formulating questions
Life Skills		greetings, introductions, asking for clarification, asking questions in an interview situation
Language Focus		speaking, listening, reading, writing
Literacy Practices and Learning Strategies		organizing information tabulating and analyzing information project and self-evaluation
Affective Behaviors		Motivation and confidence: group participation, using language in new contexts by interviewing people in the workplace.
EFF 4 PURPOSES	**Access to Information**	formulating questions to find information, getting information from a direct source
	Voice to Express Ideas and Opinions	choosing a topic to research for the survey identifying the information to access reflection on how to use the information for themselves participation in group work to summarize survey information and report to the class
	Act Independently to Solve Problems and Make Decisions	conduct an interview in the community analyze the results of the survey and reflect on how to use the information for themselves.
	Learn How to Learn to Keep up with the Changing World	create survey and tabulate, summarize and interpret information reflect on how to use the information to guide ones decisions and actions

TEACHER PREPARATION:

Students were working on the topic "Finding a Job in the United States". To open the discussion, I asked them who was working, who was looking for work, and who wanted to change jobs. Then I asked them what they thought they needed to do to find a job or get a better job. I need "perfect English," was the overwhelming response.

Finding work in a new country and new culture is often difficult. Cultural differences, student perceptions of what is important, insecurity about their language skills, lack of prior experience in the U.S. job market, are all seen as overwhelming, difficult barriers to overcome. And, for students who already have jobs, most, even at the intermediate level, are still in entry-level jobs. The prospect of eventually achieving promotion into managerial ranks often seems daunting to them and an almost impossible goal without "perfect" English skills.

I suggested that there was more to getting hired for a first or better job than just "perfect" English. The students considered this and accepted this possibility but were sure that English was the most important thing they needed. I asked them if they wanted to investigate this notion further. The class agreed. The class decided to conduct an employment survey out in the community to determine for themselves, firsthand, what the most important personal qualities are for finding jobs and getting better jobs in the United States.

Not all students will have access to employers and co-workers. You may need to arrange appointments with local managers and workers for some. Possible places to go are: local supermarkets, public school employers/employees, library personnel, and local businesses.

PROCEDURES

1. In small groups, students formulate the questions that will enable them to acquire the information they want. They practice with each other by asking and answering the questions.

Example: What is your first and last name?
Are you a boss or manager?
To get a first job in the U.S., what do you think are the 5 most important personal qualities?
To get a better job, what are the 5 most important qualities?

2. Students identify people to interview. They can go to their own supervisors and co-workers or they may have access to other places and people on their own. They can also go to places you have set up. Students should be prepared to take written notes during the interview.

3. Students go out to interview employers and employees and collect the information. Give them 2 to 3 days to complete the task and bring in their notes from the interview.

4. In small groups, the students share their interview results and as a group, they tally the information. You may want to model how to tally results with a sample from a previous class or make up your own example.

5. On the chalkboard, the whole class works together to combine the small groups' results into one total tally.

6. Divide the class into two groups. Group 1 will separate out, and write up a report of the employer/manager opinion survey. Group 2 does the same for the employee/co-worker survey.

7. Students discuss in small groups the following questions:
What are the implications of the survey results:

to their lives?
to their actions in a job search/interview?
to their on-the-job workplace attitudes and behaviors to maximize their opportunities for favorable consideration for promotions?

8. As a whole class, discuss how this survey process could be used in other areas of their lives, for other information they might want to get.

EVALUATION:

Teacher Evaluation: Criteria: formulating questions, completing the interview process independently, participation in small group work, completing checklist and evaluation form.

Self-evaluation: Students complete the Project Evaluation Checklist before their final small group discussion. (See Example A). When the entire project is over, they complete the Project Evaluation form (See Example B).

Teacher's Comments:

The students found out that the characteristics employers wanted in their workers and co-workers for entry-level jobs were honesty, responsibility, team work, self-confidence and a positive attitude. Only for managerial or supervisory level jobs did English skills become important and then it was stated as "good" English skills, not "excellent" or "perfect" English. Moreover, the English skills were not the most important, even for these jobs, but only one of several qualities. The students were very surprised by the results. They realized that all the team work that they were doing in class was actually helpful to them because it related to what they needed to do at a job.

After the reports, the students discussed in small groups how they could use this information in their own lives, in their own job searches, in applications for promotions and in their own workplace behavior. Through this project they practiced their English and practiced a new "life" skill -- instead of wondering or assuming, ask.

I saw a lot of light bulbs flashing on during this projects. This type of independent "field work" inquiry, emphasizing self-discovery and personal investigation makes a big impact on students at this level.

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Name: _____ Date: 9-24-97

PROJECT EVALUATION CHECKLIST

1. I came to class for all parts of the project. Yes ✓ No____
2. I did my interview survey outside of class. Yes ✓ No____
3. I did my interview survey during class time. Yes____ No ✓
4. I wrote my interview summary report. Yes ✓ No____
5. I worked with my group to tally the results of our interview surveys. Yes ✓ No____
6. I worked with my group to write the summary chart. Yes ✓ No____
7. I worked with my group to discuss the results, our findings, and how I can apply the findings to my own life, in my job interviews, in my workplace behavior and actions. Yes ✓ No____
8. My English skills became stronger while working on this project. Yes ✓ No____
9. I became more self-confident in using English to talk with people outside the classroom, while doing this project. Yes ✓ No____
10. I think doing a group project is a good way to learn and practice English skills. Yes ✓ No____
11. Write any comments you have about any of the questions:

Group project is good for students to learn team-work which is required to get a job. And Courage and self-confidence is very important part to get any job, to live the united States.

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Name: _____ Date: 09-24-97

PROJECT EVALUATION

1. Did you like the Employer/Employee/Personal Qualities/Interview/Survey Project?
   yes. I like the employer; personal qualities, interview.
2. What did you like best about the Project?
   I like the interview.
3. What did you learn from doing the Project?
   - I learned courage.
4. What information did you find out while doing the Project?
   - I found out the most important information that employee has to be honest, careful and hard worker.
5. How will you use this information in your life, outside the classroom?
   - I will use those informations everywhere in my life.
6. What did you learn about the process of finding out information by surveying and interviewing?
   - I learned be honest, friend with people.
7. How will you use this process in your life, in the future, outside the classroom?
   I will use those processes everywhere in my life.
8. How did you feel before, during, and after the Project (e.g., nervous, scared, courageous, confident, so-so, bad, good,.....)?
   a. Before -
      I felt nervous, scared
   b. During -
      I felt courage
   c. After -
      I felt confident.
9. Did you like your group? Do you think your group worked well together? Why or why not?
   yes. I like my group. yes, My group worked well together, because everybody want to get other idea from others.
10. If you were going to do this project again, or another similar project, what would you do the same, and what would you do differently? Why?
   - I don't want to do the same as the first one because I talked a person who can speak my language but for the next I will ask somebody that doesn't speak my language.

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ADVANCED LEVEL
Contributed by Phil Cackley

PROJECT: Oral Presentation

DESCRIPTION: Students present a 5 - 10 minute speech in class on a factual subject with visual aids.

ESTIMATED TIME: In increments over 2 to 5 weeks (to allow time for students to research and prepare outside of class).

MATERIALS: Folders for project portfolio

Life Skills		Using library reference materials and the Internet
Language Focus		Speaking, listening, reading, writing
Literacy Practices and Learning Strategies		Choosing and using resources: library, reference librarian, readers guide to periodic literature, library computer catalog system, and Internet. Review and revise work: narrows speech topic, revises speech, assess performance. Organize materials: portfolios, research notes, speech notes, visual aids
Affective Behaviors		Motivation and Confidence: Participation in class work, completion of tasks, using language in new contexts.
EFF 4 PURPOSES	**Access to Information**	Use a variety of resources: library, reference librarian, readers guide to periodic index, library computer catalog system, Internet, CD-ROM encyclopedias, etc. (Resources will change depending on the topic of the speech and the student's personal resources).
	Voice to Express Ideas and Opinions	Select speech topic and mode of presenting speech with the audiences level of interest in mind. Presentation of speech Self-assessment
	Act Independently to Solve Problems and Make Decisions	Gather research and prepare presentation outside of class Keep portfolio up to date Follow deadlines
	Learn How to Learn to Keep up with the Changing World	Use a variety of resources to access new information. Review and revise speech Follow deadlines Self assess work

TEACHER PREPARATION

1. Plan appropriate lessons so students have an idea of basic process writing with essays having an introduction, body and conclusion.

2. Plan lessons and prepare a minimum of materials giving students an idea of how to prepare and present a speech. This can span anywhere from 2 to 5 classes.

3. Assess learner's ability to take notes and write an outline and plan appropriate lessons to instruct and practice the skills.

4. Choose dates for the oral presentations. Choose a date for a library visit. Call the appropriate persons (if necessary) to arrange the library visit.

5. Have on hand folders for students to use for project portfolios.

PROCEDURES

1. Go over the purpose of oral presentations at the 550 level. (Oral presentations use all four language skill areas. They are required more and more in higher education, in community organizations, and at the work place).

2. Hand out an outline of the process and evaluation criteria for the oral presentations. (See Example A) and make sure students understand what they need to do and what they will be evaluated on for their presentations. A schedule of basic deadlines is also useful.

3. Hand out the folders for the project portfolio. Make a list with the students of what should be kept in the portfolio (i.e. notes, drafts, assessments tools, etc.) It is very helpful for the students to write a checklist on the inside cover of the portfolio as an aid to remember what to save in the portfolio. Also a checklist of the things they need to do before giving the speech is very helpful. These can be in the form of "I" statements. For example:

I chose a topic.
I narrowed the focus of the topic to fit a 5 minute presentation
I wrote my research questions

4. Following whole class brainstorming, and/or small group discussions, students pick a topic and review their choice with the teacher. Students should be urged to choose a factual topic that can be researched: nothing opinion based or too personal, such as "My Trip to Disney World."

5. Students prepare a basic outline of the speech and develop the research questions for the topic. You may want to model this for the class using an example of a topic used in a previous class.

6. During the class trip to the library, students research the topic, check out books, copy articles, and prepare detailed notes/outline. At this time you can show students how to use the library on-line card catalog, find encyclopedia articles, and ask the reference librarian questions relating to their topic. This may be an appropriate time for students to change topics if no material is available.

7. Once the research is complete, students write the speech. Students can choose to write an outline, use note cards or write out the full narrative. (Whatever the choice is, it should be emphasized that they should not read their speeches). This can be done in class or given as a homework assignment. Many students will need time to finish their speeches at home. It is best to include a first and second draft.

8. Students prepare visual aids to go with the speech. These can be drawings, maps, posters, magazine pictures, realia, videos, graphs or even simply writing an outline on the board.

9. If desired, they rehearse the speech. The teacher can provide class time for this in small groups or have them rehearse on their own time. The teacher should be prepared to offer guidance and assistance to individual students.

10. Students volunteer to present their speeches on the dates offered. (Generally, 3-4 speeches are presented per day). If students don't volunteer you can put names in a hat and draw out the appropriate number of names for each date.

11. Go over the assessment form that you will use for evaluation and the form they will be using for peer evaluation and self-assessment.

12. The speeches are presented to the class. (Be prepared with backup lesson plans: if 3 or 4 students scheduled for speeches do not show up to class, there is a lot of time to fill).

13. The class listens to all the speeches, takes notes and rates the performances of their classmates on a predetermined scale. The peer evaluations which are made anonymously, are given to the speaker.

14. Students assess their own performance.

EVALUATION

Teacher Evaluation: The teacher evaluation is divided into two parts. Student are first evaluated on the speech preparation - the research, writing and creation of visual aids. This is the time to look at the portfolios. Second, the students are evaluated on the presentation itself. (See Example B)

Students will be able to:

1. keep a portfolio showing steps taken to prepare for the talk.
2. choose and narrow a topic to fit the time frame.
3. Conduct research for speech
4. prepare visual aids
5. write speech or notes for speech
6. complete self-assessment following project

On speech students will be able to:

1. give a clear main idea and introduction
2. give an adequate supporting details
3. have clear organization
4. use a conclusion
5. use visual aids
6. Stayed within the time limit

Peer Evaluation: Students rate each speech they listen to. Speakers often get valuable feedback or encouragement from their peers.

Self-evaluation: After presenting the speech, students are asked to rate their performance on a scale of 1 to 5. They are also asked to think about what they will do the next time they have to make a speech. (See Example C)

Teacher's Comments: *As in any longer project, you need to manage the timing so that students don't get*

tired of it before the speeches are given. Be prepared to coax shy students unwilling to speak in front of the class and to push procrastinators who don't want to do the research.

Be alert to students who go too far over the time limit. You may want to make it clear that you will cut people off after a certain time. Some student will happily talk for a half-hour or more! Emphasize that condensing the material to fit into 5 to 10 minutes is an essential part of the project.

Very often, students give extremely interesting speeches on cultural subjects from their own countries and the rest of the class usually follows with avid interest.

The project really does give valuable insights into a student's language abilities. I have seen students who scored in a mediocre range on standardized tests turn around and organize very complicated speech topics. It has convinced me that their language ability is much higher than I had realized before. The opposite it also true - some students cannot generate enough language to express their ideas clearly or do not elaborate with enough details. This gives a good indication of when students are not fully comfortable with English.

Be flexible. Oral presentations are worth the time and effort!

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A

550 Oral Presentations
Outline of Process & Framework of Standards

Goal: To present in class a 5- to 10-minute speech on a factual topic.

Process:
1) Pick a topic and review with teacher for advice.
2) Prepare a basic outline of speech (research questions).
3) Research topic at the library and prepare detailed outline/notes.
4) Write the speech (if possible, 1st draft and 2nd draft).
5) Prepare visual aids to go with speech.
6) Present the speech in class (with rehearsal in class before, if desired).
7) Listen to other speeches and take notes & do ratings.
8) Keep a portfolio of work showing progress to speech.

Standards: You will be rated by me (Phil!) on the following points:

A) Did you keep a good portfolio showing steps taken to prepare the talk?

B) Did you pick a narrow topic, interesting to the audience, that can be given in 5 to 10 minutes?

C) Did you adequately research and organize your speech?

D) Did you prepare a written speech or organize notes to give the speech?

E) Did you prepare good visual aids to help the audience understand the talk?

F) Did you present the speech?

G) Did you politely listen to other students' speeches and rate them?

H) Did you do self-assessments of your speech?

The speech itself will be rated on:

a) Clear main idea, introduction
b) Used adequate supporting details
c) Had clear organization
d) Used a conclusion
e) Used visual aids
f) Spoke loud enough to be heard
g) Maintained eye contact

Dates: Speeches presented in class: Week of Dec. 1-6

Topics picked by Nov. 8; Research at library Nov. 13 or 14; written speeches finished by Nov. 25; time to practice in class Nov. 26-27

Why are we doing this?! An oral presentation pulls together everything we are practicing in the 550 Class -- writing, speaking, reading, and listening. It gives you an opportunity to show how good your command of English is. Remember, the <u>process</u> is important.

Example B

Project Evaluation: Oral Presentation			
Criteria	Rating	Absent	Comments
Chose narrow, appropriate topic	1 2 3		
Researched topic	1 2 3		
Drafted written speech or notes	1 2 3		
Presented speech	1 2 3		
Clear main idea	1 2 3		
Good supporting details	1 2 3		
Good organization	1 2 3		
Conclusion	1 2 3		
Stayed in time limit, 5-10 mins.	1 2 3		
Used visual aids	1 2 3		

Example C

Speech: Self Assessment

Date _____

Directions: Rate how you think you did on your speech.
1 is so-so, 5 is great

1) Gave clear main idea

2) Used supporting details

3) Overall organization

4) Spoke audibly

5) Maintained eye contact

General Comments:

For the next speech I will:

HIGH ADVANCED LEVEL
Contributed by Lynda Terrill

PROJECT: School Presentations

DESCRIPTION: This is a multi-faceted project suitable for advanced and academically oriented learners in which they present 30 minute lessons to other classes in the school. Learners participate in all aspects of the project. Learners work independently and the teacher facilitates. Learners work collaboratively to identify their audience, choose the topic, conduct research, prepare the lesson, practice, offer peer evaluations give and debrief the

ESTIMATED TIME: 3 to 4 weeks

UNIT PREREQUISITES: None.

MATERIALS: Varies by topic

Language Focus		speaking, listening, reading and writing
Literacy Practices and Learning Strategies		choose and use resources plan presentation: identify goal, presentation method, materials assess level and needs of audience
Affective Behaviors		confidence and motivation: collaborate with a partner, complete independent work, identify and use language for a specific context
EFF 4 PURPOSES	**Access to Information**	use information resources: library resources, newspapers, Internet, Smithsonian, etc. observe classes where presentation will take place to understand language level, student needs, and teacher/student interactions in that class.
	Voice to Express Ideas and Opinions	topics are negotiated with small groups and whole class. students control what they say in the presentations. students offer opinions, advice and evaluation of self, others, teacher and the process in all its facets.
	Act Independently to Solve Problems and Make Decisions	project is not controlled by the teacher students work independently and the teacher facilitates
	Learn How to Learn to Keep up with the Changing World	negotiating, team work understanding audience giving presentations using various technologies for information gathering and information recording

PROCEDURES

1. Learners choose a partner to work with as a co-planner and co-presenter. They also choose the instructional level they are interested in working with.

2. Before choosing a presentation topic, the pairs visit the class for which they will create a lesson. They observe the students, listen to their English, work with them, and talk to the teacher about the topics the host class will be working on in the near future.

3. The student presenters return to their class and brainstorm ideas for topics. They negotiate with each other, and seek ideas/opinions from others as needed. They identify objectives, plan the presentation including researching the topic, creating visuals and a lesson plan. (See Form A). The learners use a variety of information sources: newspapers, Internet, library and museums.

4. The learners do a run-through of their presentation for their classmates. The classmates and the teacher evaluate the presentation and make recommendations as they go into their final rehearsal stage. (See Form B)

5. The learners present their lessons to their host class. After the presentation, the students and teacher of the host class evaluate the presentation and submit written comments to the student presenters and their teacher. (See Form C)

6. The learners evaluate their performance and the process of preparing the presentation. The teacher evaluates their work in planning and preparing the presentation. (See Form D and E)

EVALUATION

Teacher Evaluation:

Learners participate in developing the criteria for evaluation. Together the class shares ideas on what is important to make a presentation successful. They consider language skills, planning skills, and interpersonal skills. The teacher can offer models of evaluation criteria from other classes. Together with the teacher, the rehearsal evaluation form and the progress report evaluation is negotiated.

1. Participate in choosing appropriate topics.
2. Work collaboratively with partners.
3. Find and use variety of resources about topic.
4. Identify audience and produce lesson/materials appropriate to that audience.
5. Practice, give and debrief presentation

Peer Evaluation:

Evaluation is negotiated with teacher and peers. (See Form B)
In addition, the teacher and students from the host class evaluate the presentation in a written format and return to the student presenters. (See Form C).

Self-evaluation: Students assess individual work, the group work and the presentation process in general in an essay format. (See Form D)

Teacher's Comments:

Make sure students monitor their time and don't go over 30 minutes.

School presentations are a valid and important part of learning but, interpersonal relations (as in all of teaching and school) is hard to do right 100% of the time. Students always vary - group dynamics, skills, interests, culture and class size. Part of the variation of the class is how much I have to spell out concepts like "interaction." Even with videos from other classes, some students have a hard time with this element of their presentations.

Examples of School Presentations

How to keep cockroaches away
Places to visit in Washington, D.C.
Free things to do in the summer
Ways to recycle
National elections in the U.S.
The local government - how it works

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FORM A

Partner names:

Class level you will be working with:

Describe their level of English?

Topic of your presentation (narrowed and focused for a 30-minute presentation and appropriate for the level)

What are your objectives?
The learners will be able to _____
_____

Where do you plan to look for information?

What ideas do you have to make the presentation practical, informative and interesting and interactive?

FORM B Evaluation and Rehearsal

Presenter's Names: Presentation Topic:
Approximate length of presentation:

Please circle the appropriate number, 1 to 4 to indicate the level of the skill demonstrated. Use the criteria below to decide which number to assign. Make comments on important aspects of the presentation.

4 = consistently and actively demonstrates skill/understanding
3 = consistently demonstrates skill/understanding
2 = sporadically demonstrates skill/understanding
1 = rarely demonstrates skill/understanding

1. introduces self/selves and topic clearly, respectfully and completely.	1 2 3 4	_____
2. has clear introduction and conclusion	1 2 3 4	_____
3. has clear limited objective which is communicated to the audience	1 2 3 4	_____
4. includes interactive activities	1 2 3 4	_____
5. provides appropriate visuals	1 2 3 4	_____
6. speaking is easy to understand (speed, loudness pronunciation, intonation)	1 2 3 4	_____
7. is responsive to needs of audience	1 2 3 4	_____
8. provides appropriate amount of material	1 2 3 4	_____
9. provides appropriate time for questions	1 2 3 4	_____
10. shows evidence of preparation and practice	1 2 3 4	_____
11. shows evidence of sufficient knowledge of topic	1 2 3 4	_____

Please comment generally on the presentation:

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FORM C

Comments about "Recycling" presentation (Rita and Mohamed) given to 150 a.m. class on 3/14/97

students' reaction:

what they liked:

-interesting topic (students continued to discuss the topic after the presenters left (eg. how they recycle in their apartment buildings)

-the presenters had some good visuals to explain "disposable vs. alternative"

-the word search given out at the end (good way to practice the vocabulary)

what could be improved:

-speak more slowly (especially Mohamed)

-use simpler vocabulary (they didn't understand some key words; I had to explain these more to them after the presentation)

teacher's reaction

Rita and Mohamed were obviously very interested themselves in the topic of recycling/waste reduction. They enthusiastically and convincingly explained the benefits of recycling for the whole planet. They seemed to have researched the topic before class and gathered visuals for explaining key vocabulary. They asked the students several times throughout the presentation if they were understanding the information. They had some good visuals, including a globe, a sponge, paper towels, and a reusable bag. It was unfortunate that the tape player did not function properly when Rita wanted to lead the class in following the words to the "Garbage" song. This glitch (understandably) made her a little nervous and irritated for a minute, but she quickly regained her composure and spoke confidently through the end of the presentation.

In general, the presenters made an attempt to explain key words that the students probably would not be familiar with.

The presentation on the board of a key few words at the beginning got off to a bit of a rocky start when Mohamed interchanged definitions for "buried and burning." This was probably due to nervousness but did confuse many of the students from what I could see. A few of the complete sentences about the benefits of recycling on one of the last transparencies shown were long and a bit tricky to explain to some of the more inquisitive students. A little more preteaching of vocabulary or a simplified transparency could have prevented this. A good chart of types of packages was taped to the board, but really was not really used by the presenters. I mentioned to Rita that she could have made a cloze of the song for students to complete while they were listening.

Rita used a wider variety of vocabulary, but made some basic grammar mistakes, including "people do garbage", and "you don't have to use sponges..." Mohamed made fewer grammatical mistakes, but did speak quite fast. His pronunciation was more difficult for me to understand when he went through some of the final points rather quickly.

I enjoyed the presentation and have a few ideas for how to teach my low-level students about recycling in the future should they ask for information about it. Please let me know if you would like any further comments.

FORM D

School Presentation Self Assessment

1. Write a paragraph or two to assess your partner's and your presentation. Talk about all aspects and try to be as objective as possible. Was it successful or not? Why or why not?

2. Write a paragraph or more about your assessment of the process. Was it useful to you? Why or Why not? Tell me what you think about the assessments in the rehearsals and from the teacher and class. How did you feel about video taping the rehearsals? What suggestions do you have for the future? Please take time to offer a considered, thoughtful opinion. Thank you.

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FORM E

REEP ESL PROGRESS REPORT: LEVEL 650

Marking System:
E=Excellent
G=Good
S=Satisfactory
F=Fair
A=Absent
NC=Not covered

Student name:
Teacher name: Terrill
Level: 650

Start date: 9/30/96
Type:

FUTURE PLANNING:

___1. Identify goals
___2. Identify school requirements, etc.
___3. Complete application
___4. Demonstrate understanding of academic terms
___5. Describe strengths, obstacles, experience

ESSAY WRITING:

Mid End
Draft, edit, revise:

___ ___1. Sentences: format, structure, mechanics
___ ___2. Paragraphs: main idea, supporting details
___ ___3. Essay structure: introduction with thesis sentence, body, conclusion, transition
4. Types of writing:
___ ___ a. expository
___ ___ b. description
___ ___ c. compare/contrast
___ ___ d. persuasion
___ ___ e. process
___ ___5. Content summaries
___ ___6. Opinion responses
___ ___7. Timed essay questions
___ ___8. _____

___ ___**UNIT OBJECTIVE:** generate 3 or more essays
___ ___**LEVEL OBJECTIVE:** write 3-paragraph essays

READING STRATEGIES:

Mid End
___ ___1. Identify and use effective strategies
___ ___2. Identify main and supporting ideas
___ ___3. Identify purpose, method, point of view, tone
___ ___4. Identify and use techniques to increase speed
___ ___5. Vary reading speed appropriately
___ ___6. Identify and use strategies for acquiring vocabulary, esp. roots, affixes, and idioms
___ ___LEVEL OBJECTIVE: Read non-simplified materials

SCHOOL/COMMUNITY PRESENTATIONS:

___1. Participate in choosing appropriate topic/s
___2. Work collaboratively on project with partner/s
___3. Find and use a variety of resources about topic
___4. Identify audience and produce lesson/materials appropriate to that audience
___5. Practice, give, and debrief presentation

LEARNING STRATEGIES:

___1. Identify and use effective personal notetaking strategies
___2. Summarize key ideas orally and in writing
___3. Identify/participate in situations to enhance oral skills
___4. Identify and use clarification strategies
___5. _____

TEST TAKING STRATEGIES:.

Mid End
___ ___1. Interpret test instructions/protocol
___ ___2. Identify strategies for improving test results
___ ___3. Acccurately identify and concentrate on areas that need improvement
___ ___4. Employ learned strategies
___ ___5._____

TEST SCORES: TOEFL_____ OTHER_____ _____

NARRATIVE:

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PROJECT ABSTRACTS

The projects described below were developed by teachers at REEP. They are organized according to language proficiency levels - beginning, intermediate and advanced.

PROJECTS FOR BEGINNING LEVELS

Class Newspaper: Contributed by Kate Singleton

Students developed a newspaper incorporating topics and language that were studied in class. Students worked in groups to contribute articles and activities to the newspaper. One group compared prices at five local supermarkets and wrote an article on their findings with recommendations of where to shop. Another group conducted interviews with classmates and wrote short articles about them. Another group wrote a five-day weather forecast using information from the newspaper. The final group made a word search activity using vocabulary learned previously.

World Weather Report Video: Contributed by Dorothy Almanza

Students produced a weather report video. Students learned weather terms including temperatures, temperature adjectives (hot, cold, muggy, etc.) and weather conditions. They located and read weather maps in the newspapers and used Internet weather pages. Students worked in small groups and prepared a weather report about a specific part of the globe, such as Central America and Europe. Each group had a recorder, reporter, cue-card-writer, and camera person. Together the students wrote weather report scripts, and made cue cards for their weather reporter. Reports were videotaped and then reviewed by the class.

Student Teachers: Contributed by Tom Marston

This project is best done near the end of an instructional cycle when students have had a chance to work with each other, engage in a variety of learning activities, and experience the teacher's lesson presentation style. Choose a topic through which students can incorporate a project. The teacher should model a simple lesson and prepare a lesson format for the students to use when designing their lessons. It is useful to have the students brainstorm the types of activities they have enjoyed doing in class and they feel help them learn. This list can be displayed in the class as they begin creating their lessons.

In small groups the students choose an objective that they want to teach. The teacher provides resources for the students to examine and choose worksheets and teaching aids. The groups prepare a lesson and identify roles they will have in the teaching process. Then, the students practice presenting it. Make a schedule of the lesson presentations. This project can be adapted for higher levels.

Demonstrations from the Experts: Contributed by Christine LeCloux

Beginning with the premise that everyone is an expert at something, students prepared oral presentations in which they demonstrated a skill. Demonstrations were 3 to 5 minutes long. Students worked with partners during the planning and practice phase of the project. During the final presentation, the partner functioned as an assistant and performed the activity without speaking. The "expert" did all the speaking. The "experts" had to 1) prepare a list of key words that the class needed to know to understand the demonstration; 2) prepare a simplified outline which included and introduction and conclusion; 3) prepare visual aids and props; 4) write notes.

Demonstrations were very structured to assist beginning level learners. The teacher video-taped her own demonstration, "How to Prepare for Running in the Summertime," and used her presentation as a model. She had also completed all worksheets that the learners used during the project.

Conducting a Job Workshop: Contributed by Katherine Lucas

Students planned and presented a job workshop which included a job fair, entitled: *How to Find a Better Job.* Students worked in groups according to the job they wanted to learn about. Then, they used newspaper

classified ads to research information about the jobs, e.g. salary, qualifications, training, number of jobs available in the local area, etc. They used the yellow pages, adult education and community college catalogues to gather further information about the jobs.

The groups complied lists of what they knew about the jobs and what they still wanted to learn. The class then planned a small job fair. With the help of the teacher, who knew people in the identified areas of interest who would be available and willing to speak to the class, students prepared invitations for speakers, planned refreshments, practiced language they needed at the job fair, such as greetings, asking questions, thanking guests and presenting certificates of appreciation to guest speakers. They generated list of questions for each guest speaker. The students prepared snacks for the job fair. They wrote thank you notes to the presenters.

PROJECTS FOR INTERMEDIATE LEVELS

Planning For and Visiting a New Place: Contributed by Patricia Thurston

Students worked in small groups and investigated different places to visit in Washington, D.C.. In order to make a group decision, students had to get information from a variety of sources including calling The Smithsonian and reporting information from recorded messages. They used their information to develop and state opinions and give reasons for their final choices of places to visit. Finally, they had to come to consensus on a place to visit. Each group visited a different place.

Many students had never used the metro. The groups plotted a trip on the metro and wrote directions. During the trip, they collected brochures and other information from the place they visited to bring back to class. As a final activity, they wrote postcards to a friend or family member retelling the events of the trip.

Educational Opportunities: Contributed by Katherine Lucas

The students in the class were interested in continuing their education to pursue careers in insurance, computers, and business management. The class divided into small groups based on career choices. The groups planned how they would proceed to find out more information about education in their field of choice. The teacher provided guidance, suggestions and initial resources to get the groups going. She guided them through a search of the yellow pages' listings of schools, colleges and universities in the area, to find addresses and telephone numbers. Then they used street maps to locate the schools.

Each group compiled a list of what they already knew about their subject and what they wanted to learn. Together, they wrote questions, helping each other with vocabulary and grammar. The students practiced asking each other questions. Then, they went out into the community to telephone schools and admission offices and made appointments for interviews. During the interviews they took notes. Several students went to the Northern Virginia Community College, Strayer Business College, The Computer Learning Center and George Mason University. They gathered course catalogs, applications and informational brochures.

Each group gave an oral report to the class about what they had learned about education opportunities in their field of interest.

The Clarendon Times - A School Newspaper: Contributed by Laura Vocelle and Kathy Goins

The high intermediate and advanced classes collaborated on this project to create a newspaper for the school. Students worked in small groups to plan, research, and edit articles for a school newspaper. Each group was responsible for one article. The teachers functioned as the final editors only after a second draft was written. Groups conducted interviews and designed surveys to get information about their topic. Topics in the newspaper included: A history of the school, volunteer opportunities in the school, a how-to for requesting scholarships, a survey of cultures and traditions of students, and classified advertisements.

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