

Sube Level A Benchmark Evaluation Chart

Child's name _____ Date _____ Grade _____ Unit _____

Beginning to Early Intermediate Level: The following benchmarks should be assessed after each Sube unit. Check NA if not applicable to the specific unit, or due to the child's grade level.

Communication

Comprehension and speaking skills

- Can identify and call out vocabulary in Flashcards (picture/text) when word is called out (Where Is It? Version #1)
- Can identify and call out the vocabulary (pictures only) when word is called out (Yeehaw! Bingo, Version #1)
- Can identify and call out vocabulary when given a description of the vocabulary word using dramatization (Where Is It? Version #2)
- Can identify and call out vocabulary when given a description of the vocabulary word without dramatization (Where Is It? Version #3)
- Comprehends sentences when spoken naturally without dramatization or visual aids (Flashcards or pictures).
- Can describe the vocabulary word (with and without visual aids) in complete sentences
- Can respond correctly to questions about the vocabulary word using learned phrases in English (Let's Go!, Name That Verb!, Where Is It? Version #4)
- Comprehends and identifies a color when heard orally.
- Can orally identify a color when shown the color (Tell Me the Colors!).
- Uses color correctly as an adjective for descriptions (The blue car is big. The red car is small.)

Critical thinking

Ability to synthesize and analyze

- Can use learned phrases to change responses to questions about the vocabulary word (critical thinking)
- Can question and respond appropriately to conversational introductions and greetings (Musical Greetings, Conversational Grid)
- Can ask questions and for help using learned phrases
- Responds to basic classroom commands and activity instructions in English (Come here, Sit down please, Draw an elephant, Look for a crayon)

Evaluation

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Can respond to questions in one- or two-word phrases

Asks questions about the second language that extends own understanding (e.g., How do you say that in English?)

Begins to express desires, needs, opinions, likes and dislikes in full sentences.

Can use learned phrases to create role-plays

Can retell a brief poem and/or story.

Mathematics

Numbers and Operations

Can rote count to _____

Demonstrates increasing awareness of numbers and counting as a means of determining quantity (Building Game)

Can compare numbers of objects with terms such as less, more, a little, a lot

Can identify written numbers in English (Number Basket)

Can perform basic adding and subtracting in English depending on grade level

Uses numbers correctly to quantify vocabulary in conversation (I have two sisters)

Can tell the time appropriately in English

Can identify the days of the week and the seasons in English

Can respond to questions and perform exercises using fractions.

Understands ordinal numbers in English and can use them correctly in exercises

Understands "more" and "less" and can use them correctly in exercises.

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Geometry and spatial sense

Can recognize and name basic shapes in English.

Can describe and compare basic shapes in English

Can describe direction, order and position of objects using words such as up, down, inside, outside, to the right, etc. (Sube video, What Is the Difference?, Count It! with Spatial) . . .

Literacy

Alphabet/phonemical awareness

Demonstrates awareness of beginning sounds of words (Alpha Word)

Can read aloud the English alphabet (Alphabet Snake Puzzle)

Can call out English words that begin with different letters of the alphabet (Alphabet Snake Puzzle).

Can spell out vocabulary words using printed letter cards (Create-a-Word).

Reading

Book knowledge and appreciation

Can read aloud a picture/text sentence formed with Flashcards

Comprehends picture/text sentences formed with Flashcards.

Can create and read picture/text sentences using Flashcards (Silly Sentence)

Can comprehend the Sube Early Reader Book stories.

Can read the Sube Early Reader Book stories on their own.

Can complete Sube Early Reader Book fill-in-the-blank questions

Print awareness/early writing

Shows progress in differentiating between spoken and written words by following print as it is read aloud (Flashcards, Silly Sentence)

Can create and write silly sentences on their own, depending on grade level

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Can combine silly sentences to create a story (Create-a-Storybook)

Can do writing exercises in Activity Book, depending on grade level

Enjoys writing in English in the Vocabulary Journal and in the Activity workbook, depending on grade level.

Begins to write original complete sentences in English, depending on grade level

Personal and social skills

Shows growing familiarity and comfort with English

Grasps appropriate usage of phrases/expressions in role-plays

Demonstrates assimilation of correct grammar modeled through games, songs and conversation in Sube English

Gaining in ability to respond appropriately by verbal and nonverbal means to changing situations, e.g., expressing needs, likes and dislikes, opinions and preferences

Enjoys describing Sube English art, music and geography projects in English to peers, families and visitors.

Enjoys English stories, grasps their meanings and is starting to be able to re-tell these stories

In dual language or bilingual classes, the student is able to apply English to achieve success in core curriculum subjects

Enjoys English instruction time and demonstrates enthusiasm for learning English

Demonstrates improved self-esteem around ability to learn English

Uses learned words and songs at home and expresses to parents positive emotions about learning the English language

Creative Arts

Increasingly uses English vocabulary and phrases around the process of creating art works . . .

Demonstrates personal connection to the learning material through the artistic process

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Can label, describe, compare and contrast art projects using learned phrases and vocabulary.

Demonstrates understanding and comprehension of lyrics through Sube English video and CD and increasingly uses this vocabulary base in real-life situations.

Can call out the vocabulary words from the video in correct time and pronunciation

Understands and distinguishes between musical styles from the diverse regions represented in Sube videos (Musical Journey, Musical Background Sheet)

Demonstrates increased personal connection to learning material through movement games and activities.

Teacher Notes: