

Level II, Spanish

Targeted Elements [Interpersonal Mode]

- MLII.IP1D Give descriptions
- MLII.IP2D Demonstrates Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics

Description of Task

It is the first day of school, and you are in your Spanish II class. You are excited because you have the same teacher you had last year. She is asking everyone in Spanish about their summer vacation. Knowing that she loves shopping as much as you do, you decide to tell her about some of the fantastic items you have that you bought while you were on vacation in Florida. Tell her as much as you can about as many items as you can. Take a few minutes to think about what you want to talk about before you start talking to your teacher.

Teacher Notes

This task could be made Presentational, and students could record their descriptions on voice recorders or in the lab.

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> <p style="padding-left: 20px;">-Ask for repetition-</p> <p style="padding-left: 20px;">State lack of understanding</p>	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>].