

## Level I, Spanish

### Targeted Elements [Presentational Mode]

- MLI.IP1B Express likes/dislikes, emotions, and agreement/disagreement
- MLI.IP1E Give simple descriptions
- MLI.P1B Give basic information about self and others using suggested topics
- MLI.P1C Demonstrate Novice-Mid proficiency in oral and written presentations

### Description of Task

You have had a very bad week with your family. Your parents embarrassed you in front of your friends; your little brother dropped your cell phone in the toilet; and your sister cut your hair while you were sleeping. It just so happens that your homework for Spanish class is to write a description of your family. Describing your own family is the last thing that you want to do today. So, you decide to describe the family of your dreams instead.

You will want to include the following information in your description:

- Names of family members;
- Ages;
- Physical descriptions;
- Likes and dislikes;
- Favorite Activities;
- Descriptions of personality.

### Teacher Note

This could also be used as an oral activity if the instructions read: “It just so happens that your homework tonight is to prepare to speak about a family in class tomorrow.” The rubric would also need to be changed to Presentational Speaking for Novice-Mid.

### Scoring Guide

See below.

### Novice-Mid Presentational Rubric: Writing

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<b>Is the writing understandable?</b>  (Comprehensibility)	The reader understands without difficulty.	The reader understands with only occasional difficulty.	The reader does not clearly understand.
<b>How well does the student use the language?</b>  (Language Control & Vocabulary Use)	The student is mostly correct when producing simple sentences but makes errors when attempting to be more creative with the language.  Writing is rich in appropriate vocabulary.	The student is mostly correct with memorized language.  Vocabulary is appropriate and adequate to express basic information.	The student is correct only at the word level.  Vocabulary is limited and/or repetitive.
<b>How well does the student capture and maintain the audience's attention?</b>  (Impact)	Writing is engaging and shows effort to appeal to the audience's interest.	The student makes some effort to write in an interesting fashion.	The student makes no effort to maintain reader's attention.
<b>How well does the student organize the presentation?</b>  (Communication Strategies)	Writing has a beginning, middle, and end.  Main ideas are supported with examples.	Writing has a beginning, middle, and end.	The student presents information randomly.

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>].