

**STAGE II:  
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:** Compare and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.

### Stage II (9-12)

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** Students will interview each other about their future career goals. Based on information obtained during the interview, pairs of students will role play a discussion based on their future professional plans.

**Prompt:** Entreviste a un(a) compañera de clase. Pregúntele acerca de sus esperanzas para el futuro sobre todo lo que quiere ser. Luego, con su compañero (a) hagan Uds. una conversación acerca de sus esperanzas para el futuro.

**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:** Identify the principal characters and comprehend the main ideas and themes in selected literary texts.

### **Stage II (9-12)**

**Mode(s) of Communication:** Interpretive (listening); interpersonal (writing)

**Description:** Make a recording of any short story in Spanish that is appropriate for your students' level. Before playing the tape, review vocabulary with the students. Have them listen to the tape. Students will write a summary in which they identify the principal characters and ideas of the story. They will also add their personal reactions to the story.

**Prompt:** Imagínese que haya conseguido empleo como crítico literario en un periódico grande. Su primera tarea como crítico es escuchar la versión grabada de un cuento nuevo que su jefe le asignó a usted. Luego, escriba un resumen en el cual identifique a los personajes principales y las ideas importantes de la selección. También incluya sus propias opiniones sobre el cuento.

**Grading:** Use the holistic listening rubric and the holistic writing rubric.

## Communication

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

**Benchmark:** Present short plays and skits, recite selected poems and anecdotes, and perform songs in the language studied for an adult audience.

### Stage II (9-12)

**Mode(s) of Communication:** Presentational (speaking)

**Description:** Give students the opportunity to research and learn about the significance of a cultural topic, for example Mexico's *Cinco de Mayo* celebration (some class time can be devoted to research in the library or on the web). Students will work in groups to create a skit using characters and events related to the celebration. They will then video tape their skit (which will be shown to the class) and create a written script (which will be turned in to you).

**Prompt:** Formen grupos de tres o cuatro estudiantes. Creen una presentación en la cual se explican los acontecimientos y se presentan los personajes que desempeñan un papel en una celebración histórica-cultural, por ejemplo el Cinco de Mayo en México. La presentación será en forma grabada de videocasete y no debe durar más de 10 minutos. Al fin de la presentación entreguen el texto, o guión, de su trabajo. Todos los miembros del grupo tienen que participar más o menos "igualmente" en la presentación.

**Grading:** Use the holistic speaking rubric to grade the videotaped presentation. You can also assign a grade to the script using 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:** Participate in age-appropriate cultural practices, such as games, sports, and entertainment in the language studies.

### Stage II (9-12)

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

**Description:** Prepare students for the assessment on bullfighting by brainstorming with them about sports in the U.S. (e.g., fame, financial compensation, sports figures as role models, and how North American culture regards sports). Then ask students to research the history of bullfighting, including information on the countries where the sport is popular and feelings regarding the spectacle in those countries. As a part of their research, students should also know the different elements of a bullfight. Then students will write a one-page summary of their research.

As a further assessment, you can divide students into groups of four or five, and ask them to role play the different elements of the bullfight and the roles of the participants. Each member of the group will play a different role, for example *los picadores*, *los banderilleros*, *los matadores*, etc. As they come “on stage,” each performer should explain to the class what role he/she is playing and what his/her function is.

**Prompt:** Ya que ustedes han discutido el papel de los deportes y los deportistas aquí en los Estados Unidos, investiguen la corrida de toros, su historia, los países en los cuales se celebran, y la actitud de la gente hacia la corrida. Escriban un papel de una página a doble espacio acerca de lo que han aprendido como resultado de su investigación. Luego, en grupos de 4 o 5, preparen representaciones de una corrida de toros en las cuales los miembros de cada grupo desempeña los distintos papeles de los participantes de una corrida, como los picadores, los banderilleros, los matadores, etc. Como parte de la representación, cada participante tiene que describir a la clase la importancia de su parte en la corrida.

**Grading:** Use the holistic writing rubric to grade students’ reports. Use the oral presentation rubric to assess the group presentations which can be easily adapted to account for any required cultural elements.

## 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:** Experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and compare them with their own.

### Stage II (9-12)

**Mode(s) of Communication:** Presentational (writing)

**Description:** Brainstorm with students about features of the United States' "Wild West" and the concept of the cowboy. Then show a video of the Latin American "gaucho", his culture, and his position in society. Then ask students to compare the cowboy and the "gaucho," listing prominent elements of their lifestyle and how both are perceived.

**Prompt:** Su amigo/a de correspondencia de Argentina le ha mandado un videocasete que trata de los gauchos sudamericanos. Según su amigo/a, él/ella está interesado/a en los "cowboys" norteamericanos y como se comparen con los gauchos. Después de mirar el video con su clase, busque más información sobre los gauchos. Luego, escríbale una carta a su amigo/a de más o menos dos páginas a doble espacio en la cual compara y contrasta lo que sabe del "cowboy" norteamericano con el gaucho latinoamericano en cuanto a su visión del mundo, su cultura, su música, y sus costumbres.

**Grading:** Use the holistic writing 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:** Explain the relationship between cultural and expressive products (e.g., music, visual arts, appropriate forms of literature, etc.) and the culture from which they came.

### Stage II (9-12)

**Mode(s) of Communication:** Presentational (writing)

**Description:** Brainstorm with students about a music phenomenon originating in the United States such as blues or jazz. Students will do research in the library or on the Internet to discover the origins and history of "flamenco." Then they will write a two-page, double-spaced report in which they explain the origins, the history, and the importance of "flamenco" as a unique manifestation of Spanish culture.

**Prompt:** El departamento de español de la universidad en su ciudad está promoviendo una competencia de escritura y concederá un premio de \$250 al estudiante que escribe el mejor ensayo con el siguiente tema/título: "El Flamenco Como Producto De La Cultura Española." Para ganar el premio, hay que escribir un papel de 2 páginas a doble espacio en el cual discute las raíces y la historia del flamenco y su importancia como una manifestación única de la cultura española.

**Grading:** Use the holistic writing rubric.

## Comparisons and Cultures

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

**Benchmark:** Identify and discuss major historical events in the cultures studied and examine their impact on their own culture.

### Stage II (9-12)

**Mode(s) of Communication:** Interpretive (reading); Presentational (writing)

**Description:** Begin by showing an episode of Carlos Fuentes' work, *El Espejo Enterrado*, which gives information about the Mexican Revolution of 1910. Then students will further research the topic in the library or on the Internet. Check students' notes for completeness and accuracy of the information being collected. Then they will write a two-page paper on the Mexican Revolution of 1910 and its impact on Mexican history and culture.

**Prompt:** Primero, mire el video, *El Espejo Enterrado*, y tome apuntes acerca de los aspectos históricos que se presentan. Luego, siga con su investigación en la biblioteca o por medio del Internet acerca de este tema. Entregue sus apuntes que serán revisados por el (la) profesor(a). Luego, use sus apuntes para escribir un papel de dos páginas a doble espacio sobre el impacto que tuvo la Revolución Mexicana de 1910 sobre la historia y la cultura mexicanas.

**Grading:** The teacher may choose to award points for the data-gathering phase of this assessment. 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:** Understand the category of grammatical gender in languages and use it in their spoken and written language.

### Stage II (9-12)

**Mode (s) of Communication:** Interpretive (reading, writing)

**Description:** Discuss with students gender peculiarities in the English language, such as the reference to a ship with “she.” Then initiate a discussion with students on gender in the Spanish language using an overhead passage in Spanish. Ask students to underline nouns and their articles. Then place a new paragraph with blanks for the articles on the overhead. Students fill in the correct articles.

#### **Prompt:**

(1) Venga a subrayar en la lámina los sustantivos y sus artículos correspondientes tales como aparecen en el pasaje escrito en español (práctica).

(2) Escriba el artículo apropiado por cada sustantivo.

**Grading:** Use a basic point value: two points for the correct gender.

## Comparisons and Cultures

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

**Benchmark:** Contrast verbal and nonverbal behavior in the target cultures and their own.

### Stage II (9-12)

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** Brainstorm with students about the verbal and nonverbal behaviors of greetings and farewells in the United States. Play a video for students that demonstrates greetings and farewells between native speakers. Ask them to look for and take notes on verbal and nonverbal behaviors. Then students will work in groups of two to write a role play. Some will pretend to be two Americans abroad and some will be native speakers. The object is to contrast the verbal and nonverbal behaviors in both cultures.

**Prompt:** Escriba un diálogo en lo que contraste los comportamientos explícitos e implícitos para mostrar los saludos y las despedidas de ambas culturas, la española y la suya.

**Grading:** Use the holistic speaking rubric modified to include appropriate nonverbal behaviors.

## Connections and Communities

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

**Benchmark:** Read, listen to, reenact, and talk about age-appropriate folk tales, short stories, poems, and songs that are written for native speakers of the target language and contrast them with similar texts from their own culture.

### Stage II (9-12)

**Mode(s) of Communication:** Presentational (writing)

**Description:** Play a rap song by the Central American singer, “El General”, or by any other Hispanic rap artist; give the lyrics to the students. Have students work in pairs and discuss the style, content, and intended audience of the song. Ask students to bring in examples of rap in the United States (monitor the content of the music before playing it to the class). Then ask students to compare/contrast the Spanish and American rap songs.

**Prompt:** Escuchen bien y lean las palabras de la canción de “rap” en español. Discutan las ideas y los temas expresados por el rapero. Hagan el mismo proceso con las dos canciones de “rap” en inglés. Contrasten las ideas y los temas de las canciones inglesas y españolas. Después, escriban tres párrafos en los cuales contrastan las ideas, temas, y estilos de las dos canciones.

**Grading:** Use the holistic writing rubric.

## Connections and Communities

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

**Benchmark:** Compare age-appropriate subject content such as folk tales, short stories, poems, and songs written for speakers of the target language with similar texts written for their own age group.

### Stage II (9-12)

**Mode(s) of Communication:** Presentational (speaking)

**Description:** Give students the opportunity to do research on contemporary music in Mexico on the Internet, in the library, or through resources you provide. Then ask students to prepare an oral report on a musician of their choice. The report should include biographic information and include reasons for the student's choice of artist or band.

**Prompt:** Dé un reportaje oral sobre un cantante o conjunto de México. El reportaje debe contener información biográfica sobre el (la) artista o el conjunto y la razón por la cual Ud. lo escogió. Si quiere, puede usar una breve selección de música u otras propiedades.

**Grading:** Use the oral presentation rubric.

## Connections and Communities

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

**Benchmark:** Understand ideas and viewpoints that can only be explained in terms of the original language and culture.

### Stage II (9-12)

**Mode(s) of Communication:** Interpretive (listening); presentational (speaking)

**Description:** Show a video highlighting the origin and importance of “tapas” in Spanish culture and how they are made. Students take notes that they will hand in for a grade. Then ask students to find recipes for “tapas” in the library or on the Internet and make enough for 5 people. Eight to ten students will give presentations each day.

**Prompt:** Tome apuntes sobre el video. Entregue sus apuntes para que sean calificados por el (la) profesor(a). Busque una receta sobre las tapas. Haga tapas para 5 personas. Comparta su receta y sus tapas con los miembros de la clase en una presentación.

**Grading:** Use the holistic listening rubric to grade students’ notes. Use the oral presentation rubric to assess the *tapas* presentation.

## Connections and Communities

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

**Benchmark:** Comprehend articles or short videos in the target language on topics being studied in other classes.

### Stage II (9-12)

**Mode(s) of Communication:** Interpretive (listening, reading)

**Description:** Show a video such as *El Espejo Enterrado* by Carlos Fuentes or give the students a written article on immigration of Latin Americans to the United States. Students should take notes and compare the information they glean from the video/text with a similar topic they are studying in social studies class.

**Prompt:** Tome apuntes acerca de la inmigración. Compare esa información a lo que está aprendiendo en su clase de historia. Luego, escriba una página a doble espacio sobre el tema de la inmigración

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

## Connections and Communities

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

**Benchmark:** Students participate in club activities that benefit the school or community.

### Stage II (9-12)

**Mode(s) of Communication:** Presentational (speaking)

**Description:** Provide an opportunity for Spanish Club members or members of classes to inform the school community about the origin and significance of the “Day of the Dead” celebrations. Students should put up posters with information about the day and include artistic representations such as “ofrendas.” They can also publicize the event through school announcements or by placing pamphlets in teachers’ mailboxes.

**Prompt:** Investigue el origen, la celebración, y el significado del Día de los Muertos. Con los otros miembros del club o de la clase, informe a los estudiantes y a los profesores de su escuela por poner carteles, ofrendas en las paredes de la escuela, y por poner folletines en los buzones de los profesores.

**Grading:** Use the visuals and artwork rubric for the posters and pamphlets. Focus on accuracy, creativity, and neatness. Use the holistic speaking rubric for the public announcements.