

**STAGE III:
MODEL ASSESSMENTS
FOR SPANISH
GRADES 9-12**

Communication

Expectation #1: Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

Benchmark: Develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures through group work.

Stage III (9-12)

Mode(s) of Communication: Interpersonal (speaking)

Description: Provide students with an opportunity to research unemployment issues in a Spanish-speaking country at the library or on the Internet. Divide the students into groups of four. Students will exchange ideas and information, generating their own solutions to the unemployment issue.

Prompt: Los estudiantes en tu escuela están investigando varios temas sociales, incluyendo el problema del desempleo. En tu clase de español estás investigando el problema del desempleo en México (o en otro país hispanohablante). Vas a compartir su información en una discusión con tres otros estudiantes en tu clase. Preparen una discusión de 5 minutos en el cual Uds. desarrollan sus ideas sobre el tema, comparten información, y discuten unas soluciones al problema.

Grading: Use the holistic speaking rubric.

Communication

Expectation #2: Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target languages.

Benchmark: Demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that being studied in another class.

Stage III (9-12)

Mode(s) of Communication: Interpretive (reading or listening); Interpersonal (speaking)

Description: Present recorded, videotaped, and printed information such as the material found in *El Espejo Enterrado* by Carlos Fuentes on the discovery of the Americas by Christopher Columbus, and whether it is viewed as a fortunate or unfortunate event. Divide the class into groups of four to five students who present both positive and negative arguments.

Prompt: Alguna gente piensa que el descubrimiento de las Américas fue un evento feliz y otros creen que fue un evento desgraciado. Según las instrucciones de su profesor(a), preparen materia para apoyar su punto de vista en favor o en contra del tema propuesto. Estén listos para presentar su opinión en forma de debate.

Grading: Use the holistic listening or reading rubric. Use the holistic speaking rubric.

Communication

Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Prepare a research-based analysis of a current event from the perspective of both the United States and the target culture(s).

Stage III (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Make sure the students have the time and the opportunity to do research in the library or on the Internet on the subject of environmental issues in Latin American countries and in the United States. Students will write a two-page, double-spaced report in which they analyze a specific environmental problem from the perspective of Latin America and the United States. Two or three students may be assigned the same country. Students are encouraged to use charts and graphs and other visuals to enhance their report.

Prompt: Es ecologista que se dedica a la protección del ambiente. Como ecologista tiene responsabilidad de publicar información sobre los daños ecológicos a causa de la modernización y su efecto sobre la naturaleza y el ambiente. El director de la revista, "Eco-Sistema" quiere que prepare un artículo que será publicado en la próxima edición de la revista. Tiene que escribir un reportaje analítico de los problemas del pasado como el accidente del barco Valdes, el derrame del petróleo cerca de las Islas Galápagos o la destrucción de la selva tropical en Costa Rica. Para clarificar su reportaje, incluya carteles, fotos, o visuales.

Grading: Use the holistic writing rubric.

Comparisons and Cultures

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare them with their own.

Benchmark: Identify and analyze cultural perspectives as reflected in a variety of literary genres.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Provide students with poems, songs, and/or short stories that deal with the theme of death as portrayed in Spanish culture. In groups of four, students will read, analyze, and report on how the theme of death is treated in a particular song, poem and/or short story. Each person will be responsible for providing a specific piece of information, such as a summary of the text, how the theme of death is treated in the text, and how the treatment of death in Spanish culture compares to its treatment in U.S. culture. For example, students listen to a recording in Spanish of the song "Circle of Life" from the *The Lion King*. Then they should discuss how the lyrics represent the theme of death as a continuation of the life cycle and show how this concept relates to the celebration of "el día de los muertos."

Prompt: Es el día 31 de octubre, el día de Halloween en los Estados Unidos. Su clase ha decidido celebrar esta fiesta con una discusión sobre el tema de la muerte. En grupos de 4, escojan un poema, canción, o cuento sobre el tema de la muerte. Analicen el tema de la muerte y den un reportaje de 2-3 minutos sobre el tratamiento por el autor del tema de la muerte. Cada persona en el grupo es responsable por una parte específica de la presentación. Por ejemplo, una persona da el resumen del texto. Otra persona dirá como el tema de la muerte es representado en el texto. Otra persona compara el tema de la muerte. Otra persona puede tomar la identidad de la muerte.

Grading: Use the oral presentation rubric.

Comparisons and Cultures

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Identify the relationships among the products, practices, and perspectives of the cultures studied and compare them with their own.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students watch a video and read articles that deal with the role of men and women in Latin America and with the concept of “machismo”. In groups of four, students will write original skits that reflect either Latin American or North American views on family and the role of men and women in society. All students must contribute significantly to the presentation.

Prompt: Tu clase de español va a participar en una producción del "teatro campesino." El "teatro campesino" son producciones que tienen como tema central asuntos de la familia. Por ejemplo, la crianza de los niños, los papeles de los padres, los quehaceres del hogar, las responsabilidades de los jóvenes, etc. En grupos de 4 creen presentaciones en la cual dos personas representan los perspectivas de una familia hispana y dos personas representan los perspectivas de una familia norteamericana.

Grading: Use the holistic speaking rubric.

Comparisons and Cultures

Expectation #7: Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

Benchmark: Experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the fine arts.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Give the students the opportunity to research the Mexican muralist movement and its proponents such as Orozco, Siquieros, and Rivera, and the historical, social and political background for their lives and works. Students can conduct research at the library, on the Internet, or in class if you have appropriate materials. Students will choose one artist and give a presentation in which they discuss the artist's biography, his/her historical, social and political background, and at least two of his/her most famous works.

Prompt: Dé un reportaje sobre un muralista mexicano en el que discute la biografía del artista, el fondo histórico-social y político que dio luz a la obra artística. En su presentación, muestre y discuta por lo menos dos de las obras más destacadas del artista.

Grading: Use the oral presentation rubric.

Comparisons and Cultures

Expectation #8: Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.

Benchmark: Identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore their impact on their own culture.

Stage III (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Give students the opportunity to research the history and the impact of the PRI political party in Mexico on the lives of the Mexican people and culture. Students will write a two- to three-page, double-spaced report on the topic, using illustrations and charts/graphs where appropriate.

Prompt: Escriba un papel de 2-3 páginas a doble espacio sobre la historia del partido político mexicano del PRI, y el impacto que sus largos años de dominio han tenido sobre la vida y la cultura del pueblo mexicano.

Grading: Use the holistic writing rubric.

Comparisons and Cultures

Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to the others.

Stage III (9-12)

Mode(s) of Communication: Interpretive (reading); Interpersonal (writing)

Description: Provide a personal letter that contains several proverbs or sayings as well as a compilation of additional proverbs. Review the meanings of the proverbs by finding a corresponding proverb in English. Have the students write a group letter in which they use several proverbs to convey a variety of themes such as being prompt, using common sense, and making judgments.

Prompt: Acabas de recibir una carta de tu amigo en España. Contesta la carta en la cual utiliza por los menos tres proverbios.

Grading: Have students list proverbs and sayings from the letter and award points for the literal meaning. Use the holistic writing rubric for the letter. Award weight to the three proverbs.

Comparisons and Cultures

Expectation #10: For students of modern languages, interact in culturally appropriate ways with speakers of the target language.

Benchmark: Interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using appropriate verbal and nonverbal cues.

Stage III (9-12)

Mode(s) of Communication: Interpersonal (speaking)

Description: Brainstorm with students about expectations of exchange programs and what is involved with living in the home of a family from the target culture (e.g. meal times, table manners, use of the telephone, going out in the evening, etc.) In groups of four, students will create a skit that reflects an occurrence that could take place during a typical day with a host family and would involve interaction with peers and adults.

Prompt: Utilizando gestos y lenguaje apropiados, crea una situación que refleja sus interacciones diarias con jóvenes y adultos que viven en su casa en el país hispanico en la cual Vd. vive. Utiliza las ideas presentadas en la discusión de clase.

Grading: Use the holistic speaking rubric. Add criteria for cultural appropriateness.

Connections and Communities

Expectation #11: Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

Benchmark: Use a variety of authentic texts intended for speakers of the target language to prepare reports on topics of personal interest, or on topics with which they have limited previous experience.

Stage III (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Brainstorm with students about a list of topics in which they are interested (e.g. sports, foods, travel, fashion, hobbies, etc.) Students can do research on a particular topic in the library, on the Internet, or using authentic resources in the classroom. Then each student will create a page that will go into a classroom book on the topic.

Prompt: Su clase va a mandar un libro a un grupo de estudiantes en España para presentarse a los estudiantes españoles. Tú vas a escribir una página del libro presentándote incluyendo informes sobre tus gustos e intereses.

Grading: Use the holistic writing rubric.

Connections and Communities

Expectation #12: Use the target language to acquire information in other disciplines.

Benchmark: Use a variety of sources (music, the Internet, films, and literature) intended for speakers of the target language to obtain information and perspectives that are unavailable in English-language texts and compare those perspectives with those in English-language texts.

Stage III (9-12)

Mode(s) of Communication: Presentational (writing)

Description: This assessment requires students to gather and use information about the U.S. that has a distinctly non-North American perspective. Students will utilize the Internet to gain access to Cuban newspaper web sites in order to find out Cuban perspectives on a recent event (presidential election of 2000 in the United States/terrorist). They will then compare the Cuban perspectives to perspectives they find in local newspapers.

Prompt: Usted es un nuevo reportero para un periódico en Columbus, Ohio, que tiene un público latino. Su primera tarea es de escribir un artículo en el cual compara la perspectiva cubana acerca de las recientes elecciones presidenciales en los EE.UU. con la perspectiva estadounidense. Primero, para conseguir una perspectiva cubana, lea el siguiente artículo en el periódico cubano, *Granma*, titulado “La Democracia en Estados Unidos: Gruesas Salpicas de Fango” que se encuentra en el sitio del Internet con la siguiente dirección: www.granma.cubaweb.cu/4ene01/interna/articulo7.html. Luego, haga una búsqueda en cualquier periódico estadounidense, por ejemplo *The Columbus Dispatch*, para encontrar un artículo con tema parecido. Por fin, escriba un artículo para su propio periódico comparando las dos perspectivas. Entregue su artículo al director de su periódico para que lo revise.

Grading: Use the holistic writing rubric.

Connections and Communities

Expectation #13: Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

Benchmark: Hypothesize about the origins of idioms as reflections of culture, citing examples from the languages and cultures being studied and their own.

Stage III (9-12)

Mode(s) of Communication: Presentational (writing)

Description: This assessment requires students to contemplate the meanings and origins of common Spanish *dichos* (sayings), *adivinanzas* (riddles), and *creencias* (beliefs). Additionally, it requires students to collectively create a book of Spanish idiomatic expressions for use by their class as well as other Spanish language students of the same and different proficiency levels. Students will select their idiomatic expressions from a list you have prepared. An example list has been included for reference.

Prompt: Tu profesor(a) de español quiere crear un libro que sus estudiantes pueden utilizar para entender mejor algunas de las expresiones idiomáticas más conocidas en español. Desgraciadamente, tu profesor(a) no tiene tiempo suficiente para realizar esta obra él (la) mismo(a). Para ayudarlo, cada estudiante en la clase debe escoger un dicho, adivinanza, o creencia de la lista que ha sido preparada por el(la) profesor(a). En una hoja de papel, el estudiante debe escribir en español la frase idiomática que ha escogido. Por debajo, debe poner la traducción en inglés de la frase. Luego, el estudiante debe escribir un párrafo en el cual compara la expresión con cualquier dicho- o expresión - en inglés que tiene un significado parecido. Cuando todos los estudiantes en la clase han entregado sus dichos en forma escrita, se pueden compilar para fabricar un libro de expresiones idiomáticas.

Grading: Use the holistic writing rubric.

Some Common Idiomatic Expressions in Spanish

Dichos - Sayings (Examples)

A buen entendedor, pocas palabras bastan.
(“To a good listener, a few words are enough.”)

A cada santo se le llega su función.
(Every saint has his feast day....i.e., “Every dog has his day.”)

A donde va Vicente va toda la gente.
(Where Vicente goes, everybody goes....i.e., “Monkey see, monkey do.”)

A la mejor cocinera se le ahuma la olla.
(Even the best cook can burn the pot....i.e., “Everyone makes mistakes.”)

Al que le duela la muela, que se la saque.
(If your tooth hurts, pull it out....i.e., “It’s up to you to solve your own problems.”)

Al que madruga, Dios le ayuda.
(God will help the one who gets up early....i.e., “The early bird gets the worm”)

Antes de que te cases, mira lo que haces.
(Before you marry, you should look at what you’re doing....i.e., “Look before you leap.”)

Bienes mal adquiridos, a nadie han enriquecido.
(Wealth wrongly acquired has never made anyone rich....i.e., “Cheaters never win.”)

En boca cerrada no entran moscas.
(Flies will not enter a closed mouth....i.e., “Think before you speak.”)

Cada oveja con su pareja.
(Each sheep with his flock....i.e., “To each his own.”)

Caras vemos, pero corazones no sabemos.
(Faces we see, but hearts we don’t know....i.e., “Don’t judge a book by its cover.”)

Con dinero, hasta la mona baila.
(With money, even the monkey dances....i.e., “Money talks.”)

Adivinanzas - Riddles (Examples)

*Blanco salí de mi casa,
y en el campo enverdecí,
para volver a entrar en mi casa,*

I left my house in white,
I turned green in the countryside,
To return to my house,

*de rojo me vestí.
(Respuesta: un chile)
En medio de dos paredes blancos,
estaba una cuenda amarilla,
el que no me lo adivina ahora
No me lo adivina en todo el día.
(Respuesta: un huevo)
Es su madre tartamuda,
y su padre buen cantor,
tiene el vestido blanco,
y amarillo el corazón.
(Respuesta: un huevo)*

I dressed in red.
(Answer: a chile)
There was a yellow bead,
Between two white walls,
Whoever doesn't guess it now,
Won't guess it all day.
(Answer: an egg)
His mother is a stutterer,
And his father a good singer,
He has a white outfit,
And a yellow heart.
(Answer: an egg)

Creencias - Beliefs (Examples)

- *Si tienes calor en el oído, es señal de que alguien está hablando de uno.*
(When your ears burn, it means someone is talking about you.)
- *Cuando una mujer está encinta y entra en una puerta con el pie derecho primero, tendrá un hombrecito.*
(When a pregnant woman walks in the door and steps with her right foot first, she will have a boy.)
- *Nunca pongas los zapatos en la cabecera porque tendrás malas pesadillas.*
(Never put your shoes at the head of your bed because you will have nightmares.)
- *Cuando una señorita está echando tortillas y salen chamuscadas, cuando se case, va a hacer mala nuera.*
(When a young lady is making tortillas and they burn, she will be a bad daughter-in-law when she marries.)
- *Cuando pica una víbora en el sueño, es que te vas a pelear otro día.*
(If you dream that a rattlesnake bites you, it means you are going to have a fight the next day.)
- *Cuando entra atrecendor de flores en la casa, es que va a haber muerte en la casa.*
(When there is an odor of flowers in the house, it means death is near for someone in the family.)

Connections and Communities

Expectation #14: Use the target language to demonstrate an understanding of concepts learned in other disciplines.

Benchmark: Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.

Stage III (9-12)

Mode(s) of Communication: Presentational (speaking, writing)

Description: This assessment requires students to research and defend an environmental issue in Spanish. Students must defend the topic: “preserving the rainforest for the good of humankind.” They must provide both an oral and written defense. The students’ individual arguments will be compiled into a two-part final product consisting of a video with students’ oral arguments and a bound collection of the students’ written arguments that will showcase the class’s ability to advocate an issue about which they feel strongly. You and the class may then collectively decide to submit their work to the proper organization or agency, thus giving their work “real life” value in addition to its value as a classroom assessment.

Prompt: Hace poco, el gobierno peruano anunció su intención de dar permiso a una junta de negocios transnacionales que permitiría la deforestación y desarrollo económico de una área inmensa adentro del bosque tropical en la región amazónica peruana. Su clase, como respuesta a la acción propuesta por el gobierno peruano, ha decidido compilar un video y una colección de cartas en los cuales los estudiantes abogarán por la conservación del bosque amazónico peruano. Para ser efectivos, se sabe que los argumentos orales y escritos deben ser basados en datos científicos y verificables. Como miembro de la clase, prepare usted una presentación oral en la cual abogue por la conservación del bosque amazónico peruano. Su presentación será grabada con una cámara de video y será incluido con las presentaciones de sus compañeros de clase. Luego, escriba una carta de aproximadamente dos páginas en la cual reitere usted sus razones por estar en contra de la deforestación planeada. Recuerde que los argumentos emocionales son menos efectivos que los argumentos que se basan en datos científicos.

Grading: Use the oral presentation rubric to grade the videotaped portion of the assessment. Use the holistic writing rubric to grade the written portion of the assessment. Consider the scientific accuracy of both reports. You may wish to collaborate with a science instructor to ensure the accuracy of the information that is used by the students.

Connections and Communities

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students establish and maintain interpersonal relations with speakers of the target language.

Stage III (9-12)

Mode(s) of Communication: Interpersonal (writing)

Description: This year-long, ongoing assessment requires students to develop and maintain a pen pal or e-mail relationship with a student in a country where the target language is spoken. As students compose letters to their friends abroad, they will first submit them for you to assess. This feedback will allow students to learn from their mistakes and improve their linguistic skills while they are also producing language for “real life” communication. You may choose to have students emphasize particular thematic or grammatical topics that correspond to your work in the language classroom.

Prompt: Aquí es el nombre de un/una estudiante en (*nombre del país*). Desarrolle y mantenga una relación amistosa con este/esta estudiante durante todo el año escolar. Hay que escribirle a él, o a ella, por lo menos una vez cada cuatro o cinco semanas durante todo el año escolar. Antes de mandar cada carta, entréguela a su profesor(a) de español primero para que la revise y haga sugerencias para mejorarla, si sea necesario. Luego, haga una fotocopia (o imprima una copia si está utilizando una computadora) de su carta revisada y mande la carta original de una vez a su nuevo amigo por los medios de correo aéreo o correo electrónico. Guarde las fotocopias de las cartas que ha mandado en su cuaderno de español. Si está utilizando una computadora, guarde una copia de cada carta en el disco blando que usa para la clase de español.

Grading: Use the holistic writing rubric.