

Formative Assessment Checklist
for
Grammar Fun

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Duration: Ongoing throughout the unit

Standards Assessed: FL.A.2.3.2, FL.B. 1.3.1, LA.C.1.3.1.6.1, LA.C.1.3.1.6.2
LA.C.1.3.3.6.1, LA.C.1.3.4.6.1, LA.D.1.3.1.6.1

Description of Assessment Activity: This is a formative assessment that doesn't receive a grade. The teacher creates one for each student. The behaviors listed are to be observed by the teacher for each student during the unit. Many opportunities present themselves for students to exhibit these behaviors and skills.

Teacher Directions:

This is a checklist that should be duplicated for each student. During the daily lessons, students should be observed for the behaviors listed. Once you have observed the behavior a number of times or can identify it in the daily formative assessments and activities, place a check mark in the yes column. If doing the checklist daily for each student, you may want to use pencil so as to be able to erase the checkmarks in the no column once students have had additional practice and are successful in demonstrating the behavior.

A grade should not be assigned from the checklist. It is a means to keep an accurate record of how the students are doing as they participate in the activities. Prior to the last week of the activity take note of those students who are still being checked in the 'no' column. These students will need additional practice and feedback. They may need individual counseling and you may need to provide specific modeling.

This checklist can be shown to students but they should not make any marks on it. Comments can be listed at the bottom of the page in an anecdotal record style.

Scoring Method:

This checklist is not summatively assessed during this unit. It is to be used to show students where improvements need to be made and to keep a record of student progress for these benchmarks. You will need to individually analyze each student's progress and create methods/activities to reinforce, re-teach and provide practice where necessary. Midway through the unit, conference with those students who are not exhibiting the appropriate behaviors/skills. Offer specific feedback and guidance. Make sure that students understand the purpose and intent of the behavior/skill and are not just inhibited by lack of understanding the language.

Student Formative Assessment Checklist

Student's Name: _____

Benchmark/GLE	Concept	Always	Sometimes	Little or never
FL.A. 2.3.2	Able to answer questions about the main idea and details from a presentation in the target language			
FL.B.1.3.1	Verbal (target language) and nonverbal communication is understandable/appropriate			
FL.B. 1.3.1	Takes part in discussions with peers in the target language			
LA.C.1.3.1.6.1	Follows a series of verbal directions given in the target language			
LA.C.1.3.1.6.2	Responds in the target language by rephrasing accurately what s/he hears			
LA.C.1.3.4.6.1	Demonstrates alert listening by accurately repeating in the target language what is said			
LA.D.1.3.1.6.1	Pronounces words in the target language correctly and clearly in class			
LA.D.1.3.1.6.1	Places words from the target language in the correct grammar pattern/group			

Comments: