

Level I, Spanish

Targeted Elements [Interpersonal Mode]

- MLI.IP1B Express like/dislike, emotions, and agreement/disagreement
- MLI.IP1G Ask questions and provide responses based on suggested topics
- MLI.IP2A Initiate, participate in, and close a brief exchange

Description of Task

One day while you are on your two-week exchange program in Lima, Perú, you and some of your classmates head to a café for a quick lunch between classes. It is really crowded today, but you manage to find one free table. Just as you're deciding what to order, two other teenagers, whom you do not know, ask if they can sit in the other two vacant chairs. Of course, you say, "yes." Not wanting the situation to feel awkward, you strike up a conversation with them by asking:

- Names, ages and where they are from;
- Which school they attend;
- What subjects they take in school;
- Some opinions about their classes.

Teacher Notes

Students will work in groups of four to simulate the café environment.

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>].