

Proficiency Check Form

Name: _____

Before you do the task, your Faculty Coordinator must decide the proficiency level on which you should function: Intermediate Low, Intermediate Mid, etc.

To receive points on the assignment, you will need to demonstrate to 2 fellow students for each “Can Do” task that you can do the task. Once they sign off that you can do this, you will need to demonstrate to your LF that you can do the task as well. If your LF cannot certify that you can do the task adequately, he/she will advise you how to improve. After you have followed his/her advice and improved your performance you will return to your LF for his/her approval. To get full credit, all tasks must be certified by the following week and submitted to your Faculty Coordinator who will ask you to demonstrate one task of his/her choice. If you are unable to complete all the tasks you will have 2 options: 1) you will need to determine if the reason you are not able to complete the tasks is because you are attempting tasks that are too high of a level for your current abilities. If so, then you should try to complete the tasks for the lower level during the following week. This is a one-time offer during the first week. If you can fulfill all the tasks for the following week (in addition to the new homework assignment), you will be given full points. 2) If you need more time to fulfill the tasks, you will have until the following week’s meeting to complete the tasks and demonstrate to your Faculty Coordinator that you can perform them but you will only receive partial credit. These check forms will provide you with the incentive to work on developing these skills and increase your proficiency. They will play a critical role in how you are graded in the course.

What’s new for this week:

1. This week you will revisit the previous weeks’ themes to practice them in terms of the various tasks that correspond to your target proficiency level (the next step up from where you function comfortably). You will get to choose the questions to address and respond to. You will also focus on responding using the ***target text type***, i.e., series of simple sentences, organized paragraphs, series of organized paragraphs, and using the ***target time frames and moods***, i.e. time frames = present, past, future, mood=presenting facts or using conditional to talk about abstract or hypothetical situations.

Week 3:
Theme: Food

Novice High/Intermediate Low

Novice high: partial control

Intermediate Low: full control, but barely.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can answer questions about foods that I like and dislike		
I can order a meal at a restaurant.		
I can make a reservation at a restaurant, specifying date, time, number of people, etc.		
I can ask and answer simple questions about favorite and least favorite foods.		
I can ask and answer simple questions about eating habits.		
I can give simple descriptions of various foods.		
I can give reasons for my food preferences.		

Intermediate Mid

Solid control of Intermediate functions, a few peaks into Advanced-level narration and description in present, past and future time frames.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can provide information about a familiar food-related topic that is several-sentences long.		
I can ask and answer follow-up questions about familiar food-related topics.		
I can provide basic information and some details about familiar foods (what the foods are like, where and how they are prepared, what they are made up of, etc.).		
I can make a reservation at a restaurant and inquire about various amenities.		
I can describe in simple terms the steps involved in preparing several dishes.		
I can compare cuisine of one culture to a cuisine of another culture.		
I can narrate and describe in present, past, and future times SOME of the time about experiences I have had with food; even though I know I make mistakes, I am not afraid to try. I can talk about favorite restaurants and foods, places I have eaten at, foods I want to eat in the future, etc.		

Intermediate High/Advanced Low

Intermediate High: able to narrate and describe in present, past and future time frames in connected discourse MORE THAN HALF OF THE TIME

Advanced Low: Advanced functions ALL of the time, but barely.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can describe a food-related subject with enough details to give a paragraph-length "picture."		
I can give a detailed description of food-related topics of special interest to me (e.g., food careers, food allergies, veganism, vegetarianism, etc.).		
I can ask for, follow, and give instructions for preparing food.		
I can interview for a job related to the food industry.		
I can handle a complication in a restaurant such as when a food item is unsatisfactory.		
I can explain basic principles, procedures, policies, or rules related to food preparation (e.g., health code laws) and I can answer related questions as well.		
I can clear up an unforeseen misunderstanding at the grocery store or restaurant.		

Advanced Mid/Advanced High

Advanced Mid: solid control of narration/description all time frames + peaks into Superior functions

Advanced High: Solid control of Advanced functions + ability to develop arguments, support opinions and hypothesize MORE THAN HALF OF THE TIME in the context of extended discourse.

Can Do Task	Sign Off from Fellow Student	Sign off by LF
I can give full descriptions and tell detailed stories in present and past time frames about my childhood memories with food, holiday festivities with food, cultural events where I tried new types of food, etc.		
I can discuss health issues as they relate to diet.		
I can speculate at length on what the world would be like IF... (e.g., if the US government severely taxed junk food/ fast food/ genetically modified food, etc.).		
I can participate in conversations on cultural questions related to food and diet that are of concern to the speakers of my target language.		