

## Level I, Spanish

### Targeted Elements [Interpersonal Mode]

- MLI.IP1G Ask questions and provide responses based on suggested topics
- MLI.IP2A Initiate, participate in, and close a brief exchange

### Description of Task

While you are taking a city tour of Mexico City with other members of the Spanish Club, you become separated from your tour group. You see a police officer and ask for help. He speaks no English but, seeing your distress, he walks you to the police station which is just across the square. He needs to get basic information from you so he can radio other officers about your situation. He asks you:

- Your name;
- Your age and date of birth;
- Where you were/are going;
- Where you were/are coming from;
- How many people are in your group;
- What is the name of your hotel or youth hostel;
- Where and what time you last saw your group.

### Teacher notes

The teacher or a classmate may play the role of the questioning police officer. If the teacher is working on a unit about a particular city, he may use vocabulary from that unit. He may want to assign each student a place where they last saw their group- el Museo Azteca, la Plaza Mayor, la Plaza de Toros, etc. He might also want to give each student a different hotel or hostel name for variation. Questions asked would include: ¿Cómo te llamas?; ¿Cuántos años tienes?; ¿Cuál es la fecha de tu nacimiento?; ¿De dónde vienes?; ¿Para dónde vas?; Cuántas personas hay en tu grupo?; ¿Cómo se llama el hotel?; and ¿A qué hora te perdiste del grupo?

### 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)	<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> (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>].