



# North Kingstown High School Anchor Assignment Assessment Plan

**Department**      **World Languages**

**Name of Course**    **German 1**      **Is this anchor required for graduation?**    \_\_\_\_ *You decide.*

**“Title” of Anchor Assignment**      **OKTOBERFEST**

**Level 1 students are asked to do/create/write/present the following, to complete this assignment:**

1. Prepare and contribute an assigned dinner item on our menu, and bring family and friends to join us for this event.

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2. During class, plan, practice and perfect a class presentation, which reflects our learning, as well as students' efforts to help encourage and influence understanding. It also includes costumes and props.

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3. *Coordinate our costume parade, with the task of ultimately delivering Munich's diminutive monk to perform the wedding ceremony.*

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4. Help to either set up the stage and decorations, or break down at end of evening.

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5. Display enthusiasm for all performances, including our special guests; help host event as needed.

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6. Understand the cultural and historical significance of our celebration.

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7. **OPTIONAL:** Organize raffle items; help with publicity; design and create decorations, props, costumes; participate in the Wedding Dance; participate in the German Club presentation; dance along with the Schuhplattler from Pawtucket; teach a song to the really young kids, or otherwise organize a game or “booth” to add to the evening's entertainment.

**GSE(s) Covered by this Assignment:**

- Based on our class preparation and history of OKTOBERFEST, as well as our class presentation:
- R-11.1-3: Reading fluency: A. Text materials. B. Text of our presentation. (Instructor will write it.)
  - R 8.1 : Explain Connections: historically and culturally of our celebration.
  - OC 1.1 : Following verbal directions
  - OC 2.2: Maintaining focus
  - OC 2.5: Variety of communication strategies (music; speaking; movement)

**NKHS Expectation(s) for Student Learning Covered by this Assignment:**

- #2 Group Academic Responsibility**
- #3 Oral Communication**
- #4 Visual Communication**

## **Problem Solving**

### **Depth of Knowledge (Check one)**

\_\_\_\_\_ **Level 1-** Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_\_\_ **x Level 2-** Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

\_\_\_\_\_ **Level 3-** Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4-** Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? Yes x No \_\_\_\_\_**

**How will this anchor assignment be graded and weighed in the overall grading?**

Students upload the recording of their performance.  
Grade is based on student’s planning, presentation, and demonstration in writing  
of their understanding of the significance of the celebration.

**Outline the opportunities for students to revise their work.**

**Our performance culminates the first 6 weeks of our language learning.**

We spend two week selecting, preparing and practicing our performance.

The dress rehearsal is filmed in our classroom,

however, there is only a single performance before an audience.

Those students who are unable to attend our OKTOBERFEST can still be graded, based on above.

(There is an alternative Semester 1 anchor as well.)

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