

## Level I, Spanish

### Targeted Elements [Interpretive Mode]

- MLI.INT1A Identify the main ideas and some details when reading and listening
- MLI.INT1C Understand simple instructions
- MLI.INT1D Demonstrate Novice-Mid proficiency in listening, viewing and reading comprehension

### Description of Task

Congratulations! You've won a scholarship to a summer immersion camp in San José, Costa Rica for high school students. The students selected to participate have been chosen from all over the country and will be arriving at different times and at different gates of the airport. Because of the confusing tangle of schedules, the program coordinators have instructed you to check your cell phone voicemail when you arrive to find out where to meet your assigned contact person. Listen to the message and then answer the following questions about the voicemail.

1. Is the person meeting you a man or a woman?
2. Will the person meet you at the information desk, the bus stop or the taxi stand?
3. Is the person short, medium or tall?
4. What color is your contact's hair?
5. What color are the person's pants?
6. What color shirt is the person wearing?
7. Is the person wearing something else? If so, what?

### Teacher Notes

You might consider making a recording of the passage below and even having a language speaker other than yourself make the recording. A suggested strategy for this task might be the following:

1. After reading the task, students see the questions.
2. Then students listen to the recording without writing any answers.
3. Students hear the recording a second time and answer what they can.
4. The recording is played a 3<sup>rd</sup> time to allow students to fill in any gaps in their understanding.

Script for voicemail message below.

*“Hola. Me llamo Antonio y trabajo con la Universidad Nacional y su programa de intercambio. Dr. Sandoval me mandó para ayudarte y llevarte a encontrar tu familia. Te espero en el kiosko de información (o punto de partida de autobuses o el puesto de taxi) que está a la derecha al salir de la aduana. Soy bastante alto y tengo pelo moreno. Llevo pantalones negros, una camisa azul y también una chaqueta negra de cuero. Me alegro mucho encontrarte. Hasta pronto.”*

### **Scoring Guide**

See below.

## Novice-Mid Interpretive Rubric

|   | <i>Exceeds Expectations</i>  | <i>Meets Expectations</i>  | <i>Does Not Meet Expectations</i>   |
|---|--|--|---|
| <p><b>Does the student understand what he hears or reads?</b><br/>(Comprehension)</p>   | The answers are relevant and accurate and show that the student understands what is heard or read.   | Most of the answers are relevant and accurate and show that, for the most part, the student understands what is heard or read. | The answers are irrelevant and/or inaccurate and show that the student really doesn't understand what is heard or read. |
| <p><b>What strategies does the student use to help in understanding what is heard or read?</b><br/>(Communication Strategies)</p> | The student accurately identifies vocabulary words that have already been taught and can figure out new words based on the context of what is heard or read. | The student accurately identifies most vocabulary words that have already been taught  | The student cannot accurately identify many vocabulary words that have already been taught                              |
| <p><b>Can the student identify the main idea?</b></p>   | The student can identify the main idea   |  | The student cannot identify the main idea   |
| <p><b>If there is a message beyond the literal one, can the student understand it?</b><br/>(Interpretation)</p>                   | They can sometimes successfully interpret between the lines when necessary   | The student attempts to interpret between the lines when necessary   | They cannot interpret between the lines.  |

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>]