

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

The new school year has begun, and as you enter your school you are surprised to see your friend Lara. She was a Spanish exchange student who spent last year at your school and has returned for a visit. You're in a hurry to get to homeroom, but you really want to take a minute or two to say hello and see how things are going. Chat with Lara by

- saying hello;
- asking her how she is;
- asking how long she will be visiting;
- asking where she is staying;
- asking if she would like to get together to do something;
- saying goodbye because you have to get to class;
- responding, of course, to Lara's questions of you.

Teacher Notes

Students should be placed in pairs. One can play the role of Lara and the other student can be the surprised student.

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>].