

## Level II, Spanish

### Targeted Elements [Interpersonal Mode]

- MLII.IP1B Express feelings and emotions
- MLII.IP1E Give and follow directions and instructions
- MLII.IP2A Initiate, participate in, and close an oral or written exchange
- MLII.IP2D Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics

### Description of Task

Last week, you became a young aunt/uncle. Lilita, your sister, spent her entire pregnancy worrying about pollution and earth contamination and their effects on her baby. Now that baby Elena has arrived you and your sister, wanting to help the environment, have turned into recycle fanatics. You want to preserve the earth for Elena and the generations that will follow her. Talking with your friends (classmates), think of as many ways as you can to help fight pollution and then be ready to share your ideas with the class.

### Teacher Note

The students will divide into groups of four to discuss their ideas before sharing with the class.

### 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><br>(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><br>(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><br><br>(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><br>(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>].