



AI (Gemini generated) Formative Assessments meeting Content Standards & Performance Descriptors:

Summative Assessment: My Cultural Postcard

This summative assessment asks students to demonstrate their novice-level proficiency by creating and presenting a simple project. It requires them to apply their knowledge of cultural practices and products in a more cohesive and organized way, but still within a highly structured and predictable format.

Targeted Standards:

- MT.WL.2.a: Relating cultural practices to perspectives
- MT.WL.2.b: Relating cultural products to perspectives
- MT.WL.3.a: Making connections
- MT.WL.3.b: Acquiring information and diverse perspectives
- All Novice Performance Descriptors, especially Presentational (3a, 3c, 3e, 3i, 3j): Presenting information on a familiar topic using words, phrases, and practiced sentences with visual support.

Assessment Task: Create and Present a Cultural Postcard

1. **Project Introduction:** Students are told to imagine they are visiting a place where the target language is spoken (or a Montana Tribe) and are sending a postcard to a friend. The postcard will have two sides: a visual side and a written message side.
2. **Visual Side (Presentational):** Students must create the visual side of the postcard. It must include a picture they have drawn, a photograph, or a cut-out of a cultural product (e.g., a specific monument, a piece of artwork, or a traditional tool). They must label the product with its name in the target language.
3. **Written Side (Presentational/Interpretive):** On the back of the postcard, students will write a short message (3-5 simple sentences) to their "friend." The message must:
 - Use highly practiced greetings and closings.
 - Describe the cultural product from the front of the postcard using memorized sentences.
 - Describe a cultural practice they "experienced" (e.g., *I saw people dancing for a festival. I ate [food name] for lunch.*).
 - Include a simple connection to another subject or their own life, demonstrating a diverse perspective (e.g., *The music is very old. It is history. The greeting is different from ours.*).
4. **Presentation (Presentational):** Students will read their postcards to the teacher or a small group. This allows the teacher to assess their pronunciation and comprehension of their own written work. The use of the physical postcard and visual aids aligns with the novice-level need for strong support.
5. **Assessment Rubric: The rubric for this task will focus on:**
 - **Content:** Did the postcard include both a product and a practice? Did it make a simple connection to another discipline or perspective?
 - **Language Control:** Did the student use the memorized and highly practiced words and sentences appropriately? Is the writing or speaking comprehensible to a sympathetic audience? (See descriptor 3f).
 - **Presentational Skills:** Did the student use the visuals to support their message? Was their presentation organized and easy to follow?