

## Level II, Spanish

### Targeted Elements

- MLII.INT1B
- MLII.INT1A
- MLII.INT1C

### [Interpretive Mode]

Interpret culturally authentic materials and information  
Identify main ideas and essential details when reading and listening  
Comprehend and follow oral and written instructions

### Description of Task

You and your family are taking several weeks of vacation in traveling in Latin America and are now spending some time in Colombia. You decide to escape from Bogotá for a day and take a bus excursion to see the Caqueta tropical rain forest with its exotic birds, monkeys and other animals living in their natural environment. The six-hour trip begins early in the morning.

After two hours on the road, you are in the heart of the tropical forest. It is hot and very rainy. The route is muddy and filled with holes and bumps. Suddenly, the bus is stopped at a military checkpoint by soldiers in combat gear carrying machine guns. A soldier boards the bus and reads an announcement from a paper, copies of which he distributes to all the passengers. The paper says:

#### *Advertencia*

*Les informamos que ustedes están entrando en una zona muy peligrosa con alto riesgo de ser atacados por la guerrilla comunista de Colombia. Hace una hora fue atacada una excursión y todos los ciudadanos de los Estados Unidos que estaban en el bus fueron secuestrados. Los turistas de otros países no corren ningún riesgo y si desean, puedan continuar con la excursión. Si usted es de los Estados Unidos, o no desea continuar con la excursión, favor de bajarse del bus en seguida para regresar al hotel en un bus que llegara en media hora.*

Since you have studied Spanish, it is up to you to explain to your family what the paper says by answering these questions:

1. What is the paper warning about?
2. Does it represent any immediate risk to you and your family?
3. Do you have to take any action now? If so, what action?
4. Do you have more than one action to choose?

### Teacher Notes

Students should respond in English to illustrate their comprehension of the text.

### Scoring Guide

See below.

## Novice-Mid Interpretive Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p style="text-align: center;"><b>Does the student understand what he hears or reads?</b></p> <p style="text-align: center;">(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 style="text-align: center;"><b>What strategies does the student use to help in understanding what is heard or read?</b></p> <p style="text-align: center;">(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 style="text-align: center;"><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 style="text-align: center;"><b>If there is a message beyond the literal one, can the student understand it?</b></p> <p style="text-align: center;">(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>].