

9

*-YEAR PROGRAM*

*Classroom  
Assessment  
Materials*

# Punjabi

**LANGUAGE and CULTURE**

[ GRADE ] — **4**

2008

**Alberta**  
EDUCATION





*Punjabi  
Language  
and Culture  
Nine-year  
Program*

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*Grade 4  
Classroom Assessment  
Materials*

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# Table of Contents

Introduction .....	1
Purpose .....	1
How and When to Use the Assessment Materials .....	2
Principles of Effective Classroom Assessment .....	3
The New Student .....	5
• A-1.1 share factual information	
• A-4.1 manage personal relationships	
Imaginary Family .....	11
• A-1.1 share factual information	
Story Time .....	16
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-2.2 share emotions, feelings	
Silly Pizza .....	20
• A-3.1 guide actions of others	
• A-2.1 share ideas, thoughts, opinions, preferences	
Just Ask .....	25
• A-3.1 guide actions of others	
• A-3.2 state personal actions	
Invitation Dilemma .....	30
• A-3.2 state personal actions	
• A-5.3 solve problems	
Games Day .....	35
• A-3.1 guide actions of others	
• A-3.3 manage group actions	
Scavenger Hunt .....	40
• A-5.1 discover and explore	
• A-5.2 gather and organize information	
• A-5.3 solve problems	
• A-1.1 share factual information	
And the Survey Says ... ..	45
• A-2.1 share ideas, thoughts, opinions, preferences	
• A-5.2 gather and organize information	
Reporter .....	50
• GC-3.1 the Punjabi language and culture	
• A-5.4 explore opinions and values	

Be Creative .....	55
• A-6.1 humour/fun	
• A-6.2 creative/aesthetic purposes	
• A-6.3 personal enjoyment	
Let's Celebrate .....	60
• GC-1.1 accessing/analyzing cultural knowledge	
• GC-1.2 knowledge of Punjabi culture	
• GC-1.3 applying cultural knowledge	
• GC-1.4 diversity within the cultures of the Punjabi-speaking world	
• GC-1.5 valuing the cultures of the Punjabi-speaking world	
• GC-2.3 awareness of own culture	
Can You Tell the Difference? .....	65
• GC-2.1 awareness of first language	
Languages Galore .....	70
• GC-2.2 general language knowledge	
• GC-2.3 awareness of own culture	
• A-5.2 gather and organize information	
Cultures Galore .....	75
• GC-2.3 awareness of own culture	
• GC-2.4 general cultural knowledge	
• GC-3.2 cultural and linguistic diversity	
Survival Guide .....	80
• GC-2.6 intercultural skills	

# Classroom Assessment Materials

## Grade 4

### Punjabi Language and Culture

#### Purpose

This document is designed to provide assessment materials for specific Grade 4 outcomes in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 4 learning outcomes from the Punjabi Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 4.

#### About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 4 outcomes from the *Applications* and *Global Citizenship* components in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principle Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

#### Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

**Assessment for learning**, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

**Assessment of learning**, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

## How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

### Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

## Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”<sup>1</sup> When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

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1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart<sup>2</sup> clarifies the differences between assessment of learning and assessment for learning.

Assessment <b>for</b> Learning ( <b>formative</b> assessment)	Assessment <b>of</b> Learning ( <b>summative</b> assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

## ਨਵਾਂ ਵਿਦਿਆਰਥੀ / The New Student

### Student's Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time that you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Principal Outcomes	
<b>A-1</b> <i>To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. share basic information; e.g., their name
<b>A-4</b> <i>To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information; e.g., name, age

Supporting Outcomes	
<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions, using short, isolated lexical phrases
<b>LC-4</b> <i>Apply knowledge of sociocultural context</i>	<input type="checkbox"/> <b>LC-4.4 social conventions</b> a. imitate simple routine social interactions b. use basic social expressions appropriate to the immediate environment

### Materials

- Visual support on walls about greetings, feelings, asking and telling one's age

### Alternative Assessment Task

You are a host of a school event; e.g., multicultural night or a Punjabi cultural event. You greet Punjabi speakers and performers at the door, in Punjabi. You show them to their seats or describe where they are to go, using a map.

## ਨਵਾਂ ਵਿਦਿਆਰਥੀ / The New Student

### Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time that you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

### Instructions

1. Find a partner. One person is the buddy, the other the new student. Switch roles afterward.
2. Plan and present a possible first meeting between the two students.

### Sample dialogue

Buddy: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Hello!

New Student: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Hello!

Buddy: ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / How are you?

New Student: ਮੈਂ \_\_\_\_\_ ਹਾਂ, ਸ਼ੁਕਰੀਆ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / I am \_\_\_\_\_, thank you. How are you?

Buddy: ਮੈਂ \_\_\_\_\_ ਹਾਂ, ਸ਼ੁਕਰੀਆ। ਮੇਰਾ ਨਾਮ \_\_\_\_\_ ਹੈ। ਤੁਹਾਡਾ ਕੀ ਨਾਮ ਹੈ? / I am \_\_\_\_\_, thank you.

**My name is \_\_\_\_\_. What is your name?**

New Student: ਮੇਰਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / My name is \_\_\_\_\_.

Buddy: ਤੁਹਾਡੀ ਉਮਰ ਕਿੰਨੀ ਹੈ? / How old are you?

New Student: ਮੇਰੀ ਉਮਰ \_\_\_\_\_ ਸਾਲ ਹੈ। ਤੁਹਾਡੀ ਉਮਰ ਕਿੰਨੀ ਹੈ? / I am \_\_\_\_\_ years old. How old are you?

Buddy: ਮੇਰੀ ਉਮਰ \_\_\_\_\_ ਸਾਲ ਹੈ। ਇਸ ਜਮਾਤ ਵਿੱਚ ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ! / I am \_\_\_\_\_ years old.

**Welcome to the class!**

New Student: ਸ਼ੁਕਰੀਆ! / Thank you!

Buddy: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Good-bye!

New Student: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Good-bye!

### Evaluation Tools

- Self-assessment Checklist
- Observation Checklist
- Self-assessment
- Peer Assessment

## ਨਵਾਂ ਵਿਦਿਆਰਥੀ / The New Student: Self-assessment Checklist

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1a <b>I shared basic information about myself:</b> - name - how I feel - age	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• I am pleased with how I ...</li>   <li>• I wish I would have ...</li>   <li>• If I could do this again, I ...</li> </ul>
A-4.1a <b>I exchanged a:</b> - greeting - farewell A-4.1b <b>I introduced myself:</b> - to someone new A-4.1c <b>I learned information about someone else:</b> - name - how they feel - age	<input type="checkbox"/>	<input type="checkbox"/>	
LC-2.3a <b>I had:</b> - a conversation with someone, in Punjabi	<input type="checkbox"/>	<input type="checkbox"/>	
LC-4.4a <b>In this social interaction, I:</b> - pretended that I was meeting someone new LC-4.4b <b>In this social interaction, I:</b> - used polite expressions, including thank you and you're welcome	<input type="checkbox"/>	<input type="checkbox"/>	

## ਨਵਾਂ ਵਿਦਿਆਰਥੀ / The New Student: Observation Checklist

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

**Criteria:** A-1.1a, A-4.1a, The student shares/exchanges personal information, greetings and farewells with a  
A-4.1b, A-4.1c new acquaintance

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

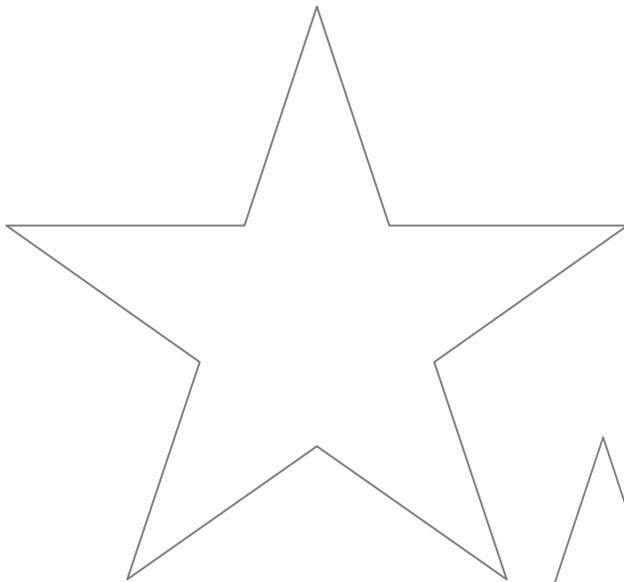
**Considerations for future planning**

**ਨਵਾਂ ਵਿਦਿਆਰਥੀ / The New Student: Self-assessment**

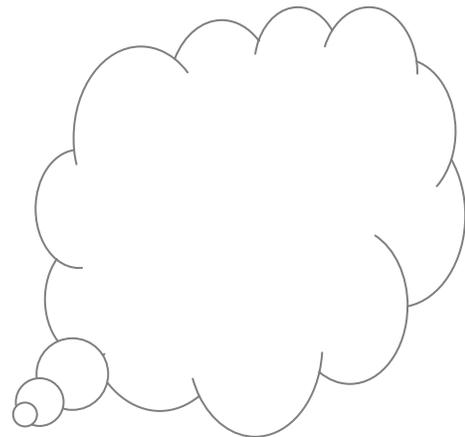
ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

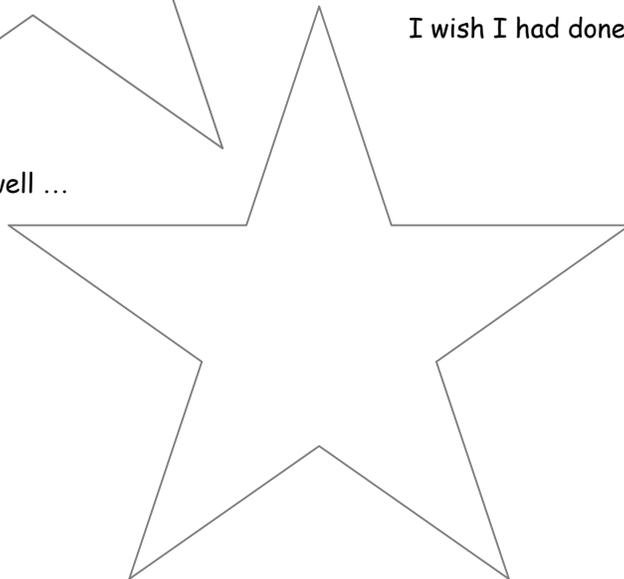
**A-1.1a, A-4.1a, A-4.1b, A-4.1c, LC-4.4b**  
**Exchanging Basic Information with Someone New**



I did these things well ...



I wish I had done this differently ...



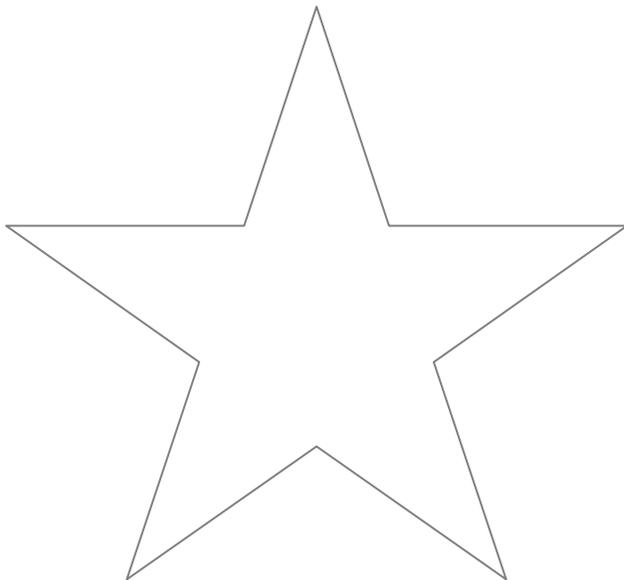
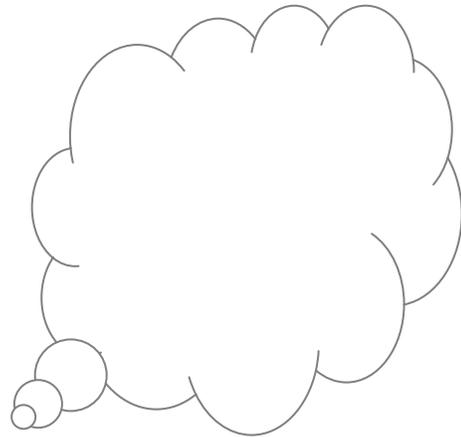
ਨਵਾਂ ਵਿਦਿਆਰਥੀ / The New Student: Peer Assessment

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

A-1.1a, A-4.1a, A-4.1b, A-4.1c, LC-4.4b  
Exchanging Basic Information with Someone New

Some advice for next time ...



I really liked how you did this ...

## ਕਲਪਨਿਕ ਪਰਿਵਾਰ / Imaginary Family

### Student's Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Punjabi-speaking admirers.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> b. identify key people, places and things in the immediate environment
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 phonology</b> a. pronounce some simple words and phrases comprehensibly
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.2 speaking</b> a. produce simple oral words and phrases in guided situations
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce simple written words in guided situations  <input type="checkbox"/> <b>LC-3.4 representing</b> a. use visuals and other forms of nonverbal communication to express meaning in guided situations
<i>LC-4 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> <b>LC-4.1 register</b> a. speak at a volume appropriate to classroom situations
<b>Materials</b> <ul style="list-style-type: none"> <li>Visual support; e.g., wall charts, picture dictionaries and pattern sentences</li> </ul>	

### Alternative Assessment Task

Present a photograph of your real family to a group of classmates so they can recognize them at an upcoming school event; e.g., dance, picnic, winter concert.

## ਕਲਪਨਿਕ ਪਰਿਵਾਰ / Imaginary Family

### Performance Task Description

You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Punjabi-speaking admirers.

### Instructions

1. Create your imaginary family on a poster, family tree or in a photograph album. Use photographs, drawings, pictures from magazines or computer.
2. Label all members of your imaginary family by name and title; e.g.,  
ਹਰਚਰਨ ਸਿੰਘ—ਮੇਰੇ ਪਿਤਾ ਜੀ / *George—My father.*
3. Present your family to your classmates. Tell each member's name and his or her relationship to you.

### Sample presentation

- ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ। / *Hello.*
- ਇਹ ਮੇਰਾ ਪਰਿਵਾਰ ਹੈ। / *This is my family.*
- ਇਹ ਮੈਂ ਹਾਂ। ਮੇਰਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is me. My name is \_\_\_\_\_.*
- ਇਹ ਮੇਰੇ ਪਿਤਾ ਜੀ ਹਨ। ਇਨ੍ਹਾਂ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my father. His name is \_\_\_\_\_.*
- ਇਹ ਮੇਰੇ ਮਾਤਾ ਜੀ ਹਨ। ਇਨ੍ਹਾਂ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my mother. Her name is \_\_\_\_\_.*
- ਇਹ ਮੇਰਾ ਭਰਾ ਹੈ। ਇਸ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my brother. His name is \_\_\_\_\_.*
- ਇਹ ਮੇਰੀ ਭੈਣ ਹੈ। ਇਸ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my sister. Her name is \_\_\_\_\_.*
- ਇਹ ਮੇਰੇ ਦਾਦਾ ਜੀ/ਨਾਨਾ ਜੀ ਹਨ। ਇਨ੍ਹਾਂ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my grandfather. His name is \_\_\_\_\_.*
- ਇਹ ਮੇਰੇ ਦਾਦੀ ਜੀ/ਨਾਨੀ ਜੀ ਹਨ। ਇਨ੍ਹਾਂ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my grandmother. Her name is \_\_\_\_\_.*
- ਇਹ ਮੇਰਾ ਕੁੱਤਾ ਹੈ। ਇਸ ਦਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / *This is my dog. Its name is \_\_\_\_\_.*
- ਤੁਹਾਡਾ ਬਹੁਤ ਬਹੁਤ ਸ਼ੁਕਰੀਆ! / *I love my family. Thank you very much.*

### Evaluation Tools

- Self-assessment Checklist
- Peer Assessment
- Rubric

## ਕਾਲਪਨਿਕ ਪਰਿਵਾਰ / Imaginary Family: Self-assessment

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1b, LC-3.2a <b>I identified all my family members by name and title, in writing, in sentences:</b> - mother <input type="checkbox"/> <input type="checkbox"/> - father <input type="checkbox"/> <input type="checkbox"/> - sister <input type="checkbox"/> <input type="checkbox"/> - brother <input type="checkbox"/> <input type="checkbox"/> - grandfather <input type="checkbox"/> <input type="checkbox"/> - grandmother <input type="checkbox"/> <input type="checkbox"/> - others: _____ <input type="checkbox"/> <input type="checkbox"/>			
A-1.1b, LC-1.1a, LC-2.2a <b>I identified all my family members by name and title, orally, in sentences:</b> - mother <input type="checkbox"/> <input type="checkbox"/> - father <input type="checkbox"/> <input type="checkbox"/> - sister <input type="checkbox"/> <input type="checkbox"/> - brother <input type="checkbox"/> <input type="checkbox"/> - grandfather <input type="checkbox"/> <input type="checkbox"/> - grandmother <input type="checkbox"/> <input type="checkbox"/> - others: _____ <input type="checkbox"/> <input type="checkbox"/>			
LC-3.4a <b>I used visuals to represent my family.</b> - All family members are included <input type="checkbox"/> <input type="checkbox"/> - Each one is clearly represented <input type="checkbox"/> <input type="checkbox"/>			
LC-3.4a <b>I used gestures during my oral presentation.</b> - People could better understand what I said <input type="checkbox"/> <input type="checkbox"/>			
LC-2.2a, LC-4.1a <b>I spoke clearly during my oral presentation.</b> - People could understand me <input type="checkbox"/> <input type="checkbox"/> - I spoke loud enough <input type="checkbox"/> <input type="checkbox"/> - I varied my voice <input type="checkbox"/> <input type="checkbox"/>			
Please notice this about my imaginary family ...			

## ਕਾਲਪਨਿਕ ਪਰਿਵਾਰ / Imaginary Family: Peer Assessment

Students can choose one of the following criteria to make a positive comment:  
(A-1.1b, LC-3.2a)

ਤਰੀਕ / Date \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... 😊

ਤਰੀਕ / Date \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... 😊

ਤਰੀਕ / Date \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... 😊

From

ਤਰੀਕ / Date \_\_\_\_\_

**Criteria:**

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear \_\_\_\_\_,

When you presented your imaginary family, I noticed that you ... 😊

From

## ਕਾਲਪਨਿਕ ਪਰਿਵਾਰ / Imaginary Family: Rubric

ਤਰੀਕ / Date: \_\_\_\_\_

- Level: 4 - WOW! **independently** identifies family members, orally and in writing, with an **accuracy** that **enhances** comprehension
- 3 - Yes! **requires minimal assistance** to identify family members, with **few errors**
- 2 - Yes, but **requires occasional support** to identify family members, with **frequent errors** that **make comprehension difficult**
- 1 - No, but **requires continual prompting** to identify family members, with **many errors** that **interfere with comprehension**

Student	Criteria Level				A-1.1b identified people in a family, orally				LC-2.2a produced simple words about the family, orally				LC-3.2a produced simple phrases about the family, in writing				LC-1.1a pronunciation is comprehensible			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1				
1.																				
2.																				
3.																				
4.																				
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**Considerations for future planning**

## ਆਓ ਕਹਾਣੀ ਪੜ੍ਹੀਏ / Story Time

### Student's Performance Task Description

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Punjabi books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

### Principal Outcomes

**A-2** *To express emotions and personal perspectives*

- A-2.1** share ideas, thoughts, opinions, preferences
  - b. express a personal response
- A-2.2** share emotions, feelings
  - a. respond to, and express, basic emotions and feelings; e.g., pleasure and happiness

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- LC-3.2** written production
  - a. produce simple written words in guided situations

### Materials

- Books, videos, stories and songs in Punjabi

### Alternative Assessment Task

You are helping your teacher plan for next year. Choose a Punjabi story or video that you have read or seen from this year and review it. Did you like it? Why or why not? Draw a picture and write several words describing the problem in the story. Would you recommend that it be used again next year?

**ਆਓ ਕਹਾਣੀ ਪੜ੍ਹੀਏ / Story Time****Performance Task Description**

You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Punjabi books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

**Instructions**

1. Choose a children's book, story, song or video. Read, watch or listen to it.
2. Respond to the book, story, song or video by:
  - writing a few words, in Punjabi, about how you feel
  - writing why you feel that way, in your first language
  - drawing a picture
  - writing a few words or sentences, in Punjabi, describing a problem or a main event.

**Evaluation Tools**

- Self-assessment and Teacher Feedback
- Rubric

ਆਓ ਕਹਾਣੀ ਪੜ੍ਹੀਏ / Story Time:  
Self-assessment and Teacher Feedback

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Type of Material \_\_\_\_\_

How I Feel ... A-2.2a, LC-3.2a

*I feel...*

*because...*

**Self-assessment**

In my personal response, I ...

**Teacher Feedback**

I can see from your personal response that ...

## ਆਓ ਕਹਾਣੀ ਪੜ੍ਹੀਏ / Story Time: Rubric

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Level The student ...	Meets Standard Of Excellence	Exceeds Acceptable Standards	Meets Acceptable Standards	Approaching Acceptable Standards
<b>A-2.1b</b> expresses a personal response to a story or song	expresses a response that is <b>clear</b> and is related to personal experience <input type="checkbox"/>	expresses a response that is <b>related</b> to personal experience <input type="checkbox"/>	expresses a basic response that is <b>somewhat</b> related to personal experience <input type="checkbox"/>	expresses a response that is <b>unclear</b> and <b>unrelated</b> to personal experience <input type="checkbox"/>
<b>A-2.2a</b> responds to and expresses basic emotions and feelings	<b>clearly</b> responds to and expresses the mood and feelings evoked by the material <input type="checkbox"/>	responds to and expresses the mood and feelings evoked by the material <input type="checkbox"/>	shows a <b>basic</b> response to and expression of the mood and feelings evoked by the material <input type="checkbox"/>	shows <b>little</b> or <b>no</b> response to or expression of the mood and feelings evoked by the material <input type="checkbox"/>
<b>LC-3.2a</b> produces simple words and phrases in guided situations	writes text in Punjabi that is <b>very</b> appropriate and <b>correctly</b> completed, with little guidance <input type="checkbox"/>	writes text in Punjabi that is <b>appropriate</b> and <b>correctly</b> completed, with some guidance <input type="checkbox"/>	writes text in Punjabi that is <b>mostly</b> appropriate and completed, with guidance <input type="checkbox"/>	writes text in Punjabi that is <b>inappropriate</b> or <b>incomplete</b> <input type="checkbox"/>

Comments

## ਪੰਜਾਬੀ ਪੀਜ਼ਾ / Punjabi Pizza

### Student's Performance Task Description

You are a waiter in a new pizza restaurant called ਬਹਾਦਰ ਦਾ ਪੰਜਾਬੀ ਪੀਜ਼ਾ / Bahadhar's Punjabi Pizza. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

### Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> <ol style="list-style-type: none"> <li>a. indicate basic needs and wants</li> <li>b. give and respond to simple oral instructions or commands</li> </ol> <input type="checkbox"/> <b>A-3.2 state personal actions</b> <ol style="list-style-type: none"> <li>a. respond to offers, invitations and instructions</li> <li>b. ask or offer to do something</li> </ol>
-------------------------------	---

### Supporting Outcomes

<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> <ol style="list-style-type: none"> <li>a. express simple preferences</li> </ol>
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> <ol style="list-style-type: none"> <li>a. engage in simple interactions, using short, isolated lexical phrases</li> </ol>
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.3 patterns of social interaction</b> <ol style="list-style-type: none"> <li>a. respond using very simple social interaction patterns</li> </ol>

### Materials

- Visuals for pizza toppings; e.g., pictures from magazines, flyers, picture cards
- Round cardboard pizza forms

### Alternative Assessment Task

Your Punjabi class is having a pizza party. Your teacher needs to know what kinds of pizza to order. You tell your teacher what your favourite toppings are, in Punjabi.

## ਪੰਜਾਬੀ ਪੀਜ਼ਾ / Punjabi Pizza

### Performance Task Description

You are a waiter in a new pizza restaurant called ਬਹਾਦਰ ਦਾ ਪੰਜਾਬੀ ਪੀਜ਼ਾ. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

### Instructions

1. Greet the customer, holding a pizza crust.
2. Choosing one visual at a time, ask the customer if he or she would like what you have chosen for the pizza.
3. If the answer is yes, place the item on the pizza.
4. If the answer is no, continue offering the customer other choices until the pizza is complete.
5. The pizza should have at least three toppings.

### Sample dialogue

Waiter: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / Hello! How are you today?

Customer: ਮੈਂ \_\_\_\_\_ ਹਾਂ ਜੀ, ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / I am \_\_\_\_\_. How are you?

Waiter: ਮੈਂ \_\_\_\_\_ ਹਾਂ ਜੀ, ਤੁਹਾਨੂੰ ਪੀਜ਼ਾ ਪਸੰਦ ਹੈ? / I am \_\_\_\_\_. Do you like pizza?

Customer: ਹਾਂ ਜੀ, ਮੈਨੂੰ ਪੀਜ਼ਾ ਪਸੰਦ ਹੈ। / Yes, I like pizza.

Waiter: ਤੁਸੀਂ ਪੀਜ਼ੇ 'ਤੇ \_\_\_\_\_ ਪਸੰਦ ਕਰੋਗੇ? ਜਾਂ ਤੁਸੀਂ \_\_\_\_\_ ਪਸੰਦ ਕਰੋਗੇ? / Do you like \_\_\_\_\_ on pizza? OR Do you like \_\_\_\_\_?

Customer: ਮੈਨੂੰ \_\_\_\_\_ ਪਸੰਦ ਹੈ। / I like \_\_\_\_\_.

When the pizza is complete, with the toppings chosen by the customer:

Waiter: ਲਓ ਆਪਣਾ ਪੀਜ਼ਾ, ਰੱਜ ਰੱਜ ਕੇ ਖਾਓ! / Here is your pizza.

Customer: ਮਿਹਰਬਾਨੀ ਜੀ ! / Thank you!

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

## ਪੰਜਾਬੀ ਪੀਜ਼ਾ / Punjabi Pizza: Peer-assessment Rating Scale

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

ਸਾਥੀ / Partner: \_\_\_\_\_

Criteria	Peer Assessment	Evidence
<p>A-3.1b</p> <ul style="list-style-type: none"> <li>• make <b>suggestions and respond</b> to instructions</li> </ul> <p>LC-2.3a</p> <ul style="list-style-type: none"> <li>• have simple <b>social interactions</b>, using short phrases</li> </ul>	<p><b>When I was the customer, <i>my partner</i>, the waiter, was able to understand what I wanted and could carry on a conversation with me</b></p> <p>Consistently      Mostly      Sometimes      Seldom</p>	<p>I know this because ...</p>
<p>A-3.1a</p> <ul style="list-style-type: none"> <li>• indicate basic <b>needs and wants</b></li> </ul> <p>A-2.1a</p> <ul style="list-style-type: none"> <li>• express <b>simple preferences</b></li> </ul> <p>LC-5.3a</p> <ul style="list-style-type: none"> <li>• use a <b>question-answer</b> pattern</li> </ul>	<p><b>When I was the waiter, <i>my partner</i>, the customer, was able to tell me likes and dislikes and respond to my suggestions</b></p> <p>Consistently      Mostly      Sometimes      Seldom</p>	<p>I know this because ...</p>
<p><b>A compliment I could offer my partner would be ...</b></p>		
<p><b>Some advice I could offer my partner for next time would be ...</b></p>		

## ਪੰਜਾਬੀ ਪੀਜ਼ਾ / Punjabi Pizza: Self-assessment

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

<i>When I Was ...</i>	<i>Looking Back ...</i>	<i>Looking Ahead ...</i>
<p style="text-align: center;"><b>the customer ...</b></p> <p><u>Criteria</u>            A-2.1a • I expressed simple preferences            LC-2.3a • I had simple social interactions, using short phrases</p>	<p>What did I do well?</p>           <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>
<p style="text-align: center;"><b>the waiter ...</b></p> <p><u>Criteria</u>            LC-2.3a • I had simple social interactions, using short phrases            A-3.1b • I made suggestions</p>	<p>What did I do well?</p>           <p>I also noticed that I need help with ...</p>	<p>Next time, I will ...</p>

**ਪੰਜਾਬੀ ਪੀਜ਼ਾ / Punjabi Pizza: Observation Checklist**

ਤਰੀਕ / Date: \_\_\_\_\_

<b>Criteria: A-3.1a, LC-2.3a The student indicates basic wants through a simple oral interaction</b>			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## ਜ਼ਰਾ ਪੁੱਛੋ / Just Ask

### Student's Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

### Principal Outcomes

**A-3** *To get things done*

- A-3.1** **guide actions of others**
  - c. ask for permission
- A-3.2** **state personal actions**
  - b. ask or offer to do something

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- LC-2.1** **listening**
  - a. understand simple spoken sentences in guided situations
- LC-2.2** **speaking**
  - a. produce simple oral words and phrases in guided situations

**S-2** *Language use*

- S-2.2** **interpretive**
  - a. use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension

### Materials

- A class set of cards with Yes on one side and No on the other

### Alternative Assessment Task

Ask your teacher, in Punjabi, for permission to do different things, e.g., go to the bathroom, go to get a drink, throughout the week. Keep track of how many times in one week you asked these questions. Set goals for yourself and see if you meet them.

## ਜ਼ਰਾ ਪੁੱਛੋ / Just Ask

### Performance Task Description

Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

### Instructions

1. Your teacher will give you a card with Yes on one side and No on the other.
2. Choose two Punjabi questions from a brainstormed list that **ask permission to do** something and two other questions that **ask or offer to do** something.
3. Ask your classmates to answer the questions you have chosen.
4. If your classmates understand what has been asked, they will give you permission by showing the Yes card. If your classmates do not understand, they will deny you permission by showing the No card.
5. Keep track of the number of Yes and No answers you receive.

### Sample questions

- ਮੈਂ ਪਾਣੀ ਪੀਣ ਜਾਵਾਂ? / May I get a drink of water, please?
- ਮੈਂ ਵਾਸ਼ਰੂਮ ਜਾਵਾਂ? / May I go to the washroom, please?
- ਮੈਨੂੰ ਆਪਣੀ/ਆਪਣਾ \_\_\_\_\_ ਵਰਤਣ ਲਈ ਦੇ ਸਕਦੇ ਹੋ? / May I borrow a \_\_\_\_\_, please?
- ਮੈਂ ਅੰਗਰੇਜ਼ੀ ਬੋਲ ਲਵਾਂ? / May I speak English, please?
- ਮੈਂ ਬੋਰਡ ਸਾਫ਼ ਕਰ ਦਿਆਂ? / May I erase the board, please?
- ਮੈਂ ਕਾਗਜ਼ ਵੰਡ ਦਿਆਂ? / May I hand out the papers, please?
- ਮੈਂ \_\_\_\_\_ ਚੁਕ ਲਵਾਂ? / May I pick up the \_\_\_\_\_, please?
- ਮੈਂ ਮੂਵੀ ਦੇਖਣ ਲਈ ਜਾਵਾਂ? / May I go watch a movie, please?

### Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Self-assessment

## ਜ਼ਰਾ ਪੁੱਛੋ / Just Ask: Self-assessment Rating Scale

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

During the Just Ask game, I was able to ...

Criteria	Yes	Getting There	Not Yet
A-3.1c • ask for permission	●	●	●
A-3.2b • ask or offer to do something	●	●	●
LC-2.1a • understand simple sentences	●	●	●
LC-2.2a • say simple words and phrases	●	●	●
S-2.2a • listen for key words	●	●	●

## ਜ਼ਰਾ ਪੁੱਛੋ / Just Ask: Observation Checklist

ਤਰੀਕ / Date: \_\_\_\_\_

<b>Criteria:</b> LC-2.1a, LC-2.2a The student understands and produces simple words and sentences			
Student	Yes	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## ਜ਼ਰਾ ਪੁੱਛੋ / Just Ask: Self-assessment

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

A-3.1c Questions I will ask <b>PERMISSION</b>	Tally Count YES      NO		LC-2.2a How well did people understand me? Why?
1.			
2.			
3.			
A-3.2b Questions I will ask <b>OFFER TO DO</b>	Tally Count YES      NO		LC-2.2a How well did people understand me? Why?
4.			
5.			
6.			

LC-2.1a When people asked me questions, I understood them ...

consistently      usually      sometimes      seldom

I know this because ...

## ਦਾਹਵਤ ਦਾ ਮਸਲਾ / Invitation Dilemma

### Student's Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.2 state personal actions</b> a. respond to offers, invitations and instructions
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.3 solve problems</b> a. recognize problem-solving situations in the immediate environment
Supporting Outcomes	
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. exchange greetings and farewells c. exchange some basic personal information
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 phonology</b> a. pronounce some simple words and phrases comprehensibly b. recognize intonation to express meaning, with guidance
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.1 listening</b> a. understand simple spoken sentences in guided situations <input type="checkbox"/> <b>LC-2.2 speaking</b> a. produce simple oral words and phrases in guided situations <input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions, using short, isolated lexical phrases
<b>Materials</b> <ul style="list-style-type: none"> <li>A birthday card invitation</li> </ul>	

### Alternative Assessment Task

You receive an e-mail invitation, in Punjabi, to a friend's birthday party. Respond, through e-mail, and tell your friend that you either can or cannot make it to the party.

## ਦਾਹਵਤ ਦਾ ਮਸਲਾ / Invitation Dilemma

### Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

### Instructions

1. Greet a friend and respond to his or her announcement that it is his or her birthday today.
2. When the friend invites you to his or her birthday party, either accept or decline the invitation.

### Sample dialogue

Student A: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Hello!

Student B: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Hello!

Student A: ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / How are you?

Student B: ਮੈਂ \_\_\_\_\_ ਹਾਂ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / I am \_\_\_\_\_, thank you. How are you?

Student A: ਮੈਂ ਬਹੁਤ ਖੁਸ਼ ਹਾਂ! ਅੱਜ ਮੇਰਾ ਜਨਮ ਦਿਨ ਹੈ! / I am very happy! Today is my birthday!

Student B: ਜਨਮ ਦਿਨ ਮੁਬਾਰਕ! ਤੁਹਾਡੀ ਕਿੰਨੀ ਉਮਰ ਹੈ? / Happy Birthday! How old are you?

Student A: ਮੈਂ \_\_\_\_\_ ਸਾਲਾਂ ਦਾ ਹਾਂ। ਮੇਰੀ ਪਾਰਟੀ ਤੇ ਆਉਣ ਲਈ ਤੁਹਾਡੇ ਵਾਸਤੇ ਇਹ ਦਾਹਵਤ ਹੈ। / I am \_\_\_\_\_ years old. Here is an invitation to my party.

Student B: ਸ਼ੁਕਰੀਆ! ਤੁਹਾਡੀ ਪਾਰਟੀ ਕਿਸ ਦਿਨ ਹੈ? / Thank you! What date is your party?

Student A: ਇਹ \_\_\_\_\_ (ਦਿਨ), \_\_\_\_\_ (ਮਹੀਨਾ) \_\_\_\_\_ (ਤਰੀਕ) ਨੂੰ ਹੈ। ਕੀ ਤੁਸੀਂ ਆ ਸਕਦੇ ਹੋ? / It is \_\_\_\_\_ (day), \_\_\_\_\_ (month) \_\_\_\_\_ (date). Can you come?

Student B: ਜੀ ਹਾਂ, ਸ਼ੁਕਰੀਆ! / ਜਾਂ ਮਾਫ਼ ਕਰਨਾ, ਮੈਂ ਨਹੀਂ ਆ ਸਕਦਾ/ਸਕਦੀ। / Yes, thank you! OR No, I am sorry.

Student A: ਇਹ ਤਾਂ ਬਹੁਤ ਚੰਗਾ ਹੈ! / ਜਾਂ ਇਹ ਤਾਂ ਬਹੁਤ ਮਾੜਾ ਹੋਇਆ! / That is very nice! OR That is very bad!

Student B: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! / Good-bye!

### Evaluation Tools

- Self-assessment
- Teacher Rating Scale
- Teacher Feedback





ਦਾਹਵਤ ਦਾ ਮਸਲਾ / Invitation Dilemma: Teacher Feedback

The teacher comments on the following criteria:

A-3.2a responds to invitations

LC-1.1a uses comprehensible pronunciation

LC-1.1b uses intonation to express meaning

A-4.1a, A-4.1c exchanges greetings, farewells and basic personal information

ਤਰੀਕ / Date: \_\_\_\_\_

Dear \_\_\_\_\_,

*When you responded to the birthday invitation, I noticed that you ... ☺*

*I also noticed ...*

*Next time you may want to try ...*

*From* \_\_\_\_\_

## ਖੇਡ ਦਾ ਦਿਨ / Games Day

### Student's Performance Task Description

Your teacher announces that today is Games Day. Choose a game to play, in Punjabi, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

### Principal Outcomes

**A-3** *To get things done*

- A-3.1** *guide actions of others*
  - b. give and respond to simple oral instructions or commands
- A-3.3** *manage group actions*
  - a. manage turn taking
  - b. encourage other group members to participate

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- LC-2.2** *speaking*
  - a. produce simple oral words and phrases in guided situations

### Materials

- A variety of games available for small groups

### Alternative Assessment Task

You help to get the Grade 3 students excited about learning Punjabi in Grade 4. You go to a Grade 3 class to teach a student the game you learned. You also teach the student some Punjabi phrases so he or she can play without using English.

## ਖੇਡਣ ਵਾਲਾ ਦਿਨ / Games Day

### Performance Task Description

Your teacher announces that today is Games Day. Choose a game to play, in Punjabi, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

### Instructions

1. Play a game with at least two other people.
2. At each turn, say whose turn it is or ask whose turn it is, in Punjabi.
3. Use encouraging words, in Punjabi, to promote good sportsmanship among players.
4. Switch roles with the other players until all get a chance to keep track of turns and encourage others.

### Sample phrases

- ਮੇਰੀ ਵਾਰੀ ਹੈ ? / It is my turn.
- ਤੁਹਾਡੀ ਵਾਰੀ ਹੈ। / It is your turn.
- ਇਹਦੀ ਜਾਂ ਉਹਦੀ ਵਾਰੀ ਹੈ। / It is his or her turn.
- ਕਿਸ ਦੀ ਵਾਰੀ ਹੈ ? / Whose turn is it?
- ਬਹੁਤ ਅੱਛੇ ! / Good job!
- ਸ਼ਾਬਾਸ਼ ! / Great!
- ਬਹੁਤ ਬੁਰਾ ਹੋਇਆ ! / Too bad!

### Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Teacher Checklist
- Peer-assessment Rating Scale

## ਖੇਡਣ ਵਾਲਾ ਦਿਨ / Games Day: Self-assessment Rating Scale and Goal Setting

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

When playing a game in Punjabi, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-3.3a	• ask whose turn it is				
A-3.3b	• tell a group member it is his or her turn				
A-3.3b	• encourage other group members				
A-3.1b	• give simple oral instructions or commands				
A-3.1b	• respond to simple oral instructions or commands				
LC-2.2a	• say simple words and phrases				
<b>The next time I play a game in Punjabi, I ...</b>					

ਖੇਡ ਦਿਨ / Games Day: Teacher Checklist

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

The student can ...

Yes

Not Yet

A-3.3a • manage turn taking in Punjabi



A-3.3b • encourage other group members to participate



LC-2.2a • produce simple words and phrases in Punjabi



A-3.1b • give simple oral instructions and commands



A-3.1b • respond to simple oral instructions and commands



Strengths

Challenges



ਖੇਡ ਦਿਨ / Games Day: Teacher Checklist

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

The student can ...

Yes

Not Yet

A-3.3a • manage turn taking in Punjabi



A-3.3b • encourage other group members to participate



LC-2.2a • produce simple words and phrases in Punjabi



A-3.1b • give simple oral instructions and commands



A-3.1b • respond to simple oral instructions and commands



Strengths

Challenges

## ਖੇਡਣ ਵਾਲਾ ਦਿਨ / Games Day: Peer-assessment Rating

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

ਸਾਥੀ / Partner: \_\_\_\_\_

Criteria	Peer Assessment	Evidence
<p><b>When we were playing the game, <i>my partner</i> was able to ...</b></p> <p>A-3.3a</p> <ul style="list-style-type: none"> <li>• manage turn taking in Punjabi</li> </ul> <p>A-3.3b</p> <ul style="list-style-type: none"> <li>• encourage other group members to participate</li> </ul> <p>A-3.1b</p> <ul style="list-style-type: none"> <li>• give simple oral instructions</li> </ul> <p>A-3.1b</p> <ul style="list-style-type: none"> <li>• respond to simple oral instructions</li> </ul>	<p>Consistently    Mostly    Sometimes    Seldom</p> <p>●—————●—————●—————●</p>	<p>I know this because ...</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>A compliment I could offer my partner would be ...</b></p>  		
<p><b>Some advice I could offer my partner for next time would be ...</b></p>  		

## ਖੋਜ / Scavenger Hunt

### Student's Performance Task Description

You and your partner have been given a Punjabi word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

### Principal Outcomes

<b>A-5</b> <i>To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.1 discover and explore</b> a. investigate the immediate environment  <input type="checkbox"/> <b>A-5.2 gather and organize information</b> a. gather simple information  <input type="checkbox"/> <b>A-5.3 solve problems</b> a. recognize problem-solving situations in the immediate environment
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### Supporting Outcomes

<b>A-1</b> <i>To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> b. identify people, places and things in the immediate environment
<b>LC-3</b> <i>Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.1 reading</b> a. understand simple written words and phrases in guided situations
<b>S-1</b> <i>Language learning</i>	<input type="checkbox"/> <b>S-1.3 social/affective</b> a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively, brainstorm

### Materials

- A series of written and pictorial clues posted around the school
- A mystery word, one letter of which is hidden with each clue

## ਖੋਜ / Scavenger Hunt

### Performance Task Description

You and your partner have been given a Punjabi word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

### Instructions

1. With your partner, read and follow the first instruction given by the teacher.
2. When you arrive at the location in the school, write down the first letter of the word puzzle. Read and follow the next instruction you find in that location.
3. Continue until you have read the last clue and found the last letter.
4. Return to the classroom to unscramble the letters to form the word.

### Sample clues

- ਲਾਇਬ੍ਰੇਰੀ ਜਾਓ। / Go to the library.
- ਦਫਤਰ ਜਾਓ। / Go to the office.
- ਜਿਮਨੇਜ਼ੀਅਮ ਜਾਓ। / Go to the gymnasium.
- ਦਰਵਾਜ਼ੇ ਨੂੰ ਜਾਓ। / Go to the door.
- ਲੜਕੀਆਂ ਦੇ ਵਾਸ਼ਰੂਮ ਨੂੰ ਜਾਓ। / Go to the girls' washroom.
- ਲੜਕਿਆਂ ਦੇ ਵਾਸ਼ਰੂਮ ਨੂੰ ਜਾਓ। / Go to the boys' washroom.
- ਪ੍ਰਿੰਸੀਪਲ ਦੇ ਦਫਤਰ ਜਾਓ। / Go to the principal's office.
- ਸੰਗੀਤ ਕਮਰੇ ਨੂੰ ਜਾਓ। / Go to the music room.
- ਸ਼੍ਰੀਮਤੀ/ਸ਼੍ਰੀਮਾਨ \_\_\_\_\_ ਦੀ ਜਮਾਤ ਵਿੱਚ ਜਾਓ। / Go to Mrs./Mr. \_\_\_\_\_'s classroom.

### Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

## ਖੋਜ / Scavenger Hunt: Self-assessment Rating Scale

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

**During the Scavenger Hunt, I could ...**

Criteria	Always	Sometimes	Usually	Not Yet
A-5.1a • explore my school	●	●	●	●
A-5.2a • gather information from clues	●	●	●	●
LC-3.1a • read clues in Punjabi	●	●	●	●
A-5.3a • solve the puzzle, using clues	●	●	●	●
A-1.1b • identify places in the school	●	●	●	●
S-1.3a • work with a partner to solve a puzzle	●	●	●	●

**When it came to reading and understanding the clues, I noticed ...**

**When I was exploring the school for clues, I noticed ...**

**My partner and I worked together ...**

## ਖੋਜ / Scavenger Hunt: Peer-assessment Rating Scale

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

ਸਾਥੀ / Partner: \_\_\_\_\_

	<b>My partner could ...</b>	<b>Yes</b>	<b>Getting There</b>	<b>Not Yet</b>	<b>I know this because ...</b>
A-5.2a	<ul style="list-style-type: none"> <li>• gather simple information from the written clues</li> </ul>				
A-5.1a	<ul style="list-style-type: none"> <li>• explore the immediate environment; e.g., find the correct place in the school</li> </ul>				
S-1.3a	<ul style="list-style-type: none"> <li>• work cooperatively with me on this task</li> </ul>				
<b>A compliment I would like to pay you is ...</b>					
<b>Some advice for next time would be ...</b>					
<b>My partner's response to my feedback ...</b>					

## ਖੋਜ / Scavenger Hunt: Teacher Rating Scale

ਤਰੀਕ / Date: \_\_\_\_\_

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	A-5.1a, A-1.1b investigates/identifies school places				A-5.2a, A-5.3a gathers information/solves puzzle				S-1.3a works cooperatively with peers				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
	1.												
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## ਨਿਰੀਖਣ ਦੱਸਦਾ ਹੈ ... / And the Survey Says ...

### Student's Performance Task Description

You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> a. express simple preferences
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> a. gather simple information b. organize items in different ways

Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.1 listening</b> a. understand simple spoken sentences in guided situations  <input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions, using short, isolated lexical phrases

### Materials

- Visual supports and resources to complete the design of the survey

### Alternative Assessment Task

You are going to have an ice-cream sundae afternoon. Your teacher needs to know what toppings he or she should bring to class. Survey your friends, in Punjabi, about their favourite ice cream and toppings. Organize the information you receive. Share the results with your teacher and classmates. Enjoy the sundaes!

## ਨਿਰੀਖਣ ਦੱਸਦਾ ਹੈ ... / And the Survey Says ...

### Performance Task Description

You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

### Instructions

1. Choose a theme for your survey; e.g., ਖਾਣਾ / food, ਖੇਡਾਂ / sports, ਪੁਸਤਕ / subjects, ਚੀਜ਼ਾਂ / objects, ਜਾਨਵਰ / animals.
2. Design a survey that asks people which of two choices they prefer or like; e.g., "ਤੁਹਾਨੂੰ ਹਾਕੀ ਪਸੰਦ ਹੈ ਜਾਂ ਫੁੱਟਬਾਲ ?" / "Do you like hockey or soccer?"
3. Include at least three sets of choices.
4. Draw a picture and label each choice.
5. Orally survey at least three people.
6. Orally answer at least three other people's surveys.
7. When your survey is complete, organize your information in at least two different ways; e.g., a bar graph, pictograph, Venn diagram, report, poster.
8. Share your information with your classmates.

### Evaluation Tools

- Self-assessment Checklist
- Teacher Rating Scale
- Observation Checklist

**ਨਿਰੀਖਣ ਦੱਸਦਾ ਹੈ ... / And the Survey Says ...:**  
**Self-assessment Checklist**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Criteria	Yes	Not Yet	My Thoughts about the Task
<b>A-5.2a</b> <ul style="list-style-type: none"> <li>• <b>gather simple information</b> <ul style="list-style-type: none"> <li>- I designed a survey <input type="checkbox"/></li> <li>- My survey has a theme <input type="checkbox"/></li> <li>- My survey asks at least three questions <input type="checkbox"/></li> <li>- Each question is written <input type="checkbox"/></li> <li>- Each question offers two choices <input type="checkbox"/></li> <li>- Each choice is illustrated <input type="checkbox"/></li> <li>- Each choice is labelled <input type="checkbox"/></li> <li>- I surveyed at least three people <input type="checkbox"/></li> </ul> </li> </ul>			
<b>A-5.2b</b> <ul style="list-style-type: none"> <li>• <b>organize simple information</b> <ul style="list-style-type: none"> <li>- My information is complete and easy for others to understand <input type="checkbox"/></li> <li>- I organized my information in at least two different ways <input type="checkbox"/></li> <li>- I shared my information with at least one other person <input type="checkbox"/></li> </ul> </li> </ul>			
<b>LC-2.3a</b> <ul style="list-style-type: none"> <li>• <b>oral interactions</b> <ul style="list-style-type: none"> <li>- I answered at least three surveys <input type="checkbox"/></li> <li>- I could understand other people's questions <input type="checkbox"/></li> <li>- I made myself understood to others <input type="checkbox"/></li> </ul> </li> </ul>			

**Teacher Notes**

**ਨਿਰੀਖਣ ਦੱਸਦਾ ਹੈ ... / And the Survey Says ...:  
Teacher Rating Scale**

ਤਰੀਕ / Date: \_\_\_\_\_

4 = consistently      3 = usually      2 = sometimes      1 = rarely

Student	A-2.1a expresses preferences				A-5.2a gathers information				A-5.2b organizes information				LC-2.1a understands spoken Punjabi				LC-2.3a speaks in Punjabi				Follow-up Needed?
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	Yes/No
1.																					
2.																					
3.																					
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**Considerations for future planning**

**ਨਿਰੀਖਣ ਦੱਸਦਾ ਹੈ ... / And the Survey Says ...:**  
**Observation Checklist**

ਤਰੀਕ / Date: \_\_\_\_\_

<b>Criteria: A-5.2a, A-5.2b The student gathers and organizes information</b>			
<b>Student</b>	<b>Yes</b>	<b>Not Yet</b>	<b>I noticed ...</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
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17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
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24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

## ਸੰਵਾਦਦਾਤਾ / Reporter

### Student's Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Punjabi and to report your findings to an audience who may not understand that language.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.4 explore opinions and values</b> <ol style="list-style-type: none"> <li>a. listen attentively to the opinions expressed</li> <li>b. respond sensitively to the ideas and products of others</li> </ol>
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.1 Punjabi language and culture</b> <ol style="list-style-type: none"> <li>a. identify reasons for learning Punjabi language and culture</li> </ol>

Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> <ol style="list-style-type: none"> <li>a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., seek information through a variety of sources</li> </ol> <input type="checkbox"/> <b>S-3.2 metacognitive</b> <ol style="list-style-type: none"> <li>a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task</li> </ol>

### Materials

- Access to resources, e.g., written, audiovisual, Internet, human, that explain reasons for learning Punjabi

### Alternative Assessment Task

You are advertising your school. Your assignment is to prepare a poster for your school's Open House about its exciting Punjabi language and culture program. Discuss why it is important to know Punjabi.

**ਸੰਵਾਦਦਾਤਾ / Reporter****Performance Task Description**

You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Punjabi and to report your findings to an audience who may not understand that language.

**Instructions**

1. Explore the different reasons for learning Punjabi by using various resources.
2. Choose a method to report your findings; e.g., write an article; conduct an interview; make a poster; create a song, rhyme or skit.
3. Present your findings to your classmates.

**Evaluation Tools**

- Self-assessment and Student/Teacher Rating Scale
- Teacher Rating Scale
- Peer Assessment

**ਸੰਵਾਦਦਾਤਾ / Reporter:  
Self-assessment and Student/Teacher Rating Scale**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

<b>ਸੰਵਾਦਦਾਤਾ / Reporter: Self-assessment</b>				
<p><b>Criteria</b></p> <p>S-3.2a</p> <ul style="list-style-type: none"> <li>• make a plan, in <b>advance</b>, for my research</li> </ul>	<p style="text-align: center;"><b>My Plan</b></p> <p><input type="checkbox"/> Before I start ...</p> <p><input type="checkbox"/> During my research ...</p> <p><input type="checkbox"/> After I have gathered my information ...</p>			
<p><b>Criteria</b></p> <p>S-3.1a</p> <ul style="list-style-type: none"> <li>• seek information from a <b>variety of sources</b></li> </ul>	<p style="text-align: center;"><b>My Resources</b></p> <p><input type="checkbox"/> Human</p> <p><input type="checkbox"/> Text</p> <p><input type="checkbox"/> Internet</p> <p><input type="checkbox"/> Audiovisual</p> <p><input type="checkbox"/> Other</p>			
<p><b>Criteria</b></p> <p>GC-3.1a</p> <ul style="list-style-type: none"> <li>• identify <b>reasons for learning</b> Punjabi</li> </ul>	<p style="text-align: center;"><b>Reasons to Learn Punjabi</b></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>			
<b>ਸੰਵਾਦਦਾਤਾ / Reporter: Student/Teacher Rating Scale</b>				
<p><b>HOW DID I DO?</b></p> <p><b>4</b> (Excellent)   <b>3</b> (Very good)   <b>2</b> (Satisfactory)   <b>1</b> (Incomplete)</p>				
Assessor	My Plan	Resources	Reasons	Comments
Me				
My Teacher				

**ਸੰਵਾਦਕ / Reporter: Teacher Rating Scale**

ਤਰੀਕ / Date: \_\_\_\_\_

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

Student	GC-3.1a identifies reasons for learning				S-3.1a uses a variety of sources				S-3.2a makes a plan in advance				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
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25.													
26.													
27.													
28.													
29.													
30.													

**ਸੰਵਾਦਦਾਤਾ / Reporter: Peer Assessment**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

ਸਾਥੀ / Partner: \_\_\_\_\_

**Criteria: A-5.4a listen attentively to the opinions of others**

You gave reasons why we should learn Punjabi. These are the ones I heard ...

**Presenter's Response:** When I read your comments, I ...

**Criteria: A-5.4b respond sensitively to the ideas and products of others**

The best reason you gave for learning Punjabi was ...

A compliment I would like to pay you is ...

A piece of advice I could give you for next time is ...

**Presenter's Response:** When I read your comments, I ...

## ਸਿਰਜਣਸ਼ੀਲ ਬਣੋ / Be Creative

### Student's Performance Task Description

You belong to a Punjabi children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

### Principal Outcomes

**A-6** *For imaginative purposes and personal enjoyment*

- A-6.1 humour/fun**  
a. use the language for fun
- A-6.2 creative/aesthetic purposes**  
a. use the language creatively
- A-6.3 personal enjoyment**  
a. use the language for personal enjoyment

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- LC-3.4 representing**  
a. use visuals and other forms of nonverbal communication to express meaning in guided situations

**S-1** *Language learning*

- S-1.1 cognitive**  
a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions, learn a short song or rhyme

**S-2** *Language use*

- S-2.3 productive**  
a. use simple productive strategies, with guidance; e.g., use familiar repetitive patterns

### Materials

- Words and music to familiar songs or rhymes; e.g., "Old MacDonald", "Head and Shoulders", "One Potato, Two Potato"
- Access to thematic vocabulary to substitute words

### Alternative Assessment Task

Your group performs the new song or rhyme at a school concert or parent night, to a different grade during class time or at a school assembly.

## ਸਿਰਜਣਸ਼ੀਲ ਬਣੋ / Be Creative

### Performance Task Description

You belong to a Punjabi children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

### Instructions

1. With your group, choose a well-known Punjabi song or rhyme with a repetitive pattern.
2. Change some of the words.
3. Make up gestures or actions to go along with your creation.
4. Perform and teach the new Punjabi song or rhyme to other students.

### Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

## ਸਿਰਜਣਸ਼ੀਲ ਬਣੋ / Be Creative: Self-assessment Rating Scale

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

In this task, I could ...	Yes	Getting There	Not Yet
A-6.1a • use Punjabi for fun I know this because ...			
A-6.2a • use Punjabi creatively I know this because ...			
A-6.2a • create a new song or rhyme in Punjabi I know this because ...			
A-6.3a • use Punjabi for personal enjoyment I know this because ...			
S-1.1a • perform actions to match words of a song or rhyme I know this because ...			
S-2.3a • use patterns from a familiar song or rhyme in my creation I know this because ...			

**Some advice that I would give to others performing this task is ...**

**ਸਿਰਜਣਸ਼ੀਲ ਬਣੋ / Be Creative: Peer-assessment Rating Scale**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Group Members' Names: \_\_\_\_\_

The group could ...		Yes	Getting There	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none"> <li>use Punjabi creatively and for fun</li> </ul>				
S-1.1a	<ul style="list-style-type: none"> <li>perform actions to match the words of their song or rhyme</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>repeat a pattern in their song or rhyme</li> </ul>				
<p><b>Something I really liked about your song or rhyme ...</b></p>     					
<p><b>Some advice for next time would be ...</b></p>     					

**ਸਿਰਜਣਸ਼ੀਲ ਬਣੋ / Be Creative: Teacher Rating Scale**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-6.1a • uses Punjabi for fun	●	●	●	●
A-6.2a • uses Punjabi creatively	●	●	●	●
A-6.3a • uses Punjabi for personal enjoyment	●	●	●	●
LC-3.4a • uses visuals, gestures and/or actions to express meaning	●	●	●	●
S-2.3a • uses patterns to create new songs or rhymes	●	●	●	●

**Comments**

## ਆਓ ਜਸ਼ਨ ਮਨਾਈਏ / Let's Celebrate

### Student's Performance Task Description

Your class is helping to prepare an important Punjabi cultural celebration. Guests will be invited to share elements of Punjabi culture. During the celebration, you will participate in the activities and ask questions to learn more about the culture in Punjabi-speaking countries. Then, find what elements of Punjabi culture are present in the classroom.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Punjabi culture</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>GC-1.1 accessing/analyzing cultural knowledge</b> <ul style="list-style-type: none"> <li>b. ask questions, using their first language, about elements of Punjabi culture experienced in the immediate environment</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.2 knowledge of Punjabi culture</b> <ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Punjabi culture</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.3 applying cultural knowledge</b> <ul style="list-style-type: none"> <li>a. recognize elements of Punjabi culture in the immediate environment</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.4 diversity within Punjabi culture</b> <ul style="list-style-type: none"> <li>a. experience diverse elements of Punjabi culture</li> </ul> </li> <li><input type="checkbox"/> <b>GC-1.5 valuing Punjabi culture</b> <ul style="list-style-type: none"> <li>a. participate in cultural activities and experiences</li> </ul> </li> </ul>
<i>GC-2 Affirming diversity</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> <ul style="list-style-type: none"> <li>a. explore similarities between their own culture and other cultures</li> </ul> </li> </ul>

Supporting Outcomes	
<i>S-3 General learning</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>S-3.1 cognitive</b> <ul style="list-style-type: none"> <li>a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask questions</li> </ul> </li> </ul>

**ਆਓ ਜਸ਼ਨ ਮਨਾਈਏ / Let's Celebrate****Performance Task Description**

Your class is helping to prepare an important Punjabi cultural celebration. Guests will be invited to share elements of Punjabi culture. During the celebration, you will participate in the activities and ask questions to learn more about the culture in Punjabi-speaking countries. Then, find what elements of Punjabi culture are present in the classroom.

**Instructions**

1. Brainstorm and write down some elements of the Punjabi culture you may learn about during the celebration.
2. Prepare questions about what you would like to learn about the Punjabi culture. Use these questions to guide your research.
3. Think about elements of the Punjabi culture and identify where you see evidence of these elements in the classroom.

**Evaluation Tools**

- Student Graphic Organizer and Teacher Rating Scale
- Teacher Rating Scale
- Self-assessment

**ਆਓ ਜਸ਼ਨ ਮਨਾਈਏ / Let's Celebrate: Student Graphic Organizer**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Criteria	Questions I Could Ask	What I Found Out	Looks Like ... (draw a picture)
S-3.1a, GC-1.1b <ul style="list-style-type: none"> <li>ask <b>key questions</b> about culture</li> </ul>			
GC-1.1b, GC-1.2a, GC-1.4a, GC-1.5a <ul style="list-style-type: none"> <li><b>participate</b> in cultural activities</li> </ul>			
GC-2.3a <ul style="list-style-type: none"> <li>explore <b>similarities</b> between my culture and other cultures</li> </ul>			

**ਆਓ ਜਸ਼ਨ ਮਨਾਈਏ / Let's Celebrate: Teacher Rating Scale**

Criteria	Yes	Getting There	Not Yet
GC-1.5a <ul style="list-style-type: none"> <li>participate in cultural activities</li> </ul>			
GC-2.3a <ul style="list-style-type: none"> <li>explore similarities between your culture and other cultures</li> </ul>			

**ਆਓ ਜਸ਼ਨ ਮਨਾਈਏ / Let's Celebrate: Teacher Rating Scale**

ਤਰੀਕ / Date: \_\_\_\_\_

**3 = enthusiastically**

**2 = passively**

**1 = only when encouraged**

Student	GC-1.5a participates in cultural experiences			GC-1.4a experiences diverse elements of culture			GC-1.1b asks questions to aid research			Planning Considerations
	3	2	1	3	2	1	3	2	1	
1.										
2.										
3.										
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**ਆਓ ਜਸ਼ਨ ਮਨਾਈਏ / Let's Celebrate: Self-assessment Chart**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Elements of Culture	Evidence in the Classroom (GC-1, GC-2.3a)
Greetings	⇒
Expressions	⇒
Food	⇒
Dress	⇒
Oral Language	⇒
Written Language	⇒
Holidays	⇒
Family	⇒
Traditions	⇒
Music	⇒
Relationships	⇒
_____	⇒

## ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?

### Student's Performance Task Description

Someone who does not speak Punjabi has asked how you can tell the difference between Punjabi and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.1 awareness of first language</b> a. distinguish between their first language and Punjabi
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 phonology</b> a. pronounce some simple words and phrases comprehensibly  <input type="checkbox"/> <b>LC-1.2 orthography</b> a. recognize and name some high frequency letters of the alphabet and some vowel symbols
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.1 cognitive</b> a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds, make a personal dictionary, look for patterns
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.2 interpretive</b> a. use simple interpretive strategies, with guidance; e.g., gestures, intonation and visual supports
<i>S-3 General language</i>	<input type="checkbox"/> <b>S-3.3 social/affective</b> a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help

### Materials

- Copies of sample personal dictionaries and pronunciation guides

### Alternative Assessment Task

You are given a short text, e.g., a travel brochure, movie listing or menu, to read in Punjabi. You do not know all the words. Explain how you used clues, e.g., seeing the similarities with English, to get the information you need.

## ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?

### Performance Task Description

Someone who does not speak Punjabi has asked how you can tell the difference between Punjabi and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

### Instructions

1. Choose Punjabi words that you would like to include in your personal dictionary. Comment on how they are similar to or different from the equivalent words in your first language.
2. Choose several Punjabi sounds; e.g., vowel sounds, consonants.
3. Explain, in your first language, how to pronounce the sounds. Give examples of words that have those sounds and then comment on whether those sounds exist in your first language.
4. Evaluate how well you are able to pronounce those sounds and how you could improve your pronunciation.

### Evaluation Tools

- Graphic Organizer and Self-assessment Rating Scale
- Pronunciation Guide and Self-assessment
- Self-assessment

**ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?:  
Graphic Organizer and Self-assessment Rating Scale**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

<b>ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference? Graphic Organizer</b>			
Word in Punjabi	Word in My First Language	How Words Are Similar or Different (GC-2.1a)	How I Can Remember This Word in Punjabi (S-1.1a)
<b>ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?: Self-assessment Rating Scale</b>			
I am able to ...	Yes	Getting There	Not Yet
GC-2.1a • explain how words in both languages are similar or different I know this because ...			
S-1.1a • choose a variety of strategies to help remember words in Punjabi I know this because ...			
<b>In the future, when I am comparing words in both languages, I will ...</b>   			

**ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?:  
Pronunciation Guide and Self-assessment**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

<b>ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?: Pronunciation Guide</b>					
Sound in Punjabi (LC-1.2a)	Word with This Sound in Punjabi (GC-2.1a)	Does This Sound Exist in English? Explain. (GC-2.1a)	How Well I Pronounce This Sound (LC-1.1a)		
			Great	Good	Still Working on It

<b>ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?: Self-assessment</b>
One of the sounds, in Punjabi, that I find easiest to pronounce is _____ because ...
One of the sounds, in Punjabi, that I find difficult to pronounce is _____ because ...

## ਕੀ ਫ਼ਰਕ ਹੈ ? / What's the Difference?: Self-assessment

### Strategies to Use to Remember Words and Sounds in Punjabi

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Strategy	How This Strategy Helps Me
LC-1.1a • imitate sounds	
S-2.2a • use nonverbal cues (e.g., facial expressions, gestures)	
S-2.2a • use visual supports (e.g., posters, pictures, books)	
S-2.2a • use intonation of voice	
S-3.3a • seek help from others	
GC-2.1a • compare Punjabi to my first language	

The strategy that best helps me remember words and sounds in Punjabi is ...

Because ...

A strategy I would like to try to use more often is ...

## ਭਾਸ਼ਾ ਭੰਡਾਰ / Languages Galore

### Student's Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> <ol style="list-style-type: none"> <li>a. gather simple information</li> <li>b. organize items in different ways</li> </ol>
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.2 general language knowledge</b> <ol style="list-style-type: none"> <li>a. explore the variety of languages spoken by those around them</li> <li>b. identify similarities among words from different languages within their personal experience</li> </ol> <input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> <ol style="list-style-type: none"> <li>a. explore similarities between their own culture and other cultures</li> </ol>

Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> <ol style="list-style-type: none"> <li>a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask key questions</li> </ol>

### Materials

- Access to people from different cultures who speak different languages
- A brainstormed list of possible questions and the elements necessary to explore languages and cultures

## ਭਾਸ਼ਾ ਭੰਡਾਰ / Languages Galore

### Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

### Instructions

1. Identify several people around you who speak different languages; e.g., friends, their families, your family, teachers, classmates, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
2. Choose from a brainstormed list of questions and interview these people about their language; e.g., What is the name of the language? In what countries is this language spoken?
3. Note any similarities between words in the languages; e.g., sounds, spelling, meaning.
4. Choose from a brainstormed list of questions and interview these people about their culture; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
5. Note any similarities between your culture and others.
6. Share your findings with your classmates.

### Evaluation Tools

- Self-assessment
- Self-assessment and Teacher Feedback
- Self-assessment and Peer-assessment Rating Scale

**ਭਾਸ਼ਾ ਭੰਡਾਰ / Languages Galore:  
Self-assessment**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

ਸਾਥੀ / Partner: \_\_\_\_\_

An interview with ...			
Name: _____		Relationship to me: _____	
Criteria	Questions I Could Ask	Answers I Received	How Well Did I Listen? very well/could do better
S-3.1a • ask <b>key questions</b> to guide my research			
GC-2.2a • explore the <b>variety of languages</b> around me			
GC-2.2b, S-3.1a • identify <b>similarities and differences</b> among languages			
GC-2.3a • explore <b>similarities</b> between my culture and other cultures			
The most important thing I learned was ...		If I had more time, I would like to learn more about ...	

**ਭਾਸ਼ਾ ਭੰਡਾਰ / Languages Galore:  
Self-assessment and Teacher Feedback**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Words in One Language	Words in Other Languages	GC-2.2b Explanation of the Similarities in Words Between Languages
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<input type="checkbox"/> Word  Language _____	<input type="checkbox"/> Word  Language _____	Teacher use: The explanation is <b>clear / confusing</b>
<b>Student: The most interesting thing I learned about similarities between languages was ...</b>		
<b>Teacher: I noticed ...</b>		

**ਭਾਸ਼ਾ ਭੰਡਾਰ / Languages Galore: Self-assessment**

**GC-2.3a Exploring Similarities in Cultures**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

In my culture, I ...	In the other culture, they ...	What is similar in both is ...
Please notice ...		

**ਭਾਸ਼ਾ ਭੰਡਾਰ / Languages Galore: Peer-assessment Rating Scale**

Criteria: I noticed that you ...	Yes	Getting There	Not Yet
GC-2.3a explored a variety of similarities between cultures			
A-5.2a, gathered and organized information about these A-5.2b similarities			
I would like to compliment you on ...			
Some advice for next time would be ...			

## ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore

### Student's Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

### Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. explore similarities between their own culture and other cultures  <input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> a. participate in activities and experiences that reflect elements of different cultures
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.2 cultural and linguistic diversity</b> a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures

### Supporting Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> a. gather simple information b. organize items in different ways
---	--

### Materials

- Objects necessary to illustrate aspects of culture
- Access to people from different cultures

### Alternative Assessment Task

Your school is having an event to celebrate multiculturalism. You and your classmates give reasons to participate in this event. These reasons are compiled in a multimedia presentation and shown at the entrance of the event for all participants to see.

## ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore

### Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

### Instructions

1. Think of and present reasons why the class should participate in activities that reflect elements of different cultures. Record your ideas on the chart provided.
2. Choose an aspect of your culture to share with your classmates; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
3. Invite several other people to share aspects of their culture; e.g., friends, their families, your family, teachers, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
4. Note any similarities between your culture and others by writing them on the comparison chart.

### Evaluation Tools

- Self-assessment Rating Scale and Teacher Feedback
- Comparison Chart and Self-assessment/Teacher Feedback
- Rating Scale

**ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore:  
Self-assessment Rating Scale and Teacher Feedback**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

<b>ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore: Self-assessment Rating Scale</b>							
<b>In celebrating my culture and others ...</b>	<b>Wow!</b>	<b>Yes</b>	<b>Okay</b>	<b>Not Yet</b>			
GC-3.2a • I gave a variety of reasons about why it is important to participate in cultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
GC-3.2a • My ideas were well supported by a variety of facts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
A-5.2b • My ideas were well organized, presented and understood by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
GC-2.4a • I actively participated in a variety of cultural activities presented in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
GC-2.3a • I can understand and explain similarities between other cultures and my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p><b>When I think about similarities between other cultures and my own, I ...</b></p> <p><b>If I could participate in similar cultural activities again, I would like to ...</b></p> <p><b>Because ...</b></p>							
<b>ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore: Teacher Feedback</b>							
<b>Wow!</b>		<b>Yes</b>		<b>Yes, but ...</b>		<b>No, but ...</b>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<b>Based on the criteria above, I ...</b>							

**ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore:  
Comparison Chart and Self-assessment/Teacher Feedback**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

**ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore: Comparison Chart**

*GC-2.3a* In celebrating my culture and others, I noticed these similarities ...

Element of Culture	Celebrated by	Name of Culture	Similarities with My Culture
_____ <b>Details</b> _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ <b>Details</b> _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ <b>Details</b> _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

**ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore:  
Self-assessment/Teacher Feedback**

**STUDENT:** *GC-2.3a* An important thing I learned by exploring similarities between other cultures and my own is ...

*GC-2.4a* For me, an important reason to participate in activities involving culture is ...

**TEACHER:** *GC-2.3a* When exploring similarities between cultures, I noticed that you ...

A suggestion I would like to offer you is ...

**ਸਭਿਆਚਾਰਕ ਗੁਲਦਸਤਾ / Cultures Galore:  
Rating Scale**

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Student	Teacher			
<b>GC-3.2a</b> These are the reasons I think it is important to participate in cultural activities ...	<b>Quality of Reasons</b>			
	<b>Wow!</b> Compelling	<b>Yes</b> Developed	<b>Okay</b> Stated	<b>Not Yet</b> Confusing
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments			
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments			
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments			
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments			
<b>Student</b>				
When you read my reasons, please notice ...				

## ਜੀਵਨ ਜੁਗਤੀ / Survival Guide

### Student's Performance Task Description

A new student is considering studying Punjabi and has asked you for advice about how to survive and adapt to the Punjabi classroom. You have decided to put your ideas together into a survival guide for students.

### Principal Outcomes

*GC-2 Affirming diversity*

- GC-2.6 intercultural skills**
  - a. adapt to new situations

### Supporting Outcomes

*S-3 General learning*

- S-3.2 metacognitive**
  - a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon how you learn

### Materials

- A brainstormed list of ideas about strategies used to adapt to the Punjabi-language classroom

## ਜੀਵਨ ਜੁਗਤੀ / Survival Guide

### Performance Task Description

A new student is considering studying Punjabi and has asked you for advice about how to survive and adapt to the Punjabi classroom. You have decided to put your ideas together into a survival guide for students.

### Instructions

1. Reflect on your experiences as a second-language learner.
2. Think about strategies and experiences that helped you adapt to, and be successful in learning, the language and culture of Punjabi-speaking countries. Think of specific examples.
3. Think about strategies and experiences that you feel were not as helpful; e.g., being afraid to make mistakes. Think of specific examples.
4. Discuss your ideas with your classmates and make a list of your ideas.
5. Compile your ideas and examples into a *Survival Guide* that will help others adapt to the Punjabi classroom. You may choose to write a letter or make a poster, brochure or checklist to show your information.

### Evaluation Tools

- Self-assessment Rating Scale
- Peer Assessment
- Teacher Rating Scale

**ਜੀਵਨ ਜੁਗਤੀ / Survival Guide:  
Self-assessment Rating Scale**

ਨਾਮ / Name: \_\_\_\_\_ ਤਰੀਕ / Date: \_\_\_\_\_

In this task, I could ...	Yes	Getting There	Not Yet
<p>GC-2.6a • give advice to a new student on how to adapt to the Punjabi-language classroom</p> <p>I know this because ...</p>			
<p>S-3.2a • share specific examples of the strategies and experiences that were successful in helping me adapt to learning Punjabi</p> <p>I know this because ...</p>			
<p>S-3.2a • share specific examples of the strategies and experiences that did not help me adapt to learning Punjabi</p> <p>I know this because ...</p>			
<p>S-3.2a When I think about how I learn Punjabi, I can say that I ...</p>			

**ਜੀਵਨ ਜੁਗਤੀ / Survival Guide: Peer Assessment**

ਨਾਮ / Name: \_\_\_\_\_ ਤਰੀਕ / Date: \_\_\_\_\_  
I am giving my feedback to: \_\_\_\_\_

**My reflections on your work**

<p><i>GC-2.6a</i></p> <ul style="list-style-type: none"><li>on adapting to the Punjabi-language classroom ...</li></ul>	<p>A compliment ...</p>          <p>Some advice for next time ...</p>
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**Student Response to Peer Assessment**

ਨਾਮ / Name: \_\_\_\_\_

	<p><b>When I read my peer's comments on my work ...</b></p> <p>S-3.2a</p> <ul style="list-style-type: none"><li>I realize that I was successful at ...</li></ul> <p>S-3.2a</p> <ul style="list-style-type: none"><li>I have learned that next time I could ...</li></ul>
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ਜੀਵਨ ਜੁਗਤੀ / Survival Guide:  
Teacher Rating Scale

ਨਾਮ / Name: \_\_\_\_\_

ਤਰੀਕ / Date: \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
GC-2.6a • adapts to new situations	●	●	●	●
S-3.2a • reflects on successful learning strategies	●	●	●	●
S-3.2a • reflects on less successful learning strategies	●	●	●	●

**Comments**