

Level III Spanish

Targeted Elements [Interpersonal Mode]

- MLIII.IP2B Begin to participate in oral and written activities reflecting the future and past
- MLIII.IP2C Exchange information through conversations, notes, letters, or e-mail on familiar topics
- MLIII.IP2F Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics

Description of Task

You have decided to study for a semester abroad in Salamanca, Spain. On your first day there, the Program Director has planned an “icebreaker” activity for you to get to know the other students in your group, many of whom have arrived from other American universities. The Director has taken the personal information from your applications and the questionnaire you filled out to make a “scavenger hunt.” You must find out who in your group has done the activities on your sheet.

Teacher Notes

The example (last page of this document) is shown for illustration purposes so the teacher will need to adjust the activities listed in the scavenger hunt to meet the need of his/her class/students.

Scoring Guide

See below.

Intermediate-Low Interpersonal Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<i>How well does the student communicate?</i> (Text Type)	Creates with language (does not rely on memorized chunks); connects simple sentences to create longer sentences; uses strings of sentences.	Creates with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences.	Uses memorized phrases and/or simple sentences (which may appear more like memorized chunks).
<i>How well is the student?</i> (Comprehensibility)	Is consistently and easily understood.	Is generally understood.	Is sometimes difficult to understand.
<i>How well does the student understand?</i> (Comprehension)	Conversation is logical and on topic.	Conversation is generally logical and on topic.	Conversation is occasionally illogical but is on topic.
<i>What kind of vocabulary does the student use?</i> (Language Use and Vocabulary)	Uses a wide range of vocabulary appropriate to the topic; may occasionally grope for vocabulary.	Uses a range of vocabulary that accomplishes the task. However, occasionally may be unable to find the appropriate vocabulary.	Uses basic vocabulary and may resort to English when unable to communicate the message.
<i>How well does the student keep the conversation going?</i> (Communication Strategies)	Asks and answers simple questions to maintain the conversation and to clarify meaning. At times, may paraphrase to clarify meaning.	Maintains a simple conversation by responding to questions, asking some simple questions, and may be able to ask for clarification.	Responds to basic, direct questions but may have difficulty asking questions.
<i>How well do I demonstrate cultural understanding?</i> (Cultural Awareness)	Generally demonstrates awareness of cultural appropriateness (use of register, greetings, leave-takings).	Occasionally demonstrates awareness of cultural appropriateness (use of register, greetings, leave-takings)	Does not demonstrate an awareness of cultural appropriateness (use of register, greetings, leave-takings).

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>].

Nombre _____

Pdo. _____

¿Quién ha hecho esto? Abajo tienes una cuadrícula con una actividad indicada en cada cuadrado. Pregúntales a tus compañeros si han hecho estas actividades alguna vez. Cada vez que recibas la respuesta afirmativa, pídele a esa persona que firme en el cuadrado apropiado. ¡Ten cuidado! ¡No hables inglés!

EJEMPLO: Tú - ¿**Has** estado en la Casa Blanca una vez?
 El/Ella - Sí, **he** estado en la Casa Blanca
 - No, no **he** estado en la Casa Blanca nunca.

Haber estado en la Casa Blanca en Washington, DC.	Haber ido en tren a Virginia.	Haber ganado \$40 (cuarenta) dólares en la lotería.
Haber comido piernas de rana (frogs' legs).	Haber encontrado a Payton Manning.	Haber comprado un Nissan Altima.
Haber vivido en el estado de Arkansas.	Haber viajado a Inglaterra (England).	Haber trabajado en Wendy's.
Haber ido a Atlanta para ver Green Day.	Haber publicado un poema.	Haberse roto la nariz.
Haber cantado solo(a) en frente de un grupo.	No haber bebido champán.	No haber abierto una cuenta de banco.