

Level II, Spanish

Targeted Elements [Interpersonal]

- MLII.IP1D Give descriptions
- MLII.IP2A Initiate, participate in, and close an oral or written exchange

Description of Task

Since most of your mother's family is Cuban-American, they are hosting a family reunion in Miami. Not wanting to spend all your time with the "old folks," you persuaded your mom to let you and your cousins hang out in South Beach, but only if you promised to show up for the big family dinner.

On the way to the dinner, the taxi you are taking breaks down and causes you to be late arriving at the restaurant in Little Havana. When you finally get there, the restaurant is super crowded, and your family is nowhere to be seen. Tell the hostess that you are late and are looking for your family. You will probably need to tell the hostess how many are in the dinner party and describe a couple of people to help her know where you should go in all this crowd!

Teacher Notes

The teacher plays the host/hostess.

Scoring Guide

See below.

Novice-Mid Interpersonal Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
Is the student understood? (Comprehensibility)	The student is understood without difficulty.	The student is understood with occasional difficulty.	The student is understood only with much difficulty.
Does the student understand? (Comprehension)	The student understands without difficulty.	The student understands but sometimes needs repetition or restatement.	Most of the time the student does not understand.
How well does the student use the language? (Vocabulary Use & Language Control)	<p>The student uses simple sentences that may contain occasional errors, but they do not hamper communication.</p> <p>The student attempts to create with language.</p> <p>The student recognizes and uses appropriate vocabulary with ease.</p>	<p>The student uses mostly words, phrases and an occasional sentence. Errors may be present but do not hamper communication.</p> <p>The student recognizes and mostly uses appropriate vocabulary.</p>	<p>The student communicates mostly at the word level. Errors interfere with communication.</p> <p>The student has difficulty recognizing and using appropriate vocabulary.</p>
How well can the student keep the conversation going? (Communication Strategies)	The student can creatively express confusion and/or the need for repetition or clarification.	<p>The student uses memorized chunks of language to:</p> <ul style="list-style-type: none"> -Ask for repetition -State lack of understanding 	The student cannot keep the conversation going.

Adapted from rubrics used by the Consortium for Assessing Performance Standards, a USDE Foreign Language Assistance Program grant to the East Brunswick (NJ) Public Schools, Edison Township (NJ) Public Schools, West Orange (NJ) Public Schools and the West Windsor-Plainsboro (NJ) Public Schools [more information available at <http://flenj.org/CAPS/?page=parent>].