

# Lesson 6: Assessment

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## BASIC SAMPLE STORY

1 There were siblings named Jack and Jill. It was Friday afternoon, and Jack and Jill were going to  
2 the stadium to watch a baseball game that night. The game was at seven o'clock. At five o'clock,  
3 they were hungry. They went to the store to buy some food before the game.

4 Jack and Jill found some peanuts and *Cracker Jack* and got in line to checkout. While they were in  
5 line, a man with a ski mask cut in line in front of them. He had a knife and demanded that the  
6 store employee give him all the money in the cash register.

7 Jack and Jill were afraid. But they were also hungry and had a baseball game to go to. Jill said to  
8 the robber, "Sir, you can't cut in line. You have to wait at the back of the line like everybody  
9 else". The robber was confused. He went to the back of the line and waited his turn.

## I CAN...

Look for three separate themes in the basic sample story. For each three, make three "I can" statements you want learners to be able to say. Be specific.

## Examples

*Not specific:* I can discuss a topic using work-related vocabulary.

*More specific:* I can say two things I do at work.

*Most specific:* I can name two responsibilities I have at work. I can name one responsibility I don't want to have at work.

**Theme #1:** \_\_\_\_\_

## I can...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Theme #2:** \_\_\_\_\_

**I can...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Theme #3:** \_\_\_\_\_

**I can...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **HOW CAN LEARNERS SHOW THEIR WORK?**

Brainstorm a list of ways learners would be able to turn in a video of them addressing one set of “I can” statements. In my classroom, learners record a video on their phone/school-provided equipment and upload it to Canvas, my school’s Learning Management System (LMS). There are a multitude of other options.

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How can learners “show their work” if a video submission is not ideal for your teaching context?

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