Measuring Success: The Second Language Proficiency Examination

Understanding Assessment

Now York State offers two levels of formal assessment in languages other than English: the Second Language Proficiency Examination and the Comprehensive Regents Examinations. These examinations provide scoring rubrics in the areas of speaking and writing that can be applied to student assessment throughout the year.

School districts can use formal and informal assessment data to adjust curriculum and instruction. Teachers can use the data to strengthen teaching and learning, monitor students' progress, and identify their strengths and weaknesses. Students can evaluate their own learning by using the data, while parents receive specific information about their child's progress.

Rubrics help teachers assess student work such as projects, group presentations, or other assignments that are likely to be graded subjectively. Rubrics do not remove all subjectivity, but can provide useful information in understanding the quality of a performance. Rubrics can also show how performance can be improved. Rubrics consist of a fixed scale and a list of characteristics or criteria that describe the performance at each interval along the (fixed) scale. The rubrics designed for scoring the State examinations are also recommended for classroom use. Sharing them with students enables them to better focus on demonstrating those qualities as they prepare for the performance.

Assessment Options

Performance
- Projects
- Drawings
- Demonstrations
- Video/audiotapes
- Oral presentations
- Writing tasks
- Debates

Teacher observations
- Student involvement
- Student cooperation

Written examinations
- New York State Second Language Proficiency Examination
- New York State Comprehensive Regents Examinations
- End-of-unit tests
- Quizzes

Aural/oral comprehension
- Individual interviews
- Small group activities
- Paired activities

This section provides a detailed picture of Checkpoint A assessment. It also includes generic assessment ideas appropriate for beginning-level language learners. These ideas help to establish programs that align with Modern Languages for Communication: New York State Syllabus and the Learning Standards for Languages Other Than English.

Aligning Standards and Assessments

In June 1998, with the learning standards in place, it became necessary to take a step back and look critically at the well-established, highly successful, performance-based State assessment for languages other than English. A committee of teacher experts was formed to make sure that the Second Language Proficiency (SLP) Examinations in modern foreign languages were indeed aligned with the learning standards adopted by the Regents.

After reviewing the exam, the committee decided that, in general, the exam had stood up to the test of time and was in keeping with the standards movement. However, the committee determined that the speaking and writing sections needed some changes in order to better measure the new learning standards.

The committee, under the guidance of Dr. Marie Warchol, Director of Curriculum and Instruction at the Otsego-Northern Catskills BOCES, concluded that new scoring guidelines would help teachers to assess the informal, daily, in-class speaking performance of their students. It also decided to update the guidelines for assessing the quality point in the formal speaking tasks (see page 60). Note that the essence of the speaking portion is unchanged; it is still the foundation of the syllabus and local curriculum.

The committee recommended substantial changes to the writing section to make it both a better assessment tool and to align it more closely with the standards. The committee created rubrics to assess new writing tasks. The tasks and rubrics were tested and used in several schools. It is hoped that these rubrics will be used by all teachers of Checkpoint A LOTE in their classrooms. While the writing tasks have been changed significantly, they still reflect the daily practice of teachers in New York State teaching Checkpoint A.

The committee also considered modifications to the reading section of the examination but decided not to make any changes. Committee members generally agreed that the use of authentic documents is a practical and acceptable way to assess a student's ability to comprehend the written word in authentic and realistic situations.

The committee also looked carefully at the second standard, cultural understanding, with an eye to both the State and national standards. They concluded that cultural understandings were embedded within the authentic reading materials, the speaking tasks, and the contextualized writing tasks. Therefore, the second standard is not subjected to discrete item testing.

A Descriptive Overview of the Second Language Proficiency Examination

The Second Language Proficiency Examination measures the student's proficiency in a LOTE at the end of the Checkpoint A curriculum. It can be used to grant high school credit for Level 1 (Checkpoint A). It assess all four skills—speaking, listening, reading, and writing. Attention is given to assure that the tasks are culturally relevant. All speaking tasks—both Part 1a and 1b—are administered in the classroom prior to the date of the written test. The test is given once a year in June in French, German, Italian, and Spanish. The final test score is the sum of points received from each of the four sections of speaking, listening, reading, and writing. A passing score is 65.

The pie chart represents a graphic description of the Second Language Proficiency Examination by skill level. The percentage of points allotted to each skill suggests how much time should be allotted to the development of each of these areas of skill within the classroom. The percentage distribution correlates with the actual number of points for each section on the Second Language Proficiency Examination. The Checkpoint A LOTE classroom should emphasize the development of the aural/oral skills. As these skills are being developed, it is natural to introduce the reading and writing components of LOTE, always with an eye to contextualized instruction focused on real-life situations. A "snapshot" of most Checkpoint A classrooms will show that students are being given ample opportunities to use the language orally with their peers as well as with their teachers. Using the new informal speaking rubrics is an appropriate way for the teacher to assess the development of these skills on a daily basis in the classroom, and these rubrics should be
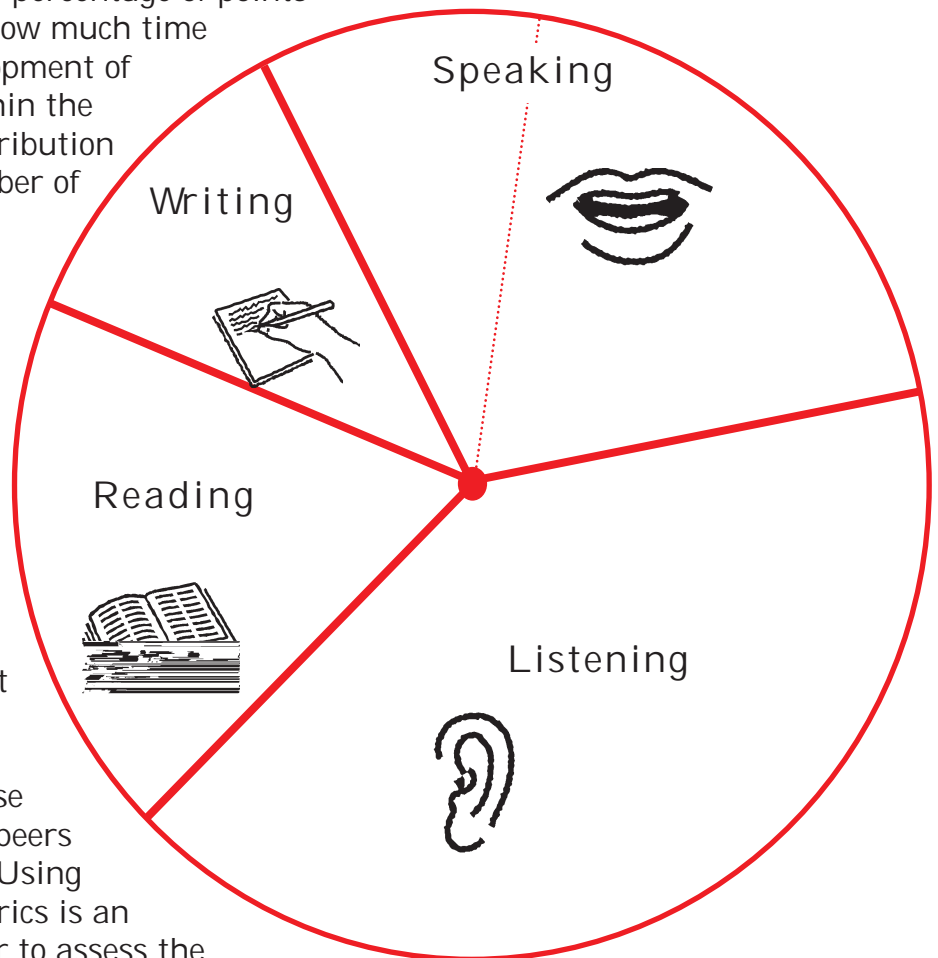
Reading

Part 3a	12 points

Six reading selections based on authentic material with multiple choice questions in English.

Part 3b	8 points

Four reading selections based on authentic material with multiple choice questions in the target language.

Writing

Part 4	10 points

Students will write two notes out of three choices, each one worth 5 credits. Rubrics will be used for the rating. A writing checklist is also provided and is included in this document.

Informal Speaking (Part 1a)

How to Use the Rubric

Part 1a: Informal Classroom Evaluation
Scores for Part 1a of the examination are based on students' performance in daily classroom activities during the designated assessment period. This assessment presumes that instruction routinely includes frequent opportunities for students to engage in a variety of realistic oral communications. These communications must be consistent with functions, topics, and situations for listening/speaking outcomes at Checkpoint A in the State syllabus. Reading aloud and recitation of memorized text do not constitute oral communication for the purpose of this assessment.

Features of the Rubric

- The rubric describes a range of performances from most proficient (4) to least proficient (1).
- There are six dimensions, criteria, in the informal speaking rubric: initiation; response; conversational strategies; vocabulary; structure; and cultural appropriateness.
- The dimensions are articulated in the left column of the rubric.

Applying the Dimensions

- Scores for all six dimensions are determined by matching evidence from student exchanges with the language of the rubric.
- Students are assigned a score for their performance on each of the six dimensions.
- The raw scores for each dimension represent the extent to which the student exhibits proficiency in the areas of initiation, response, conversational strategies, vocabulary, structure, and cultural appropriateness.
- Add these scores for each dimension to determine a total raw score.
- The raw score is converted to a score ranging from 0 to 10 points, using the chart provided on each rubric.

In order to effectively use the informal speaking rubric as a scoring tool, a list of key terms and explanations is provided. The rubric also has an alternate form, a checklist, which is an abbreviated form of the detailed informal speaking rubric that describes the characteristics of each scoring level. In using the abbreviated form, teachers should refer back to the details and descriptions contained in the actual rubric.

Informal Speaking Rubric

	The student: 4	3	2	1
	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
	Clarifies and continues conversation, using all or some of the following strategies: • circumlocution • survival strategies • intonation • self-correction • verbal cues	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
	• Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation.	• Utilizes a variety of old and limited new vocabulary. • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation.	• Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciations.	• Uses limited vocabulary. • Mispronunciations impede comprehensibility.
	Makes few errors in the following areas: • verbs in utterances when necessary with appropriate subject/verb agreement • noun and adjective agreement • correct word order and article adjectives Errors do not hinder comprehensibility.	Makes several errors in structure which do not affect overall comprehensibility.	Makes several errors which may interfere with comprehensibility.	Makes utterances which are so brief that there is little evidence of structure and comprehensibility is impeded.
	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	

Informal Speaking Checklist

Please refer to the informal speaking rubric for definitions of each level.

	4	3	2		
Initiation • Initiates speech and asks questions • Uses appropriate attention-getting devices • Speaks spontaneously					
Response • Responds appropriately to questions/statements					
Conversational Strategies to Clarify and Continue Conversations Using: • Circumlocution • Survival strategies • Intonation • Self-correction • Verbal cues					
Vocabulary • Incorporates a variety of old and new vocabulary • Uses idiomatic expressions appropriate to topic • Speaks clearly and imitates accurate pronunciation					
Structure • Uses verbs in utterances when necessary with appropriate subject/verb agreement					

Formal Speaking (Part 1b)

Scoring the Tasks

Students may earn a maximum of five credits for each formal speaking task (Part 1b of the Second Language Proficiency Examination). Credit is awarded to the following criteria:

- One point for each of the four student utterances that is comprehensible and appropriate. (Comprehensible means that the utterance makes sense to non-English native speakers who are used to hearing foreigners speak. Appropriate means that the utterance contributes to the completion of the task.) Each task is worth a total of 4 points, without the quality points.
- One point for the quality of all four comprehensible and appropriate student utterances. (Quality means overall complexity, spontaneity, fluency, and accuracy within the scope of the Checkpoint A proficiency statement in the State syllabus.) One point per task may be given for quality.
- The final score on Part 1b formal speaking is reached by totaling the points earned for each task. The maximum score on this part is 20 points.

As the conversation partner and rater, the teacher may make two attempts at eliciting each of the four student utterances. If the student produces no comprehensible and appropriate utterance after the teacher's first two eliciting attempts at the very beginning of the conversation, the student receives no credit for the entire task. However, during the conversation, if a student produces no comprehensible and appropriate utterance after the teacher's second eliciting attempt, the student receives no credit for that utterance, and the teacher shifts to another aspect of the task.

To facilitate rating while acting as the conversation partner, the teacher should use a score sheet to keep track of the student's comprehensible and appropriate utterances, to record the number of eliciting attempts for each, and to determine whether the quality credit is warranted. A sample score sheet is provided on the following page. Certain teacher-student interactions, although natural in the course of a conversation, do not provide evidence of the student's ability to produce language. They should be disregarded for rating purposes. Examples of such interactions include:
- yes/no responses
-

Word-Count Guidelines

The word-count guideline is provided to help teachers determine if a word is valid. It is used with the rubric to calculate a student's total score.

> **Definition**: A word is a letter or collection of letters, surrounded by space, that in the target language is comprehensible and contributes to the development of the task.
>
> This definition applies even when words are grammatically incorrect.
>
> Example: à le (French) = 2 words; de el (Spanish) = 2 words

- Names of people do not count.

- Place names and brand names from the target culture count as one word; all other places (K-Mart) and brand names (Coke, Pepsi) are disregarded.

- Contractions are one word.

- Salutations and closings in notes written in the target language are counted. There is no penalty if students do not use salutations or closings.

- Commonly used abbreviations in the target language are counted.

English	French	German	Italian	Spanish

Spelling Exemption

Writing Rubric

Dimension	The student: 4	3	2	1
Purpose/Task				

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task • Satisfies the task • Connects ideas to task/purpose • Exhibits a logical and coherent sequence of ideas					
Vocabulary (in statements/questions) • Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task • Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) • Subject/verb agreement • Noun/adjective agreement • Correct word order • Spelling					
Word Count • Comprehensible • In target language • Contributes to the development of the task	30+	25-29	20-24	15-19	<15

Total Raw Score

Total Informal Writing Score ⬤

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart
14-16 = 5
11-13 = 4
8-10 = 3
5-7 = 2
2-4 = 1
0-1 = 0

Building Teacher Capacity: Strategies for Success

Materials

- Teach students how to use a glossary.
- Provide activities that teach students about the textbook they are using (e.g., activities that show where the glossary is, where the maps are, how to use the charts, how and when to use the index, etc.).
- Use readable fonts (serif types) and keep the pages free from unnecessary distractions.
- When students are copying information from the overhead or transparency, be sure to check the spelling immediately.
- Allow students to use glossaries in textbooks, vocabulary sheets, or instructional materials posted in the room for all activities.
- Make sure each handout has a clearly stated title.
- Use different colors (not bright ones) for each handout used during a class period and be sure each one is labeled.
- Try to provide handouts that are either typed or word processed instead of handwritten.
- Use textbooks with easily understood directions and clear models.

Assessments

- Allow extra time for tests and quizzes.
- Make sure students know ahead of time what the test and/or quiz will look like.
- Use rubrics that have been explained to the students and that they have in their possession.
- Do less testing on discrete items and more testing on items in contexts, being careful to use contexts and scenarios with which students are familiar.
- Apply appropriate techniques in rating the papers of students with spelling exemp-

Reading in the Checkpoint A Classroom

Reading and writing activities in a language other than English are designed to enable students to socialize, provide and acquire information, express personal feelings and opinions, and persuade others to adopt a course of action. At the Checkpoint A (beginning) level, these objectives are achieved when students understand the main idea and some details of simple informative materials written for native speakers, and when they compose short, informal notes and messages to exchange information with the members of the target culture (New York State Learningimpj-0.00d Y

Examples of print material that can be used in the Checkpoint A classroom include:

- Provide a structured overview, or graphic representation, of the text to be studied in order to facilitate comprehension.

Scanning the Text

- Look for recognizable words and cognates in the text.
- Point out new words in the target language that are cognates. Copy the new words into a notebook.
- Ask students to point out a few words that are new for them and assign appropriate English equivalents. They might also highlight these words and/or expressions and copy them into their notebooks.

Discovering Meanings and Uncovering Details

- Ask students to read in pairs; have them read aloud, alternating lines or paragraphs. The teacher might read the text aloud first in order to clarify pronunciation difficulties. Note: Reading aloud represents the ability to articulate sound-symbol relationships, but should not imply or suggest comprehension of the text.
- Give students a short list of two to five bits of information that they need to glean from the text. The teacher can provide information in the form of questions in English, and then ask students (individually or in pairs) to find and record this information. Questions might look like this:
    ž What is the name of the main character?
    ž Who is the intended audience?
    ž Where does this take place?
    ž How many people are mentioned here?
    ž How many of these items cost more than...?
    ž How many rooms does this hotel have?
    ž When does this sale begin?
- Ask students to underline, circle, and/or highlight the key ideas in the text.
- Ask students to summarize the gist of the text, using their own words, in English. Such an activity will help them to understand the text better as a whole.
- Ask students to read the text again, perhaps with side glosses, for new vocabulary and expressions. This rereading will assist with reading comprehension and demonstrate to the student that the act of reading may require several tries in order to grasp meaning and details.

Many strategies can be used by teachers of LOTE to help students become good readers. The above suggestions represent some of the more common practices currently being used by classroom teachers. This list is not intended to be all-inclusive of the many possibilities and strategies available to teachers of LOTE.

- Provide the target language for words and expressions as needed and when asked for by students even when not a part of the planned lesson. Some examples are "My name is ____" or "I was born on ____ ."
- Complete certain forms in the target language such as school enrollment forms, medical forms, newspaper and magazine subscriptions, immigration and customs forms, or restaurant comment cards. These are good sources for beginning writers since they link reading and writing skills.
- Keep simple, personalized diaries or journals that are guided by teacher input such as, "Tonight, list in the target language the names and members of your family."

Using Technology

Technology has taken on a whole new meaning in the 21st century. Although tried-and-true technological methods such as cassette recorders, videos, and overhead projectors are still used in the classroom and continue to serve a purpose, the computer brings with it endless possibilities for the teacher of LOTE. As with more traditional technology, the computer does not stand alone. No technology can provide the kind of interaction required of a truly communicative classroom that is guided by teacher enthusiasm and competence, the standards, and active student participation. However, computers provide the teacher with new ways to access information and enrich the classroom experience for both students and teacher.

Teacher Use

The use of the Internet can provide didactic information for the teacher. Information can be obtained by accessing the many sites that are currently available regarding second language acquisition theories, foreign languages in general, or learning styles and strategies. These sites are monitored by the sponsoring organizations and can provide teachers with a good start in exploring possibilities on the Internet.

- www.accesseric.org
    - originates from the Education Resources Information Center (ERIC) and has current information relating to communicative teaching, statistics, and new trends.
- www.actfl.org

It is important to note that the Internet also serves as a tool for in-service training for teachers of LOTE. A difficult and time-consuming endeavor for any LOTE teacher is to visit and interact personally with the target culture of the language taught. Often, such travel is not possible. Through the Internet, however, it is possible to read daily papers from many target cultures, connect to other related pages, and thus keep up-to-date with a country's culture, history, and language.

Print material from the Internet is often far more current than published textbooks, and can be chosen to meet students' needs and interests. Scans can be made and information and vocabulary can be deleted and/or highlighted. The teacher can use print material to establish cross-cultural comparisons by comparing and contrasting key points of one culture with another. Such materials can be used to enhance and develop students' reading comprehension and to give students the opportunity to see the language in print exactly as millions of people in the target culture see it. Print materials serve to heighten student interest and increase motivation, as well as to develop vocabulary and certain linguistic skills such as analyzing and studying grammar in context.

However, it should be noted that none of the above uses of technology can ever replace the presence of a certified teacher of LOTE. The teacher's use of technology can enrich classroom practice and bring learning experiences for the students to a new level. Alone, these technologies are a poor substitute for the spontaneous interactions that are needed in a communicative classroom. They do, however, provide an important tool for teaching and learning for our students in the 21st century.

Student Use

The use of the Internet can also provide the learner with the opportunity to connect directly with the target culture and its people. Through correspondence with key pals, students can enhance their own writing skills and reduce their fear of using the target language in real-life situations. There are many organizations that sponsor key pals, and schools may set up key pal programs as well. Although such endeavors require a certain amount of technology and organization, they can significantly enhance and enrich learning a second language.

Current technologies can enable students to use traditional equipment in new ways. For instance, they may create PowerPoint presentations or use word processing or drawing programs to fulfill class assignments—and they are usually enthusiastic about doing so. Students are easily engaged and willing to use the target language in these creative efforts. With the aid of the computer, students are now able to taof the computWrecomputWriing lortsmrgeing

Glossary

ACTIVITY TYPES	**Communicative**: An activity that focuses on the message. It is personal, with a semi-predictable response. Understanding is essential. The purpose is the sharing of information. For example, "Do you have a brother?" (Teacher does not know the answer, but is seeking the information.) "Yes, I have a brother."
	Meaningful: An activity that focuses on form. The response is predictable and understanding is essential. The purpose is the application of a rule to check for student understanding. For example, "Is your name John?" (Teacher knows the answer.) "Yes, my name is John."
	Mechanical: An activity that focuses on form. There is a predetermined response and understanding is not essential. The purpose is habit formation. For example, "Do you like tomatoes?" "Yes."
	Situational: An activity that focuses on the message. It is open-ended and personal. Understanding is essential. The purpose is communication using old and new materials combined. For example, "You are at a train station in Madrid and wish to buy a round-trip ticket to Seville."
ANTICIPATORY SET	A process used by teacher to "hook" or motivate students for the lesson. For example, "What did you have for dinner last night?"
AUTHENTIC DOCUMENT	

Generic Mini Activities

The following activities represent only a few of the possible ways in which the teacher can enhance the instructional process and stimulate active and involved learning for the students. These activities can be used for any topic in the syllabus and at any point in the curriculum. They should be modified to meet your specific needs and local curriculum.

When playing a game with students, remember to share the complete set of directions with the students before actually beginning the activity. Be sure to do this step first, even before groups and pairs are formed. As a way of checking to be sure that your directions are clear, you might ask one or two of the students to repeat these directions for you as you list them on the blackboard. Then you will want to pass out the required materials.

Bingo

Materials:
- one blank bingo grid per student pair or group (5 boxes by 5 boxes or 4 by 4 for a quicker game)
- a list of TL words, phrases, or pictures prepared by teacher or students (Lists should include a few more items than the number of boxes in the grid.)
- calling cards with one word per card
- a container to hold bingo calling cards
- one writing utensil per student

Procedure:

1. Students are asked to copy one TL word or phrase into each box on personal grid in any order they wish.
2. Teacher calls out words as randomly selected.
3. Students mark the appropriate box on their own grid.
4. The first student to cover a horizontal, vertical, or diagonal line calls out "bingo" (or equivalent in TL), and must recite the winning row of TL words to the class.

Related Lessons:

- Teacher may duplicate a page of small pictures, each the size of one space on the grid. Students will cut these out for homework and place them in an envelope. Later in class students place pictures on bingo grid as desired. These may be shuffled and reused.
- Definitions or incomplete phrases may be used as calling cards.
- Students may mark the box with an X or any other symbol instead of using chips.
- A 3-box by 3-box bingo card may be used; it must be completely filled to win.
- Silent bingo: Separate pictures from an overhead transparency may be cut out and used as "silent" calling cards. Mimed actions or concrete objects could also be used in silent bingo. Student grids would consist of the TL vocabulary as in step 1.
- Teacher gives students a list of items and blank bingo grids and directs students to complete the grids as desired at home for school bingo game.
- Teacher gives students a list of questions to copy onto a bingo grid. As teacher calls out the answer, students cover the matching question.

Buried Treasure (also known as Battleship)

Materials:
- overhead projectors and one transparency of grid of the sample recording chart grid
- one grid, 10 boxes by 10 boxes, for each student. Each square should be no larger than the diameter of a penny/dime, if pennies or chips are used to cover grid squares on overhead transparency. The subject pronouns are written vertically down the left edge of grid and the verb infinitives are written horizontally across the top of grid.
- teacher transparency of same grid. Before covering grid with chips or pennies, teacher must "bury" his/her treasure without overlapping, as follows:
  - A. Put an X (or the first letter of the TL word for gold) on any one set of three boxes in a row, vertically or horizontally (this represents the TC gold) and,
  - B. Put a Y (or the first letter of the TL word for silver) on any two sets of two boxes in a row, vertically or horizontally (this represents the TC silver) and,
  - C. Put a Z (or the first letter of the TC word for money) on three single boxes separated by at least one space (this represents the TC money)
- 100 pennies, chips, or buttons to cover the 100 squares of teacher grid
- a paper copy of grid with buried treasure marked, for reference during activity, when treasure is covered up
- a list of the following TL expressions: "Nothing here!" "Here it is!" "Is that your final answer?" "You are close."

Procedure:reasure is covered up

SAMPLE RECORDING CHART

	to eat	to walk	to sleep	to have	to win	to live	to want	to write	to sing	to dance
I										
they (f)										
he										
we										
you (pl)										
they (m)										
Joe										
Ann										
you (s)										
Sue & Jon										

Categories 1

Materials:
- one set of five 3" x 5" index cards per category for increasingly challenging questions that correspond to increasing point value on back of each card (the questions vary from easy to hard with the easy questions worth less points and the more challenging questions worth more)
- one 5" x 8" index card per category, labeled with category name, folded and stapled together to create an open envelope holding the five question cards for each category
- chalk to keep score

Procedure:

1. Place category envelopes along the chalk tray.
2. Divide the class into teams of four to five members. Names of teams are placed on chalkboard for

Categories 2

Materials:
- One handout per student, per pair of students per group
- Each handout is divided into, for example, three columns that are labeled at the top by a category. (Foods: hot food, cold food, red food; or food that you keep in the refrigerator, food you keep in a cupboard, food you keep on the table or kitchen counter. Leisure Activities: things you do inside, things you do in the countryside, things you might do at the beach. Education: school-related items that you have in your book bag, school-related items that you have in your bedroom, school-related items that are found in your living room.)

Procedure:

This may be done either as a whole class, or as a small group activity.
1. With the whole class:
   - At the blackboard or overhead, the teacher names the categories.
   - Students work in pairs or in small groups. The teacher calls on each pair or group to elicit words or expressions in the target language that can be identified with the specific category.
   - The teacher moves from group to group to ensure participation of all students
   - The teacher records identified words or expressions on the blackboard or overhead.
2. In small groups:
   - Students copy the categories from the blackboard or overhead onto a separate sheet of paper.
   - Students take turns, within their groups, writing words or expressions that are related to the categories on their paper.
   - Students double-check the spelling of these words or expressions.
   - All students sign the bottom of their papers before they are collected by the teacher, who will check for accuracy and appropriateness of the responses.

Things in your bedroom	Things in the living room	Things in the kitchen

Concentration/Memory (whole class)

Materials: • one set of paired pictures/vocabulary words on index cards, one set of numbered index cards (same amount), chalk, chalkboard, or shoe organizer pockets

Procedure:

1. Place set of picture/vocabulary cards randomly behind numbered cards in rows, down and across.
2. Students are organized into teams with a member of each team taking turns to select a pair of cards that match by calling off the numbers on top card in the TL. Once top card is removed, the students must try to recall a match.
3. The team collecting the most paired cards is the winner.

Variation:

Step 1 could be done in reverse. Materials needed are matched numbered cards and picture or vocabulary cards.

Crossword Puzzles (individuals, pairs, groups)

Materials: • two numbered grids for each student pair or group, writing utensil

Procedure:

1. Provide students with a topic.
2. Distribute one numbered grid (graph paper) to each pair of students.
3. Working together, partners will write 10 words in the TL on the grid and write the "horizontal" and "vertical" clues, numbering each one to correspond with the number in the square of the first letter of the word in puzzle.
4. After each clue, students should write the number of letters in the TL word in parentheses.
5. Give each student pair a second numbered grid. Students will copy the clues exactly from the first grid onto the second grid, leaving the squares blank.
6. Teacher collects second grid and redistributes to students to solve.
7. Students give solved puzzles to "original creators" to check with their first grid key.
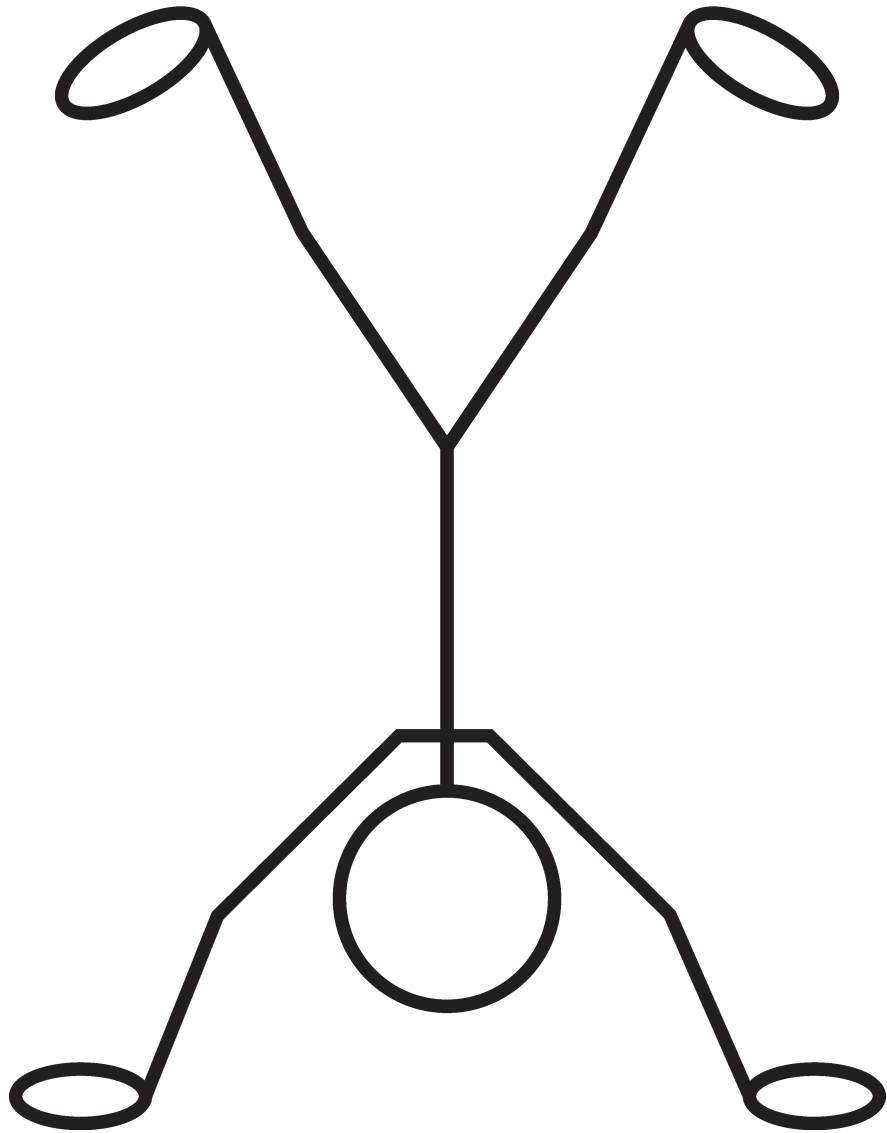
CROSSWORD PUZZLE

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18						

_____   _____

_____   _____

_____   _____

_____   _____

Charades (whole class)

Materials: • list of four vocabulary words/phrases in TL on paper, timer

Procedure:

1. Divide class into groups of three or four and give each group a list in TL to act out.
2. Each team or individual pantomimes or acts out the word/phrase using gestures, but may not speak.
3.

HANDSTAND

Magazine Scavenger Hunt

Materials: • two magazines per student; scissors; glue; markers; large paper/poster board; numbered list of objects in TL; dictionaries (optional)

Procedure:

1. Teacher prepares a list of very specific items in the TL that correspond to the current topic (e.g., a green kitchen with flowers on the table; a dining room table with five chairs).
2. Teacher divides the class into teams of three to four people, distributes materials to each team, and announces a time limit.
3. Students search for the items in the magazines, glue them onto the large paper, and number the pictures according to the list.
4. When time is up, teacher collects the papers and announces the team with the most items.

Mystery Bag

Materials: • objects that represent vocabulary items, large storage container

Procedure:

1. Teacher collects objects (e.g., plastic food, plastic body parts, dollhouse furniture, or toy animals) and stores them in a large container.
2. One at a time, a student comes up to the container, closes his/her eyes, and pulls out the item for the whole class to see.
3. The student says the word for the item in the TL.

Spinners

I

you

he

she
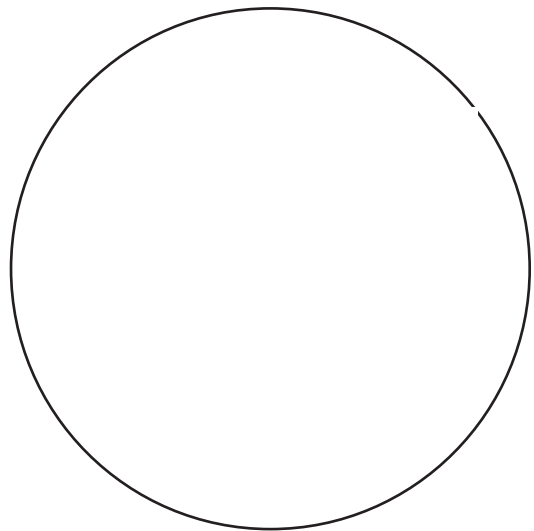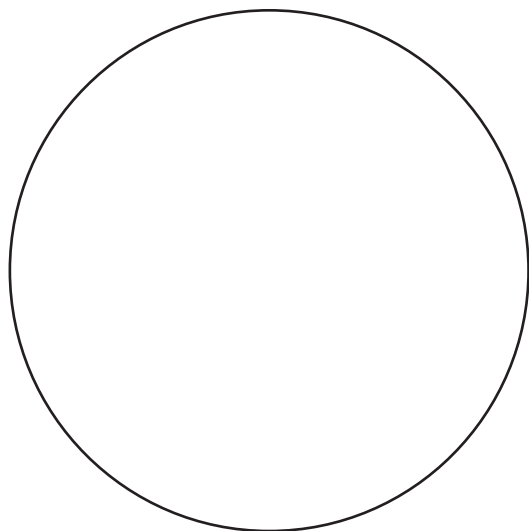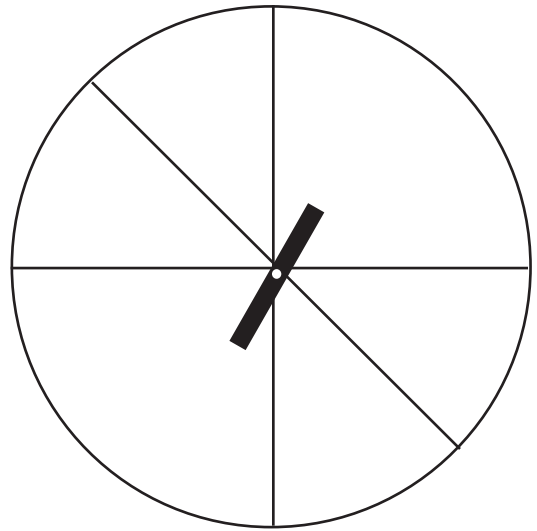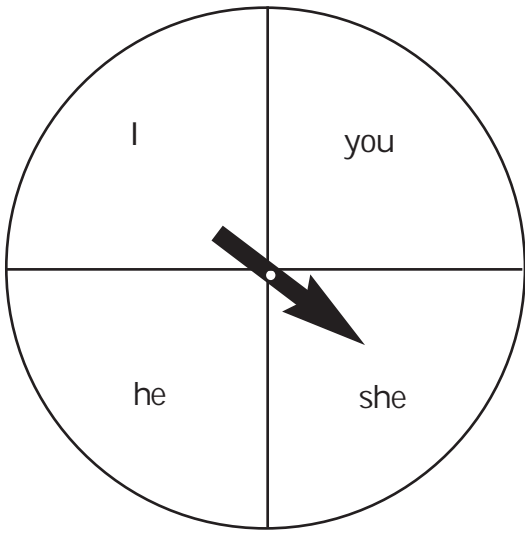
Tic-tac-toe

Materials:
- a tic-tac-toe grid drawn on the board (three squares by three squares)
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