I. Introduction:

This exam is for my 12th grade Italian class. The test will cover part of a unit we are studying on Pinocchio. Pinocchio is a well-known Disney movie, however, what are the origins of it? In the month-long unit, the students will study the Pinocchio of Walt Disney, read the book, *Le avventure di Pinocchio (The Adventures of Pinocchio)* by Carlo Collodi, see the film version of *Pinocchio* by Roberto Benigni, compare the Italian and the American versions, and finally, create a play version of Pinocchio as a class. For this exam, the students will be on chapter 5 of the reading part of the unit.

The curriculum standard involved:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Cultures: Gain knowledge and understanding of other cultures.</td>
</tr>
<tr>
<td></td>
<td>Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).</td>
</tr>
<tr>
<td>Benchmark D</td>
<td>Identify distinctive contributions made by people in the target culture.</td>
</tr>
</tbody>
</table>

II. The Learning Objectives:

1. The students will **identify** correct responses to questions and descriptions that correspond to characters in the book. (Knowledge Level)
2. The students will **explain** the character of Pinocchio to the teacher. (Comprehension Level)
3. The students will **create** a timeline of the events in Pinocchio’s life from chapter 1 to chapter 5. (Synthesis Level)
4. The students will **decide** how they feel about the character Pinocchio up until this point in the book. (Evaluation Level)

**Table of Specifications**

The final summative unit exam has 23 items.

The items are distributed by my objectives and Bloom’s taxonomy levels as follows:

<table>
<thead>
<tr>
<th>L.O. #1 BenchmarkD</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<td>L.O. #2 BenchmarkD</td>
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III. Pretest Assessment Plan:

At the beginning of the unit, the students will be asked to write a paragraph explaining what they currently know, if anything, about Pinocchio. The students will receive 5 points just for attempting this assignment. I will use this information to guide my instruction as well. If I see that most students know little to nothing about Pinocchio, I will go at a slower pace and spend more time with explanations. On the other hand, if I see that students seem to know a lot about Pinocchio, I know I can speed the lessons up. At the end of the unit, after we have studied all aspects of Pinocchio, the students will again write a paragraph explaining what they know about Pinocchio, however this time, I hope to see a growth in the amount of knowledge they have. They will all get another 5 points for completing this assignment.

IV. Formative Assessment Plan:

By this point in the lesson, the students will know the format of our study of the book. For every chapter, we first complete a list of important vocabulary, go over a very brief summary of the chapter, read the chapter in class, and finally do a set of exercises after completion of the reading. Therefore, as we go along, there are many opportunities to gage student understanding and levels. If I feel that one chapter’s comprehension was not where it should be because of a poor performance on the after-chapter exercises, I will go over that chapter in more detail before continuing on to the next one.

V. Summative Assessment Plan:

This final exam is meant to reinforce all the learning that has taken place in the classroom from chapter 1 in the Pinocchio book until chapter 5. The students will have four parts to their exam:

| 10 multiple-choice items (3 pts. each) |
| 10 matching items (3 pts. each) |
| 2 essays (10 pts. each) |
| 1 performance task (20 pts.) |

The first two parts are selected response items including a multiple-choice section and a matching section. The last two parts include 2 essays and 1 performance task, which is very important for moving toward fluency in a foreign language. The grading scale being used in the grading of this test is the school-set scale of:

| 92% - 100% | A |
| 83% - 91% | B |
| 74% - 82% | C |
| 65% - 73% | D |
| 0% - 64% | F |
1. How does Geppetto end up with the piece of wood that later becomes Pinocchio?

- a. He buys it from a carpenter.  
- b. It rolls off a lumber truck and lands at his door.  
- c. He begs a friend for it.  
- d. His friend offers him the piece of wood.

2. For what reason do Mastro Antonio and Geppetto get into a fight?

- a. Mastro does not want to give Geppetto any wood.  
- b. Geppetto was in a bad mood when he went to see Mastro.  
- d. Mastro took off Geppetto’s wig.

3. What does Pinocchio do after he learns to walk?

- a. He runs wildly around the room and out into the streets.  
- b. He runs back to Mastro Antonio’s.  
- c. He tries to walk so fast, he runs into the wall.  
- d. He walks out of the house and goes about the town.

4. What does Pinocchio see on the mantle?

- a. A mouse.  
- b. Dust.  
- d. A cricket.

5. As Pinocchio makes his way to school the first day, what does he hear?

- a. Someone calling his name.  
- b. The talking cricket.  
- c. Geppetto.  
- d. Music.

6. How does Pinocchio almost die after the puppet show?

- a. He is almost drowned in the lake.  
- b. He is almost run over by a horse and carriage.  
- c. He is almost burned in a fire.  
- d. He is almost starved to death because he cannot find Geppetto to feed him.

7. How do Pinocchio and the other puppets know that Mangiafuoco feels badly for Pinocchio?

- a. Mangiafuoco does not feel badly for Pinocchio.  
- b. Mangiafuoco sneezes.  
- c. Mangiafuoco begins to cry at Pinocchio’s story.  
- d. They do not know that Mangiafuoco feels badly for Pinocchio.

8. What does Mangiafuoco give to Pinocchio when he is about to leave?

- a. A picture to remember him by.  
- b. A jacket to keep him warm.  
- c. Five gold coins.  
- d. A map to help him find his way back home.
9. Who does Pinocchio encounter on his way home from the theater?

| a. A cat and a fox. | b. A cat and a wolf. |
| c. A cat and a dog. | d. A cat and a donkey. |

10. Who pays the bill at the inn?

| a. The owner. | b. Pinocchio. |
| c. The cat. | d. No one. |

B. 10 matching questions, 3 points each. Place the letter of your response in the blank. Letters can only be used once.

1. _________ il Gatto  
   a. Gullible.

2. _________ la Volpe  
   b. Killed by Pinocchio.

3. _________ Mangiafuoco  
   c. Takes Geppetto to jail.

4. _________ Pinocchio  
   d. Supplied to wood to create Pinocchio.

5. _________ Geppetto  
   e. Blind.

6. _________ Mastro Antonio  
   f. Mean-hearted.

7. _________ il carabiniere  
   g. A puppet friend of Pinocchio.

8. _________ Arlecchino  
   h. “Polendina.”

9. _________ il grillo parlante  
   i. Deaf.

10. _________ il pezzo di legno misterioso  
    j. Seems tough, but is not.

   k. Scared Mastro Antonio and Geppetto.

   l. Crippled.
C. Essay questions, 10 points each. Answer both.

1. Create a timeline starting from chapter 1 and ending with chapter 5, including the trials and tribulations Pinocchio has experienced.

2. Describe how you feel about Pinocchio as a character up to this point in the book. Use at least 2 examples from the text to explain your feelings.

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D. Performance Task, 20 points.

Upon turning in your test, you will have to describe the character of Pinocchio to the teacher using only Italian. You must give at least 5 sentences and 2 examples from the text to support your description. You will be graded on pronunciation, presentation, and knowing the material. In bocca al lupo!
SCORING KEYS
ESAME DI PINOCCHIO
capitoli 1 – 5

A. Multiple-Choice questions. 3 points each.
1. D  
2. C  
3. A  
4. D  
5. D  
6. C  
7. B  
8. C  
9. A  
10. B

B. Matching questions. 3 points each.
1. E  
2. L  
3. J  
4. A  
5. H  
6. D  
7. C  
8. G  
9. B  
10. K

C. Essay questions. 10 points each.

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<tr>
<th>PART OF ESSAY</th>
<th>POINTS</th>
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<td>Timeline looks presentable</td>
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<tr>
<td>Grammar</td>
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<td></td>
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<tr>
<td>Total: 10 points</td>
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<table>
<thead>
<tr>
<th>PART OF ESSAY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Description is solid</td>
<td>5</td>
</tr>
<tr>
<td>2 examples used</td>
<td>2</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
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<td></td>
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<td>Total: 10 points</td>
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D. Performance Task. 20 points.

<table>
<thead>
<tr>
<th>PART OF ESSAY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 sentences used</td>
<td>3</td>
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<tr>
<td>2 examples from text</td>
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<tr>
<td>Student knows the material</td>
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<tr>
<td>Pronunciation</td>
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<td>Overall presentation</td>
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<td></td>
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<tr>
<td>Total: 20 points</td>
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VI. Alternative Assessments for Two Students:

1. **My student, Melinda Gordon, has severe ADD.** Although she is taking medication, she cannot stay stationary for more than half an hour. Since the students will be taking the entire period to complete this exam, Melinda will be sent up to her tutor for the period and allowed to work on her alternative task for this exam.

   Melinda will be doing an alternative assessment to gain her 100 points. She will be using essay #1 from the actual exam (create a timeline starting from chapter 1 and ending with chapter 5, including the trials and tribulations Pinocchio has experienced) but taking it a step further. She will be creating a timeline of the events from chapters 1 through 5, but instead of doing it in a box on the exam, she will be creating a life-size timeline using poster boards. She will have to color it and either type the text or hand write it very neatly. She will have to present it to the class when she is done. Her evaluation will be broken down as follows:

   - **Timeliness** – Turned in within 2 days .......... 10 points
   - **Size** – At least 2 poster boards used .......... 10 points
   - **Neatness** – Either typed or neatly written .... 10 points
   - **Color** – The timeline is colored ............... 10 points
   - **Grammar** – All text is correct ............... 20 points
   - **Presentation** -
     - Pronunciation ................................... 20 points
     - Preparation evident ............................ 10 points
     - Enthusiasm ..................................... 10 points

2. **Another one of my students, GianCarlo Sebastiano, is mainstreamed into my classroom.** He suffers mildly from Down Syndrome. During regular lessons, Gianni has a tutor who helps him complete his readings, however, during examinations, he is offered more visual and creative alternatives. Gianni has trouble reading and writing, but his drawing and artistic skills are very high.

   Gianni will be doing an alternative assessment to receive his 100 points. He will choose at least one scene from each of the 5 chapters to draw out and put into a summary book. His illustrations will be colored / painted and done on paper bigger than 8.5 x 11. Once completed and put together into a book, he will present it to the class, saying three sentences about each illustration. Gianni will present at least one sentence in Italian and if need be, he can revert to English to provide the rest of the sentences. His evaluation will be as follows:

   - **Timeliness** – Turned in within 2 days ........ 10 points
   - **Size** – Bigger than 8.5 x 11 ..................... 10 points
   - **Complete** – At least 5 illustrations .......... 10 points
   - **Color** – The book is colored or painted .... 10 points
   - **Grammar** – All text is correct ............ 20 points
   - **Presentation** -
     - Pronunciation ................................. 15 points
     - Preparation evident ......................... 10 points
     - Enthusiasm .................................. 05 points
     - At least 1 Italian sentence ................. 10 points