Content Based Assessment in ASL: What & How?

Content Based Instruction Workshop
17- 18 March 2012

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Workshop Objectives

- Identifying CBI and content
- Different models of CBI in higher education
- The CASA Example
- Issues of Assessment in CBI
- IPA for CBI:
  - What?
  - Why?
  - How?
- Examples from CASA Course
- Design your own IPA Unit (practical application)
Identifying CBI

- Group Activity 1
What is CBI?

- “Content based instruction is the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter and second language skills” (Brinton et al., 1989, p.2)
- CBI is fundamentally a curricular approach or framework, not a method.
- Content does not also have to be strictly academic but it can include any authentic topic, theme or non-language issue that is of interest to the learners (Genesee, 1994, p.3).
CBI Models in Higher Education

- Theme Based Model
- Adjunct
- Sheltered

A comparison between these at the levels of:

- Primary Purpose
- Instructional Format
- Instructional responsibilities
- Student population
- Focus of evaluation
Example: CASA Curriculum

- The CASA FY program is a CBI eclectic curriculum: it incorporates elements of both: CBI theme-based & sheltered models:
  - The Fall: Theme-based
  - The Spring: Content subjects
- New challenges, new prospects and the need for change
CASA Curriculum: Challenges

Although CASA students’ accomplishments testify to the success of the fall & spring courses, yet many would argue and differ when it comes to issues pertaining to:

- language proficiency level required for understanding the content;
- sufficiency of content to acquiring language;
- text or content difficulty as the main guide for syllabus organization;
- integration or isolation of skills;
- persisting question of diaglossia: which Arabic language variety(s) the content should unfold and how to handle linguistic difficulties of using one or more
- and last but not least, when it comes to answering questions regarding the What and How of CBI Evaluation.
CBI: Assessment

• Assessment is an integral part of any instructional program and provide us with information about our students’ learning and programs.

• Brinton et al 1989 emphasize the fact that very little has been done in the field of CBI with regards to appropriate student evaluation procedures. To make evaluation more manageable they emphasize that attention should be given to the “What” in CBI as we seek the “How” of the evaluation. This is so because CBI is performance based. In other words students learn how to use their language knowledge and skills to perform academic tasks (Brinton et al, 1989, p.182).
CBI Assessment: What?
The What of Content

Content → Tasks & Tools

- Remembering
- Understanding
- Applying
- Analyzing
- Synthesizing
- Evaluating
Content, but:

Since content in CBI becomes the prime facilitator and medium for developing the learners’ language skills, it is important that teachers assess content in a way that would not disadvantage students who lack the cultural or general informational background.
The “What” of Language Content:

- Much as the “what” of content is important so is the “what” of Language when testing content knowledge. This should include:
  - Knowledge of language linguistic code;
  - Language academic use skills including related study skills;
  - Knowledge of field discourse
  - Interactive communication skills.
CBI Duality of Content

- This duality of CBI complicates the assessor’s role. A task used to assess content knowledge can be used to assess language skills. This might cause confusion that could be resolved if:
  - teachers explain to students exactly what is to be measured;
  - rubrics are clearly specified for content as well as for language;
  - Test writers and raters are sensitized to second language learners’ language production abilities.
CBI Assessment: How? (1)

- Weigle and Jensen, 1997 attest that CBA is not a “one test fits all”. The different emphasis on language and content in the 3 CBI models impact the design and selection of appropriate tests. That is why, the relation between language and content within a particular CBI context should be clearly defined and focus on the instructional objectives.

- Brinton et al(1989) also confirm that it is important to observe the following characteristics when identifying and planning the “how “ of the CBI evaluation:
  - Feasibility
  - Validity
  - Appropriateness
  - Reliability
  - Variety
  - Frequency

CBI Assessment: How?

Tedick, D., & Camarata, L. (2007) recognize many forms of assessment that can test language and content but they indicate the most valuable to CBI are:

- Culminating presentations and/or written essays at the end of the program.
- Project-based learning where language and content are constantly used to analyze, synthesize plan and research information.
- Integrated Performance Assessment (IPA)
IPA: What it is

“The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational--as outlined in the ACTFL Performance Guidelines for K-12 Learners (1998) and the Standards for Foreign Language Learning in the 21st Century (National Standards for Foreign Language Education Project, 1999). The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task.”

http://www.actfl.org/i4a/pages/index.cfm?pageid=3565
The IPA Unit : Prototype

American Council on the Teaching of Foreign Languages (ACTFL) (Glisan et al., 2003)  
http://www.carla.umn.edu/assessment/vac/WhatAssessing/p_2.html
IPA: Cyclical Process

- Interpretive task
  - Focus on understanding
- Peer & Teacher feedback
- Preparation for Interpersonal assignment
- Culminating Presentational Task
  - Focusing on synthesizing meaning integrating background and learnt knowledge to communicate
- Feedback
- Interpersonal Task
  - Focusing on discussion, negotiation and reconstruction of meaning

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Portland University CBI Conference March 2012.
Why IPA for CBI ..../..

- IPAs are designed for students at all levels of proficiency.
- Acknowledges authentic communication of knowledge in real life situations as the end all and be all of the instructional process and communication.
- IPA is adaptive and emphasizes the importance of matching our assessment to the goals of instruction.

See Handout for a complete list of why IPA is prescribed as an appropriate means of assessment for CBI.
Adapting IPA for CBI

Tedick and Camarata (2007) emphasize the necessity for making changes at the level of:

- Theme
- Content
- Rubrics
- Order of Communication Modes
IPA: The How

1. Identify theme, find content and select texts
2. Select learning activities/experiences
3. Come up with an assessment and link it to some standard/objective or learning outcome
4. Identify the desired results (learning outcomes/standards for language and content)
5. Determine acceptable evidence
6. Plan learning experiences/activities

Adapted from Wiggins & McTighe, 2004. Backward, Design, Assessment, and Rubrics,

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Stage 1: Identify Desired Results

- What should students know, understand, and be able to do? In answering or asking these questions one might as well focus on the cognitive domain and perhaps it would help to keep Bloom’s taxonomy as a frame of reference for cognitive behaviors students are required to demonstrate as a result of learning subject matter and rubrics for content knowledge.
Stage 2: Determine Acceptable Evidence

- How one can prove that students have mastered and to what degree they have mastered what they have learnt. Think like an assessor and gather evidence at several points:
  - Traditional assessments used for essential knowledge and skills needed for the culminating performance.
  - Use of complex more authentic tasks and projects to test understanding.
  - Make grading criteria known to students to make them aware of required of them and of the weight provided to different units.
  - Reduce teacher subjectivity by developing or using Rubrics.
  - Maintain focus on content, performance standards, and student work.
Assessment Evidence

Assessment Types

Traditional quizzes and tests
- paper/pencil
  - selected response
  - constructed response

Performance tasks and projects
- open-ended
- complex
- authentic

Stage 3: Plan Learning Experiences and Instruction

- Identify theme, find content and select texts
- Select learning activities/experiences: Think of how all three modes of communication are integrated in a way that one leads to the other.

**Interpretive task**
Focus on understanding

**Peer & Teacher feedback**

**Interpersonal task**
Focusing on discussion, negotiation and reconstruction of meaning

**Peer & Teacher feedback**

**Culminating Presentational Task**
Focusing on synthesizing of meaning integrating background and learnt knowledge to communicate

**Feedback**

**Preparation for Interpersonal assignment**

**Interpersonal Task**
Focusing on discussion, negotiation and reconstruction of meaning
Stage 3: Plan Learning Experiences and Instruction

Do not confuse the drills with the games:

<table>
<thead>
<tr>
<th>‘Drill-tests’ – exercises</th>
<th>The ‘game’ – real problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Out of context</td>
<td>• In context, with all its messiness and interest value</td>
</tr>
<tr>
<td>• Discrete, isolated Element</td>
<td>• Requires a repertoire, used wisely</td>
</tr>
<tr>
<td>• Unrealistically set up and prompted</td>
<td>• Not prompted: you judge what to do</td>
</tr>
<tr>
<td>• Doesn’t transfer without practice adapting it to the game itself</td>
<td></td>
</tr>
</tbody>
</table>

Think of how all three modes of communication are integrated in a way that one leads to the other.

Examples of IPA Units
References:

- Georgetown German Dept. website, cited in CoBIT. http://www.carla.umn.edu/cobaltt/cbi.html . (Same as CARLA).
- Stoller, F. (2002). Content-Based Instruction: A Shell for Language Teaching or a Framework for Strategic Language and Content Learning?TESOL: Plenary Address, Salt Lake City, UT.
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CBI Assessment: The What & How

Iman A. Soliman

Research Foundations

Content Language Based Instruction (CLBI) has been used in the last 25 years in a variety of language teaching contexts and has gained great momentum in the late eighties. The reason for the increasing popularity according to Grabe & Stoller (1997) is support from a wide research body from a wide range of fields that argue for the benefits of CBI. Such research covers studies from second language acquisition, controlled training studies as well as strands in educational and cognitive psychology (Grabe & Stoller, 1997).

Grabe & Stoller (1997) specify seven rationales for CBI pertaining to the different research fields as follows:

1. “In content-based classrooms, students are exposed to a considerable amount of language while learning content. This incidental language should be comprehensible, linked to their immediate prior learning, and relevant to their needs—all important criteria for successful language learning. Such a setting for learning makes second language learning consistent with most other academic learning contexts as well; that is, most classrooms involve the teaching of some type of content information, and, in those classrooms, language learning also occurs—at least incidentally. In content-based classrooms, teachers and students explore interesting content while students are engaged in appropriate language-dependent activities, reflecting the learning that students carry out in other content-area classes. The resultant language learning activities, therefore, are not artificial or meaningless exercises.

2. CBI supports contextualized learning; students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. In content-based classrooms, students have many opportunities to attend to language, to use language, and to negotiate content through language in natural discourse contexts. Thus, CBI allows for explicit language instruction,
integrated with content instruction, in a relevant and purposeful context.

3. Students in CBI classes have increased opportunities to use the content knowledge and expertise that they bring to class. The use of coherently developed content resources allows students to call on their own prior knowledge to learn additional language and content material.

4. CBI itself promises to generate increased motivation among students; in content-based classrooms, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation. Motivation and interest arise partly from the recognition that learning is occurring and that it is worth the effort, and partly from the appropriate matching of increasing student knowledge of a topic with increasing task (or learning) challenges.

5. CBI supports, in a natural way, such learning approaches as - cooperative learning, apprenticeship learning, experiential learning, and project-based learning. It also lends itself well to strategy instruction and practice, as theme units naturally require and recycle important strategies across varying content and learning tasks.

6. CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences. Because additional subtopics and issues can be incorporated into the course, teachers have many opportunities to adjust the class to complement the interests and needs of both teacher and student.

7. CBI lends itself to student-centered classroom activities; in content-based classrooms, students have opportunities to exercise choices and preferences in terms of specific content and learning activities. Because there are many avenues for exploring themes and topics in content-based classes, student involvement in topic and activity selection is increased” (Grabe & Stoller, 1997, pp 19 – 21).

Reference

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Handout 2

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Iman A. Soliman

Discussion Activity 1

1- From your experience, what is content based instruction?

• Is it a method?
• What qualifies as Content and how is it different from any other content / subject matter course?

In groups try to write your own definition based on your actual classroom practice.

2- Is there more than one CBI Model?

• What are they?
• If yes, which model do you use at your home institution?
• For example, which of the following syllabi would you consider as CBI and why?

Syllabus A¹

<table>
<thead>
<tr>
<th>Unit 1: Family life, home and neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Friends, recreation and pastimes</td>
</tr>
<tr>
<td>Unit 3: People, places and communities</td>
</tr>
<tr>
<td>Unit 4: Holidays, travel and tourism</td>
</tr>
<tr>
<td>Unit 5: Education &amp; Work</td>
</tr>
<tr>
<td>Unit 6: Future plans and aspirations</td>
</tr>
</tbody>
</table>

¹ This syllabus excerpt is taken from the NSW Department of Education Training: Languages, Website.
### A lecture in Arabic Literature

**TALENT:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A lecture in Arabic Literature</strong></td>
<td>Mahmoud Taher Lashin</td>
<td>Journals of Profit Noah</td>
<td>Naguib Mahfouz</td>
<td>Youssef Idris</td>
<td>Al Taiyyeb Saleh</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
<td><strong>Unit 5</strong></td>
<td><strong>Unit 5</strong></td>
</tr>
<tr>
<td>Mahmoud Taher Lashin</td>
<td>Journals of Profit Noah</td>
<td>Naguib Mahfouz</td>
<td>Youssef Idris</td>
<td>Al Taiyyeb Saleh</td>
<td>Oghneiyatu Hobben</td>
</tr>
<tr>
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<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
<td><strong>Unit 5</strong></td>
<td><strong>Unit 5</strong></td>
</tr>
<tr>
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<td>Oghneiyatu Hobben</td>
</tr>
<tr>
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<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
<td><strong>Unit 5</strong></td>
<td><strong>Unit 5</strong></td>
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<td><strong>Unit 1</strong></td>
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<td><strong>Unit 4</strong></td>
<td><strong>Unit 5</strong></td>
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<td>Youssef Idris</td>
<td>Al Taiyyeb Saleh</td>
<td>Oghneiyatu Hobben</td>
</tr>
</tbody>
</table>

2 This syllabus excerpt is taken from: A pilot copy of the Book AL-Ruba by Saeed Al-Wakeel & Iman ASoliman, 2011
Models of CBI in Higher Education

Following is a replication of comparison of features as outlined in Brinton et al. (1989) p.19.

Table 2.1 Distinguishing features of three Content-based Models

<table>
<thead>
<tr>
<th>Primary Purposes</th>
<th>Theme-based</th>
<th>Sheltered</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Purposes</strong></td>
<td>Help student develop L2 competence within specific topic areas</td>
<td>Help students master content materials</td>
<td>Help students master content material Introduce students to L2 academic discourse and develop transferable academic discourse and skills</td>
</tr>
<tr>
<td><strong>Instructional Format</strong></td>
<td>ESL course</td>
<td>Content course</td>
<td>Linked content and ESL courses</td>
</tr>
<tr>
<td><strong>Instructional responsibilities</strong></td>
<td>Language instructor responsible for language and content instruction</td>
<td>Content instructor responsible for content instruction Incidental language learning</td>
<td>Content instructor responsible for content instruction Language instructor responsible for language</td>
</tr>
<tr>
<td><strong>Student Population</strong></td>
<td>Non native speakers</td>
<td>Nonnative speakers</td>
<td>Nonnative and native speakers integrated for content instruction</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Focus of Evaluation</strong></td>
<td>Language skills and functions</td>
<td>Content mastery</td>
<td>Content mastery (in content class) Language skills and functions (in language class)</td>
</tr>
</tbody>
</table>

Reference:

Why CBI?

- IPAs are designed for students at all levels of proficiency.

- Acknowledges authentic communication of knowledge in real life situations as the end all and be all of the instructional process and communication.

- IPA is adaptive and emphasizes the importance of matching our assessment to the goals of instruction.

- IPA allows students to communicate meaningfully around a theme across the 3 modes of communication while constantly having the opportunity of receiving feedback and improving.

- Although interpretive and presentational modes are commonly assessed within CBI, the interpersonal mode is rarely, if ever, assessed, and the IPA provides a framework for all three to be integrated meaningfully within the CBI curricular unit and within the assessment tasks for that unit.
• IPA enforces learning through continuous remodeling, practice, performance and feedback.

• IPA assessment units are designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations, or does not meet expectations for the task. Rubrics decrease subjectivity.

• IPA assessment units address most if not all issues pertaining to CBI assessment, raised earlier in the literature on CBA issues for example:

  • They are valid and reliable and this has been proven by the ACTFL in piloting and reviewing the IPA prototype.

  • They meet the element of test usefulness.

  • IPA Units are also practical, include a variety of tasks and activities that could be used frequently to assess language and content knowledge over a longer duration of time. These issues were all discussed as important in CBI testing by Brinton et al.

  • IPA addresses the issue of authenticity and provides the test writers with guidelines for selection of authentic texts at the different levels of proficiency. IPA also emphasis authentic, “open-ended” tasks. The use of authentic texts and tasks in the interpretive
mode is useful for CBI assessment when linguistically manageable and intellectually challenging to the learner as they focus on what needs to be assessed.

- They also address the issue of **appropriateness**: appropriate to age and maturity level of learners.
This is IPA for Advanced Mid students of Arabic

الحيتان الزرقاء

Blue whales

http://www.youtube.com/watch?v=uTVdUL9rQvl

اسئلة الفهم العام والتفاصيل: اسمعوا ثم أجبوا عن الأسئلة الآتية:

1. ماذا تعرف عن الحيتان الزرقاء؟

________________________________________________________

________________________________________________________

________________________________________________________

2. أين تولد الحيتان الزرقاء؟

________________________________________________________

3. ماذا يفعل العلماء؟

________________________________________________________

4. أين أكبر مجموعة للحيتان الزرقاء؟

________________________________________________________
<table>
<thead>
<tr>
<th>عدد</th>
<th>السؤال</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>ما هو أعظم أسرار الأرض؟</td>
</tr>
<tr>
<td>6</td>
<td>لماذا يضعون عليها بطاقات؟ وكيف يضعونها أو يثبتونها على وحوت؟</td>
</tr>
<tr>
<td>7</td>
<td>أين تقضي الحيتان الشتاء؟</td>
</tr>
<tr>
<td>8</td>
<td>أين تتوالد بحسب اعتقاد العلماء؟</td>
</tr>
<tr>
<td>9</td>
<td>كم مجموعة للحيتان الزرقاء في العالم؟</td>
</tr>
<tr>
<td>10</td>
<td>كيف يمكننا حماية هذه الحيتان؟</td>
</tr>
<tr>
<td>11</td>
<td>لماذا نعرف عن أنثى الحوت؟</td>
</tr>
<tr>
<td>12</td>
<td>ما هي سرعة الحوت؟</td>
</tr>
<tr>
<td>13</td>
<td>كم شهرا تحمل أنثى الحوت؟</td>
</tr>
</tbody>
</table>

**FEED Back**

ما هو السؤال الذي لا يجب عنه الوثائقي؟

بودكاست (1)

ابحثوا عن أفلام أخرى عن الحيتان الزرقاء ثم أعدوا فيلمًا تعليميًا عن الحوت الأزرق (3 دقائق).

**في الصف:**

استعدوا للصف، أعدوا تقديما مديته دقيقين عن حياتكم المفضل.

المجموعة (أ) تفنى من الفيديوهات حماية الحياة البرية، والتي تُعقد مرة كل ثلاث سنوات، قيودا على الأنواع الطبيعية التي تعتبر مهددة بالانقراض أو في سبيلها إلى ذلك.
أنتم مجموعة من رجال الاقتصاد الذين ترون أن مثل هذه القرارات قد تؤثر سلباً على اقتصاد الدول النامية مثل كينيا أو بتسوانا وغيرها من الدول التي تسعى إلى دعم قضايا التنمية ومكافحة الفقر، إلا وقيل وضع قيود دولية لحماية الأنواع البرية. ندَّبَ أُانونها أعضاء المؤتمر ضالسماح للدول باستغلال مواردها الطبيعية لتحقيق التنمية الاقتصادية ورفع مستوى المعيشة للفرد.

المجموعة (ب)

تختلف المواقف بشدة حول كيفية التعامل مع تجارة العاج، عمليات الصيد المحظورة للأفيال، والتوسع في عمليات صيد الحيتان واللوائح المفروضة على التجارة في منتجات "مزارع النمور" التي ظهرت في العقود الأخيرة في Porbeagle Shark الصين، والأنواع البحرية مثل وقروش البوربيجل وسماكة الكَلْبَ القَرْشِيَّة Spiny Dogfish، والحفاظ على الأنواع الطبيعية مثل الشعب المرجانية الحمراء والوردية، التي تُتَخَرَّج من آسيا والبحر المتوسط بالأساس وتُتَصَدَّر في أغلبها للولايات المتحدة لصنع الفلادات، أو الحفاظ على الأنواع النباتية كأشجار خشب الورد والأرز، وشجرة Pau التي يستخدم خشبها في صنع أفضل أقواس الكمان.

حضرت مؤتمرا لحماية البيئة ينادي فيه خبراء الاقتصاد الدولي بالتعقل فيما يختص بفرض مثل هذه العقوبات خاصة وأنها تضر بالتنمية في بعض الدول الفقيرة، دافع عن قضية حماية الحياة البرية ونادي بضرورة فرض المؤتمرات فيبدأ على الصيد أو الإتجار بالأنواع الطبيعية التي تعتبر مهددة بالانقراض أو في سبيلها إلى ذلك.

خارج جدران الصف

اذبحوا إلى حديقة الحيوان واجمعوا معلومات عن 5 حيوانات نادرة ثم سجلوا ما جمعتم من معلومات عن هذه الحيوانات وعلقوا اسماء نادرة زملائكم لما جمعوا من معلومات علقو عليها.
لاستماع الدقيق: أكملوا النص

اكتبوا المقدمة من (00:00–1:55)

وأيضاً من: 7:00–8:00

ومن 9:16–9:58
Building an IPA Unit

Step 1: Identify the desired results: learning outcomes / standards for language and content

<table>
<thead>
<tr>
<th>Language goals</th>
<th>Content goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen and identify main ideas</td>
<td>• Listen, understand and recall information about Blue Whales.</td>
</tr>
<tr>
<td>• Distinguish between fact and opinion</td>
<td>• Apply what they heard about whale preservation to other animals they studied about.</td>
</tr>
<tr>
<td>• Understand surface and implied meaning</td>
<td>• Present information about their favorite animals.</td>
</tr>
<tr>
<td>• Informative text organization.</td>
<td></td>
</tr>
<tr>
<td>• Structures: Adjectives, masdars, numbers, al mudari3 verb, comparisons and similies</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary: Names of animals – parts of the body, geographical terminology and directions</td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Determine acceptable evidence

<table>
<thead>
<tr>
<th>Real World Tasks that will indicate goal achievement</th>
<th>Interpretive</th>
<th>Presentational</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and Answer questions about Blue whale preservation</td>
<td>Recall information</td>
<td>Prepare a presentation about their favorite animal using the relevant vocabulary and structures</td>
<td>Debate wild life preservation laws from different perspectives</td>
</tr>
<tr>
<td>Recall information</td>
<td></td>
<td></td>
<td>Collect information</td>
</tr>
</tbody>
</table>
about Blue whales
Listen and write detailed sections focusing on elisions and stress and correct spelling
about other animals from the Cairo zoo.

Step3: Plan learning experiences/activities

<table>
<thead>
<tr>
<th>Mode</th>
<th>Task</th>
<th>Rubrics for assessing different modes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>Interpretive task</td>
<td>Listen and Answer questions about Blue whale preservation. Be prepared to discuss your answers in class.</td>
<td></td>
</tr>
<tr>
<td>Presentational task</td>
<td>See Actual lesson</td>
<td></td>
</tr>
<tr>
<td>Interpersonal task</td>
<td>See Actual lesson</td>
<td></td>
</tr>
</tbody>
</table>