

Level III, Spanish

Targeted Elements [Presentational Mode]

- MLIII.P1C Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate
- MLIII.P1D Begin to prepare presentations in the past and future
- MLIII.P1E Demonstrate Novice-High to Intermediate-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics

Description of Task

You are applying for a Rotary Club scholarship to be an exchange student next school year. As part of the application process, and to ensure that you have adequate Spanish language background, the Rotarians require that you write an essay in Spanish.

Include the following information in your essay:

- Your interests;
- Your abilities/skills;
- Why you enjoy studying Spanish;
- How you will use your Spanish the future.

Scoring Guide

See below.

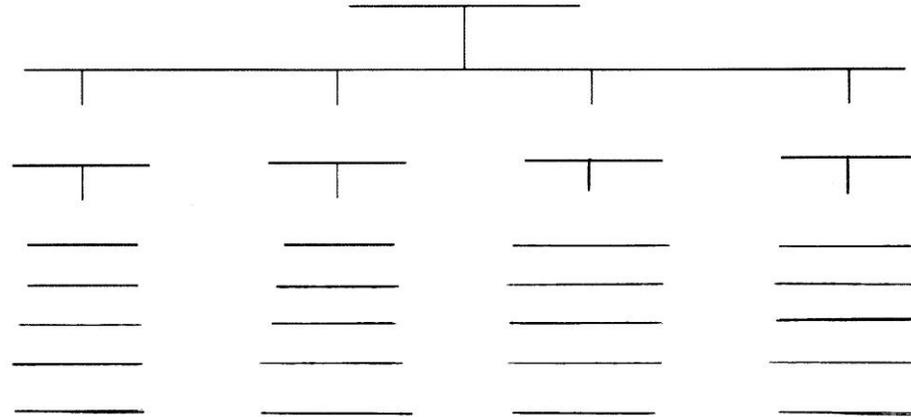
Intermediate-Low Presentational Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does not meet Expectations</i>
<p><i>How well does the student communicate?</i></p> <p>(Text Type and Language Control)</p>	Creates with language (does not rely on memorized chunks); connects simple sentences to create longer sentences; uses strings of sentences; makes few errors	Creates with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences; may make occasional errors.	Uses memorized phrases and/or simple sentences (which may appear more like memorized chunks); accuracy is high with memorized materials but decreases with created sentences
<p><i>What kind of vocabulary does the student use?</i></p> <p>(Vocabulary Use)</p>	Uses a wide range of vocabulary appropriate to the topic.	Uses a range of vocabulary that accomplishes the task; occasionally may use the wrong word or expression.	Uses basic vocabulary and may “foreign-ize” English vocabulary when unable to find appropriate target language vocabulary.
<p><i>How well is the student understood?</i></p> <p>(Comprehensibility)</p>	Generally understood by those unaccustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.	Understood with occasional difficulty by those accustomed to the speaking/writing of language learners.
<p><i>How well does the student capture and maintain the audience’s attention?</i></p> <p>(Impact)</p>	Consistently uses phrases/images/content to maintain the attention of the audience.	Sometimes uses phrases/images/content to maintain the attention of the audience.	Uses mostly gestures or visuals to maintain audience’s attention; vocabulary conveys very basic information.
<p><i>How organized and flowing is the presentation?</i></p> <p>(Communication Strategies)</p>	Presentation is organized in a logical manner; speaking/writing exhibit an uninterrupted flow.	Presentation is organized in a logical manner; despite preparation, some pauses may disrupt flow of oral presentation.	Little attention is paid to organization of presentation; there is no easy flow of communication; student focus is primarily on completion of the task.
<p><i>How well does the student demonstrate cultural understanding?</i></p> <p>(Cultural Awareness)</p>	Generally demonstrates awareness of cultural appropriateness (use of register, gestures, expressions).	Occasionally demonstrates awareness of cultural appropriateness (use of register, gestures, expressions)	Does not demonstrate an awareness of cultural appropriateness (use of register, gestures, expressions).

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>]

Tree Map

Name _____



Tree Map for Classifying and Grouping Main Idea, Supporting Ideas, and Details