

Level III, Spanish

Targeted Elements [Interpretive Mode]

- MLIII.INT1A Identify main ideas and supporting details from a variety of sources
- MLIII.INT1E Understand simple connected discourse
- MLIII.INT1F Demonstrate Novice-High to Intermediate-Low proficiency in listening, viewing, and reading comprehension

Description of Task

You and your family are traveling across Panama on a bus. At some point, the bus stops and the driver uses the microphone to make the following announcement:

Señores pasajeros, nos vemos en la penosa necesidad de detener el bus en este lugar, ya que hemos recibido noticias no confirmadas, que en un punto adelante en esta carretera, los guerrilleros de las Fuerzas Revolucionarias de Colombia, han montado un punto de retención y están secuestrando algunos de los pasajeros de nacionalidad extranjera. Hemos parado el bus para que aquellas personas extranjeras que deseen bajarse del bus en este punto, sean llevadas de regreso en otro vehículo que llegará en pocos minutos.

Your parents are alarmed because they can tell by the reaction of the other passengers that it was an extremely unsettling announcement. You are the only one in your family to have studied Spanish in school. As your parents turn to you with quizzical expressions, you inform them what was said, being sure that they know the following:

- What news was received;
- Where the guerrillas are;
- What group the guerrillas belong to;
- Who they are kidnapping;
- Why they stopped the bus;
- How and when foreign passengers can return.

Teacher Notes

Since this is an announcement, the teacher may choose to pre-record the passage or read it aloud. If you have a student from Panama who might find this passage offensive, you can change the location and the terrorist group.

Scoring Guide

See below.

Intermediate-Low Interpretive Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<i>Can the student identify the main idea?</i>	Identifies the main idea(s) of the passage.		Does not identify the main idea(s) of the passage.
<i>Can the student understand supporting details?</i>	Understands most supporting details.	Understands some supporting details.	Understands a few supporting details.
<i>Can the student derive meaning?</i>	<p>Understands meaning of all cognates</p> <p>Derives meaning of a many new words from context.</p> <p>Infers the author's intent.</p> <p>Answers demonstrate some cultural awareness.</p>	<p>Understands meaning of most cognates</p> <p>Derives meaning of a few new words from context.</p> <p>May partially infer the author's intent.</p> <p>Answers demonstrate little cultural awareness.</p>	<p>Understands meaning of some cognates</p> <p>Does not derive meaning of new words from context.</p> <p>Does not infer the author's intent.</p> <p>Answers do not demonstrate cultural awareness.</p>

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>].