

<p>3. Produce short and simple messages using verbs of frequent use, such as: <i>to be, have, like, go, wear, want, need, feel.</i></p>	<p>3.1 Uses a few simple formulas to convey understanding and to ask for repetition or clarification. (DOK 1)</p> <p>3.2 Listens to a story, poem or song, and uses pictures, drawings, or language to express feelings, ideas, needs, and values. (DOK 1)</p>	<p>Short Answer Questions</p> <p>Picture Organizer</p>
<p>4. Participate in short conversations and dialogues.</p>	<p>4.1 Understands and responds to learned words and phrases in simple questions, statements, and high-frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is considerably simplified. (DOK 1)</p> <p>4.2 Offers and responds, using appropriate courtesy phrases, to:</p> <ul style="list-style-type: none"> • greetings • compliments • invitations • introductions • farewells <p>(DOK 1)</p>	<p>Role Playing</p> <p>Short Answer Questions</p> <p>Role Playing</p>

	<p>4.3 Applies simple strategies, such as gestures, eye contact, and basic requests for understanding from the listener, to monitor effectiveness of the communication process and to meet the speaking purpose. (DOK 1)</p> <p>4.4 Uses non-verbal and visual clues to understand the basic intent of the speaker and to meet the purpose of communication. (DOK 1)</p>	<p>Picture Organizer</p> <p>Checklists</p>
<p>5. Use simple computer programs after appropriate training.</p>	<p>5.1 Orally understands a simple vocabulary of technological terms, such as: software, memory, disk drive, mouse, keyboard, and CD-ROM. (DOK 1)</p> <p>5.2 Understands that both software and hardware are needed for the computer to work. (DOK 1)</p>	<p>Scoring Rubric</p> <p>Short Answer Questions</p>

ABE II (2.0 – 2.9) Part A		
Performance Standards	Benchmarks	Assessments
1. Listen to and understand simple information in media and phone messages.	<p>1.1 Uses media to develop listening and speaking skills. (DOK 1)</p> <p>1.2 Listens to short, simple messages and uses simple strategies (responses to simple, direct questions; combination or recombination of learned or heard words and phrases) to select and relay information. (DOK 1)</p>	<p>Checklists</p> <p>Structured Listening Activities with Rubric</p>
2. Listen to, understand, and create short and simple messages within common settings.	<p>2.1 Understands and responds to learned words and phrases in simple questions, statements, and high-frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is simplified. (DOK 1)</p> <p>2.2 Listens to a short, simple message and conveys its main idea in his/her own words. (DOK 1)</p>	<p>Closed Questions with Rubric</p> <p>Performance Task</p>

<p>3. Use English in daily and routine activities (food market, doctor’s office, and bakery, among others).</p>	<p>3.1 Recalls and uses a limited set of learned words, phrases, and short sentences related to basic personal information and objects, as well as to a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks. (DOK 1)</p> <p>3.2 Tells and retells simple stories and events in logical order. (DOK 1)</p> <p>3.3 Identifies self and leaves a short, simple (learned and rehearsed) message on telephone voicemail. (DOK 1)</p>	<p>Comic Strips</p> <p>Checklists</p> <p>Role Playing</p>
<p>4. Understand basic instructions related to job performance.</p>	<p>4.1 Uses a few simple formulas to convey understanding and ask for repetition or clarification, as well as one or two simple strategies for gathering missing information or for solving problems in communication. (DOK 1)</p>	<p>Performance Task (follow instructions)</p>
<p>5. Participate in conversations and dialogues using more complex language structures.</p>	<p>5.1 Uses non-verbal and visual clues, as well as socio-cultural, linguistic, and other background knowledge to understand the speaker’s basic intent and to meet the purpose of communication. (DOK 2)</p>	<p>Group Work</p>

<p>6. Present a topic orally in a short and simple manner.</p>	<p>6.1 Applies simple strategies (gestures, eye contact, and simple, repeated requests for feedback from listener) to monitor communication effectiveness and to meet the speaking purpose. (DOK 4)</p>	<p>Oral Presentations</p>
<p>7. Use simple computer programs after appropriate training.</p>	<p>7.1 Uses input devices such as: mouse, keyboard, remote control, and buttons/switches with inconsistent levels of control. (DOK 1)</p> <p>7.2 Uses simple functions of command menus to open, save, and print a file if the application is already running. (DOK 1)</p>	<p>Practice Exercise with Rubric</p> <p>Checklists</p>

ABE II (3.0 – 3.9) Part B		
Performance Standards	Benchmarks	Assessments
1. Listen to and understand simple information in media and phone messages.	1.1 Uses simple strategies such as familiar phrases and questions, responses to simple, direct questions, and combination or recombination of learned or heard words and phrases, to select and relay information. (DOK 1)	Structured Listening Activities
	1.2 Uses media to develop listening and speaking skills. (DOK 1)	Short Answer Questions
2. Listen to, understand, and create short and simple messages within common settings.	2.1 Understands and responds to learned words and phrases in simple questions, statements, and high-frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is simplified. (DOK 1)	Performance Task
	2.2 Provides short answers about personal information (name, address, and phone number, among others) in response to simple, learned questions. (DOK 1)	Short Answer Questions

<p>3. Use English in daily and routine activities (food market, doctor’s office, and bakery, among others).</p>	<p>3.1 Recalls and uses a limited set of learned words, phrases and short sentences related to basic personal information and objects, as well as to a limited number of activities and immediate needs, in familiar, predictable, and straightforward communication tasks. (DOK 1)</p> <p>3.2 Identifies self and leaves a short, simple (learned and rehearsed) message on telephone voicemail. (DOK 1)</p>	<p>Comic Strips</p> <p>Role Playing</p>
<p>4. Understand basic instructions related to job performance.</p>	<p>4.1 Uses a few simple formulas to convey understanding and to ask for repetition or clarification, as well as one or two simple strategies for gathering missing information or for solving problems in communication. (DOK 2)</p>	<p>Performance Task (follow instructions)</p>
<p>5. Participate in conversations and dialogues using more complex language structures.</p>	<p>5.1 Uses non-verbal and visual clues, as well as socio-cultural, linguistic, and other background knowledge to understand the speaker’s basic intent and to meet the purpose of communication. (DOK 2)</p>	<p>Role playing</p>

<p>6. Present a topic orally in a short and simple manner.</p>	<p>6.1 Applies simple strategies (gestures, eye contact, and simple, repeated requests) for feedback from listener, to monitor communication effectiveness and to meet the speaking purpose. (DOK 4)</p>	<p>Oral Presentations</p>
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ABE III (4.0 – 4.9) Part A		
Performance Standards	Benchmarks	Assessments
1. Listen to and understand simple information in media and phone messages.	1.1 Uses simple strategies, such as reacting to questions and combining and recombining short, learned words or phrases, in order to select and relay information. (DOK 2)	Structured Listening Activities
2. Listen to, understand, and create short and simple messages within common settings.	2.1 Recalls and uses a somewhat limited vocabulary including words related to common, everyday topics and to personal experience; knows and uses basic grammar and sentence structure (heard in the immediate environment); knows and uses basic awareness of appropriate register (level of formality) in familiar and predictable communication tasks. (DOK 1)	Scoring Rubric
3. Use English in daily and routine activities (food market, doctor’s office, and bakery, among others).	3.1 Applies simple strategies (making and responding to requests for feedback, repetition, and rephrasing) to monitor and enhance communication effectiveness and to meet the speaking purpose. (DOK 4)	Role Playing

<p>4. Understand basic instructions related to job performance.</p>	<p>4.1 Understands and responds to explanations, conversations, instructions, and narratives made up of sentence-length utterances and of some connected discourse on familiar topics related to personal background and needs, social conventions, and everyday tasks. (DOK 1)</p>	<p>Structured Listening Worksheet</p> <p>Short Answer Worksheets</p> <p>Graphic Organizer</p>
<p>5. Participate in conversations and dialogues using more complex language structures.</p>	<p>5.1 Uses several communication strategies: formulas to ask for repetition and clarification, strategies for indicating understanding, for giving feedback, for gathering missing information, or for solving problems in comprehension. The latter include rephrasing, substituting for a different word, and drawing a picture. (DOK 3)</p>	<p>Role Playing</p> <p>Small and Large Group Discussions and Conversations</p> <p>Scoring Rubrics-Story Telling</p>
<p>6. Present a topic orally in a short and simple manner.</p>	<p>6.1 Applies linguistic, socio-cultural, and other background knowledge and strategies, such as expressing an opinion or collecting relevant information, to understand the speaker’s intent as well as the requirements to respond appropriately and to meet the listening purpose. (DOK 4)</p>	<p>Structured Listening Activities</p> <p>Listening Rubric</p>

<p>7. Use simple computer programs after appropriate training.</p>	<p>7.1 Uses simple communication technologies, or more sophisticated ones with considerable assistance. Technologies include cell phones to be used independently after cursory instruction, as well as email messages to be read and replied to with assistance. (DOK 2)</p> <p>7.2 Uses simple strategies, such as identifying one to three search terms for basic web searches, in order to access information. (DOK 3)</p>	<p>Complete a Simple Email Enrollment Form, with Assistance</p> <p>Scoring Rubric</p>
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ABE III (5.0 – 5.9) Part B		
Performance Standards	Benchmarks	Assessments
1. Listen to and understand simple information in media and phone messages.	1.1 Uses simple strategies, such as reacting to questions and combining and recombining short, learned words or phrases, in order to select and relay information. (DOK 2)	Structured Listening Activities
2. Listen to, understand, and create short and simple messages from common settings.	2.1 Recalls and uses a somewhat limited vocabulary including words related to common, everyday topics and to personal experience; knows and uses basic grammar and sentence structure (heard in the immediate environment); knows and uses basic awareness of appropriate register (level of formality) in familiar and predictable communication tasks. (DOK 1)	Scoring Rubric
3. Use English in daily and routine activities (food market, doctor’s office, and bakery, among others).	3.1 Applies simple strategies (making and responding to requests for feedback, repetition, and rephrasing) to monitor and enhance communication effectiveness and to meet the speaking purpose. (DOK 4)	Role Playing

<p>4. Understand basic instructions related to job performance.</p>	<p>4.1 Understands and responds to explanations, conversations, instructions, and narratives made up of sentence-length utterances and of some connected discourse on familiar topics related to personal background and needs, social conventions, and everyday tasks. (DOK 2)</p>	<p>Structured Listening Worksheet</p> <p>Short, Verbal Answer Worksheets</p> <p>Graphic Organizer</p>
<p>5. Participate in conversations and dialogues using more complex language structures.</p>	<p>5.1 Uses several communication strategies: formulas to ask for repetition and clarification, strategies for indicating understanding, for giving feedback, for gathering missing information, or for solving problems in comprehension. The latter include rephrasing, substituting for a different word, and drawing a picture. (DOK 3)</p>	<p>Role Playing</p> <p>Small and Large Group Discussions and Conversations</p> <p>Scoring Rubrics-Story Telling</p>
<p>6. Present a topic orally in a short and simple manner.</p>	<p>6.1 Applies linguistic, socio-cultural, and other background knowledge and strategies, such as expressing an opinion or collecting relevant information, to understand the speaker's intent as well as the requirements to respond appropriately and to meet the listening purpose. (DOK 4)</p>	<p>Structured Listening Activities</p> <p>Listening Rubric</p>

<p>7. Use simple computer programs after appropriate training.</p>	<p>7.1 Demonstrates an oral and written understanding of basic technological terms related to software (for instance, enter, save, and print), and to hardware (for instance, mouse, fax, and scanner). (DOK 2)</p> <p>7.2 Understands that data may consist of text, graphic, and audio files. (DOK 1)</p>	<p>Oral Presentation</p> <p>Matching Exercise</p>
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ABE IV (6.0 – 6.9) Part A		
Performance Standards	Benchmarks	Assessments
1. Broaden the basic tasks presented in a conversation (paraphrase, add information, and make comments, among others).	1.1 Understands and responds to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations. Tasks may include short, routine telephone conversations and some simple information conveyed through electronic media, such as television or radio. (DOK 1)	Structured Listening Activities Scoring Rubric-Listening Comprehension Graphic Organizers
2. Orally present a previously planned topic. Explain a process: give instructions; and explain a recipe, among others.	2.1 Selects from a limited range of strategies (such as the combination and recombination of known or heard words, phrases, and sentences, reformulation, and self-correction) to select and relay information. (DOK 2)	Oral Reports
3. Participate in conversations with various communicative intentions, such as asking for and providing information, thanking, and greeting, making a promise, warning, and giving advice.	3.1 Applies some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance communication effectiveness, and to meet the speaking purpose. (DOK 4)	Oral Story Telling Rating Scale Conversation Checklist

<p>4. Understand and provide instructions.</p>	<p>4.1 Knows when to use a range of strategies to fill gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar. (DOK 2)</p>	<p>Scoring Rubric -Speech Performance</p> <p>Conversation Worksheet</p>
<p>5. Work with basic English grammar rules while relying upon his/her knowledge of Spanish grammar.</p>	<p>5.1 Recalls and uses high-frequency vocabulary, including words related to common, everyday topics and personal experience; uses knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks. (DOK 1)</p>	<p>Structured Listening Exercises</p> <p>Conversation Worksheets</p>
<p>6. Use English to deal with social and job related situations.</p>	<p>6.1 Applies linguistic, socio-cultural, and other background knowledge and strategies (such as taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) in order to understand the main intent and details communicated by the speaker, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Peer Speech Evaluation Form</p> <p>Group Self-Evaluation Checklist</p>

ABE IV (7.0 – 7.9) Part B		
Performance Standards	Benchmarks	Assessments
1. Broaden the basic tasks presented in a conversation (paraphrase, add information, and make comments, among others).	1.1 Understands and responds to conversations, explanations, instructions, and short narratives of a somewhat complex nature but related to familiar tasks and situations. Tasks may include short, routine telephone conversations and some simple information conveyed through electronic media, such as television or radio. (DOK 1)	Structured Listening Exercises Conversation Worksheets
2. Orally present a previously planned topic. Explain a process: give instructions; and explain a recipe, among others.	2.1 Selects from a limited range of strategies (such as the combination and recombination of known or heard words, phrases, and sentences, reformulation, and self-correction) to select and relay information. (DOK 2)	Peer Speech Evaluation Form Group Self-Evaluation Checklist
3. Participate in conversations with various communicative intentions, such as asking for and providing information, thanking, and greeting, making a promise, warning, and giving advice.	3.1 Applies some strategies (such as checking pace and register, repeating/clarifying /correcting errors as necessary, self-rating/evaluation) to monitor and enhance communication effectiveness, and to meet the speaking purpose. (DOK 4)	Structured Listening Exercises Conversation Worksheets

<p>4. Understand and provide instructions.</p>	<p>4.1 Knows when to use a range of strategies to fill gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar. (DOK 2)</p>	<p>Peer Speech Evaluation Form</p> <p>Group Self-Evaluation Checklist</p>
<p>5. Work with basic English grammar rules while relying upon his/her knowledge of Spanish grammar.</p>	<p>5.1 Recalls and uses high-frequency vocabulary, including words related to common, everyday topics and personal experience; uses knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks. (DOK 1)</p>	<p>Structured Listening Exercises</p> <p>Conversation Worksheets</p>
<p>6. Use English to deal with social and job related situations.</p>	<p>6.1 Applies linguistic, socio-cultural, and other background knowledge and strategies (such as by taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) in order to understand the main intent and details communicated by the speaker, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Peer Speech Evaluation Form</p> <p>Group Self-Evaluation Checklist</p>

<p>7. Use various computer programs in English after appropriate training.</p>	<p>7.1 Tries to use application's Help feature before asking for outside assistance. (DOK 1)</p> <p>7.2 Performs tasks using communication technologies with limited assistance. Tasks include sending an email or fax, and creating a simple slide presentation using a template. (DOK 1)</p>	<p>Power Point Presentation</p> <p>Practice Exercise</p>
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ABE IV (8.0 – 8.9) Continuation Part B		
Performance Standards	Benchmarks	Assessments
1. Broaden the basic tasks presented in a conversation (paraphrase, add information, make comments, among others).	1.1 Understands and responds to conversations, explanations, instructions, and short narratives of a somewhat complex nature but related to familiar tasks and situations. Tasks may include short, routine telephone conversations and some simple information conveyed through electronic media, such as television or radio. (DOK 1)	Structured Listening Exercises Conversation Worksheets
2. Orally present a previously planned topic. Explain a process: give instructions; and explain a recipe, among others.	2.1 Selects from a limited range of strategies (such as the combination and recombination of known or heard words, phrases, and sentences, reformulation, and self-correction) to select and relay information. (DOK 2)	Peer Speech Evaluation Form Group Self-Evaluation Checklist
3. Participate in conversations with various communicative intentions, such as asking for and providing information, thanking, greeting, making a promise, warning, and giving advice.	3.1 Applies some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance communication effectiveness, and to meet the speaking purpose. (DOK 4)	Structured Listening Exercises Conversation Worksheets

<p>4. Understand and provide instructions.</p>	<p>4.1 Knows when to use a range of strategies to fill gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar. (DOK 3)</p>	<p>Peer Speech Evaluation Form</p>
<p>5. Work with basic English grammar rules while relying upon his/her knowledge of Spanish grammar.</p>	<p>5.1 Recalls and uses high-frequency vocabulary, including words related to common, everyday topics and personal experience; uses knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks. (DOK 1)</p>	<p>Structured Listening Exercises</p> <p>Conversation Worksheets</p>
<p>6. Use English to deal with social and job related situations.</p>	<p>6.1 Applies linguistic, socio-cultural, and other background knowledge and strategies (such as taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) in order to understand the main intent and details communicated by the speaker, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Peer Speech Evaluation Form</p> <p>Group Self-Evaluation Checklist</p>

<p>7. Use various computer programs in English after appropriate training.</p>	<p>7.1 Uses basic strategies for managing information, such as sorting information into two (2) or three (3) categories in a database application with some inconsistencies in use of organizing strategy. (DOK 2)</p>	<p>Scoring Rubric</p>
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ASE I (9.0 – 9.9) Part A		
Performance Standards	Benchmarks	Assessments
1. Understand and use linguistic and non-linguistic (gestures) information and communicative intention (sarcasm, irony, humor, satire, and manipulation among others) to interpret and express information.	1.1 Recalls and uses sufficient oral vocabulary (common vocabulary related to personal experience and everyday activities, as well as some idioms), basic grammar, and a variety of sentence types and registers in a range of familiar to somewhat unfamiliar or unpredictable communication tasks. (DOK 2)	Structured Listening Exercises Role Playing Graphic Organizers Conversation Worksheets
2. Improvise a somewhat complex speech task.	2.1 Selects from a range of strategies, such as elaborating with some detail and examples, and determining the most important/right amount of information and content to convey, in order to select, organize, and relay information. (DOK 2) 2.2 Applies a range of strategies (including attention to appropriate register, repetition of information, and adjustments in pace, tone, volume, eye contact, and body language based on listener’s response and needs) to monitor and enhance communication effectiveness and to meet the speaking purpose. (DOK 4)	Oral Presentations Peer Speech Evaluation Form Short Answer Questions Open Ended Questions

<p>3. Participate in conversations, debates, and discussions about different social and work-related issues.</p>	<p>3.1 Understands and responds appropriately to extended explanations and narratives, detailed instructions, and complex conversations requiring the adaptation of one’s response to varied speakers and contexts when language is not adjusted for English language learners. (DOK 3)</p> <p>3.2 Effectively uses a wide range of strategies to fill gaps in understanding, and give feedback, while tailoring the response to the communication’s purpose, the audience, the situation’s level of formality, and other socio-cultural factors. (DOK 3)</p> <p>3.3 Applies linguistic, socio-cultural, and other background knowledge and strategies, such as comparing, integrating, and categorizing information for others, in order to understand fully the speaker’s literal and implied intent, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Listening Comprehension Exercises</p> <p>Group Self-Evaluation Checklist</p> <p>Cause and Effect Chain</p> <p>Scoring Rubric</p> <p>Short Answer Questions</p> <p>Situation Analysis</p> <p>Venn Diagram</p>
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<p>4. Use various computer programs requiring knowledge of English after appropriate training.</p>	<p>4.1 Understands an extensive technological vocabulary, such as that related to using a word processor and the internet, as well as less commonly used features of basic applications. (DOK 1)</p> <p>4.2 Uses prior knowledge in the application of technology, such as knowing which software is needed to open a file by recognizing common computer file formats. (DOK 3)</p> <p>4.3 Describes, in general terms, a computer network, as well as the advantages and disadvantages it presents to the user. (DOK 2)</p>	<p>Matching Exercise</p> <p>Specific Computer Tasks Worksheets</p> <p>Checklists</p>
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ASE I (10.0 – 10.9) Part B		
Performance Standards	Benchmarks	Assessments
1. Understand and use linguistic and non-linguistic (gestures) information and communicative intention (sarcasm, irony, humor, satire, and manipulation, among others) to interpret and express information.	1.1 Recalls and uses sufficient oral vocabulary (range of common vocabulary related to personal experience and everyday activities as well as some idioms), basic grammar, and a variety of sentence types and registers in a range of familiar to somewhat unfamiliar or unpredictable communication tasks. (DOK 2)	Structured Listening Exercises Role Playing Graphic Organizers Conversation Worksheets
2. Improve a somewhat complex speech task.	2.1 Selects from a range of strategies, such as elaborating with some detail and examples, and determining the most important/right amount of information and content to convey, in order to select, organize, and relay information. (DOK 2) 2.2 Applies a range of strategies (attention to appropriate register, repetition of information, and adjustments in pace, tone, volume, eye contact, and body language based on listener’s response and needs) to monitor and enhance communication effectiveness and to meet the speaking purpose. (DOK 4)	Oral Presentations Peer Speech Evaluation Form Short Answer Questions Open Ended Questions

<p>3. Participate in conversations, debates, and discussions about different social and work-related issues.</p>	<p>3.1 Understands and responds appropriately to extended explanations and narratives, detailed instructions, and complex conversations requiring the adaptation of one’s response to varied speakers and contexts when language is not adjusted for English language learners. (DOK 3)</p> <p>3.2 Effectively uses a wide range of strategies to fill gaps in understanding and give feedback, while tailoring the response to the communication’s purpose, the audience, the situation’s level of formality, and other socio-cultural factors. (DOK 3)</p> <p>3.3 Applies linguistic, socio-cultural, and other background knowledge and strategies, such as comparing, integrating, and categorizing information for others, in order to understand fully the speaker’s literal and implied intent, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Listening Comprehension Exercises</p> <p>Group Self-Evaluation Checklist</p> <p>Cause and Effect Chain</p> <p>Scoring Rubric</p> <p>Short Answer Questions</p> <p>Situation Analysis</p> <p>Venn Diagram</p>
<p>4. Use various computer programs that require knowledge of English after receiving the appropriate training.</p>	<p>4.1 Connects and disconnects basic technological components, such as a computer monitor, keyboard, mouse, printer, and CPU/box. (DOK 2)</p>	<p>Picture Organizer</p>

	<p>4.2 Performs basic equipment maintenance, such as cleaning the mouse and keyboard. (DOK 2)</p> <p>4.3 Assesses equipment's suitability for common uses. Examples of such assessments include: determining whether current hardware has sufficient memory and speed to install and efficiently run a new application; choosing the software tool that will yield desired results (for instance, using a word processor to create a custom calendar). (DOK 4)</p>	<p>Checklists</p> <p>Scoring Rubric</p>
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ASE II (11.0 – 11.9) Part A		
Performance Standards	Benchmarks	Assesments
1. Understand and use linguistic and non-linguistic (gestures) information and communicative intention (sarcasm, irony, humor, satire, and manipulation, among others) to interpret and express information.	1.1 Understands main ideas and most details in conversations, short lectures, news reports, extended explanations, and other connected discourses on a range of topics, including topics beyond everyday contexts and immediate experiences in a variety of work, personal, and basic academic contexts. (DOK 2)	Structured Listening Exercises
	1.2 Recalls and uses a vocabulary range that includes words related to most every day, school, work, and social situations. (DOK 1)	Graphic Organizers
	1.3 Knows and uses a variety of complex sentence structures and grammatical forms. (DOK 1)	Role Playing
	1.4 Knows and uses appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, and uncomfortable interactions. (DOK 1)	Conversation Worksheets

<p>2. Improvise a somewhat complex speech task.</p>	<p>2.1 Selects from a wide range of strategies, such as taking into account the interests of others, predicting outcomes, interests, and likely questions and responses, organizing information based on determining relevance for and needs of audience, and elaborating with significant detail and examples, in order to select, organize, and relay information. (DOK 2)</p> <p>2.2 Applies a wide range of strategies, which include, as needed body language, pause fillers, stalling devices, and different rates of speech, to monitor and enhance communication effectiveness and to meet the speaking purpose. (DOK 4)</p>	<p>Oral Presentations</p> <p>Individual Oral Interviews</p> <p>Short Answer Questions</p> <p>Open Ended Questions</p>
<p>3. Participate in conversations, debates, and discussions about different social and work-related issues.</p>	<p>3.1 Effectively uses advanced strategies to fill gaps in understanding, ask questions that deepen understanding, and give feedback appropriate to the situation, the audience, and the communication purpose. Has growing ability to use strategies appropriate to the socio-cultural context. (DOK 3)</p>	<p>Listening Comprehension Exercises</p> <p>Peer Questioning</p> <p>Group Self-Evaluation Checklist</p>

	<p>3.2 Applies linguistic, socio-cultural, and other background knowledge and strategies, such as integrating information from more than one source, evaluating the relevance, validity, and adequacy of information, and adapting responses to the speaker’s age, gender, status, and emotional state, in order to understand fully the speaker’s literal and implied intent, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Cause and Effect Chain</p> <p>Scoring Rubric</p> <p>Situation Analysis</p> <p>Venn Diagram</p>
<p>4. Use various computer programs that require knowledge of English after receiving the appropriate training.</p>	<p>4.1 Performs basic computer operations with ease; transfers some skills, such as using software menu functions, from one application to another; uses basic to intermediate functions of a range of software applications, including word processors, spreadsheets, databases, graphic packages, and slide presentations. (DOK 3)</p>	<p>Performance task with rubric</p>

	<p>4.2 Performs basic troubleshooting independently. Some troubleshooting strategies include checking to see if all components are plugged in, rebooting system, and trying to print a file from another application if it won't print from the current one, in order to determine whether the problem is with the application or with the printer. (DOK 4)</p>	<p>Performance task with rubric</p>
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ASE II (12.0 – 12.9) Part B		
Performance Standards	Benchmarks	Assesments
1. Understand and use linguistic and non-linguistic (gestures) information and communicative intention (sarcasm, irony, humor, satire, and manipulation, among others) to interpret and express information.	1. 1 Understands main ideas and most details in conversations, short lectures, news reports, extended explanations, and other connected discourses on a range of topics, including topics beyond everyday contexts and immediate experiences in a variety of work, personal, and basic academic contexts. (DOK 2)	Structured Listening Exercises
	1.2 Recalls and uses a vocabulary range that includes words related to most every day, school, work, and social situations. (DOK 1)	Graphic Organizers
	1.3 Knows and uses a variety of complex sentence structures and grammatical forms. (DOK 1)	Role Playing
	1.4 Knows and uses appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, and uncomfortable interactions. (DOK 1)	Conversation Worksheets

<p>2. Improvise a somewhat complex speech task.</p>	<p>2.1 Selects from a wide range of strategies, such as taking into account the interests of others, predicting outcomes, interests, and likely questions and responses, organizing information based on determining relevance for and needs of audience, and elaborating with significant detail and examples, in order to select, organize, and relay information. (DOK 2)</p> <p>2.2 Applies a wide range of strategies, which include, as needed, body language, pause fillers, stalling devices, and different rates of speech, to monitor and enhance communication effectiveness and to meet the speaking purpose. (DOK 4)</p>	<p>Oral Presentations</p> <p>Individual Oral Interviews</p> <p>Short Answer Questions</p> <p>Performance task with rubric</p>
<p>3. Participate in conversations, debates, and discussions about different social and work-related issues.</p>	<p>3.1 Effectively uses advanced strategies to fill gaps in understanding, ask questions that deepen understanding, and give feedback appropriate to the situation, the audience, and the communication purpose. Has growing ability to use strategies appropriate to the socio-cultural context. (DOK 3)</p>	<p>Listening Comprehension Exercises</p> <p>Peer-Questioning</p> <p>Group Self-Evaluation Checklist</p>

	<p>3.2 Applies linguistic, socio-cultural, and other background knowledge and strategies, such as integrating information from more than one source, evaluating the relevance, validity, and adequacy of information, and adapting responses to the speaker’s age, gender, status, and emotional state, in order to understand fully the speaker’s literal and implied intent, respond appropriately, and meet the listening purpose. (DOK 4)</p>	<p>Cause and Effect Chain</p> <p>Scoring Rubric</p> <p>Situation Analysis</p> <p>Venn Diagram</p>
<p>4. Use various computer programs that require knowledge of English after receiving the appropriate training.</p>	<p>4.1 Selects, from a wide range, the appropriate technology to complete a collaborative project. Examples of such technologies include telephones, email, instant messaging, groupware, and faxes. (DOK 4)</p> <p>4.2 Uses strategies to identify, organize, and use important information. Among possible strategies are: searching the internet to find sites with relevant information; fast-forwarding through videos to access relevant information; using sort functions in spreadsheets or databases; and using spam filters to eliminate junk email. (DOK 3)</p>	<p>Short Answer Worksheet</p> <p>Use an Internet-enabled Cell Phone to Retrieve and Read Email</p> <p>Scoring Rubric</p>

