

## Level II, Spanish

### Targeted Elements [Interpersonal Mode]

- MLII.IP2A Initiate, participate in, and close an oral or written exchange
- MLII.IP1D Give descriptions
- MLII.IP1B Express feelings and emotions
- 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

After touring around in Buenos Aires for a few days, you decide to get out of the city and explore some other nearby sights so you rented a car and took a day trip. You were so excited about sightseeing that you lost track of time and are now very tired and not sure you can safely make it back to the city without falling asleep. You see a sign that says Hacienda Mi Rancho. You take a room and, once you see it, you realize that this is the most impressive/unimpressive room you have ever stayed in. Call your best friend and describe the room, bathroom and amenities (or lack thereof).

### 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)	The student uses simple sentences that may contain occasional errors, but they do not hamper communication. The student attempts to create with language. The student recognizes and uses appropriate vocabulary with ease.	The student uses mostly words, phrases and an occasional sentence. Errors may be present but do not hamper communication. The student recognizes and mostly uses appropriate vocabulary.	The student communicates mostly at the word level. Errors interfere with communication. The student has difficulty recognizing and using appropriate vocabulary.
<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.	The student uses memorized chunks of language to: -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>].