

Level I, Spanish

Targeted Elements

[Interpersonal Mode]

- MLI.IP1A Use basic greetings, farewells, and expressions of courtesy
- MLI.IP2A Initiate, participate in, and close a brief exchange
- MLI.IP2C Demonstrate Novice-Mid proficiency in oral and written exchanges

Description of Task

You and your family have made a trip to visit relatives in San Juan, Puerto Rico and to attend the *quinceañera* of your cousin. As usual your brother has dragged his heels about getting the special clothes he needs. Now his back is against the wall because he is needed to help his uncle with some party preparations and he still needs to order his tux (boys traditionally wear black tuxedo, white shirt, red tie and black shoes). Because you are good-hearted, you offer to help your brother out by calling a shop and placing his order for him. Call the store and have a conversation with the clerk being sure to:

- greet the store clerk;
- state your name and your brother's name;
- tell what clothing items and colors you need;
- give sizes for your brother; and
- close the conversation with an appropriate farewell.

Teacher Notes

The “Quinceañera” is an elaborate 15th birthday party celebrated by females in many Latin American countries. The teacher will play the role of the store clerk.

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>].