

## 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>
<b>Is the student understood?</b> (Comprehensibility)	The student is understood without difficulty.	The student is understood with occasional difficulty.	The student is understood only with much difficulty.
<b>Does the student understand?</b> (Comprehension)	The student understands without difficulty.	The student understands but sometimes needs repetition or restatement.	Most of the time the student does not understand.
<b>How well does the student use the language?</b>  (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>
<b>How well can the student keep the conversation going?</b> (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"> <li>-Ask for repetition</li> <li>-State lack of understanding</li> </ul>	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>].