

**STAGE I:
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: Share likes, dislikes, and simple preferences in everyday situations (e.g., objects, categories, people, events).

Stage I (9-12)

Mode(s) of Communication: Interpersonal (speaking)

Description: The following is a speaking activity done in Spanish. The students are going to share information about their school with a recently arrived Mexican exchange student. This information will include things or people that the students like, dislike, or prefer. To prepare for this assessment, you can review with your students special-usage verbs such as “gustar,” “encantar,” and vocabulary which deals with school life. You and the students can ask questions of each student to simulate a conversation.

Prompt: Mario es un estudiante de intercambio que ha llegado recientemente de México. Le gustaría saber información acerca de tu escuela. Comparte información con él mencionando aspectos de tu vida escolar que te gustan o que no te gustan. Tu charla es de 2 minutos.

Grading: Use the holistic speaking rubric. Focus on the appropriateness of responses to questions.

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 language.

Benchmark: Comprehend brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.

Stage I (9-12)

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

Description: This assessment involves an e-mail activity that can be either simulated or actual, done with students at another school. If you choose to do a simulated activity, you can monitor the length and the content of the e-mail. If you do an e-mail exchange with another school, you must first establish a relationship with an appropriate age and interest group at another school or in another country. This project needs to be monitored constantly by teachers from both schools in order to determine the length, content, and frequency of e-mails and how they should be assessed/graded.

Prompt: Lee el siguiente mensaje de correo electrónico y responde a las preguntas. Escribe tu propio mensaje de respuesta. Tu mensaje debe ser de cinco frases completas y debe incluir información acerca de tu familia.

“Me llamo Ramón Jiménez y vivo en la Ciudad de México. Tengo tres hermanas y dos hermanos. Todos nuestros nombres comienzan con la letra “R.” Ricardo es el mayor y Rosa es la menor. Nos gusta jugar fútbol todos los veranos con nuestros primos de Vera Cruz. Nos encanta también ir a la playa con ellos. No hemos salido nunca del país y queremos visitar a los EE.UU. durante el próximo verano en vez de regresar a Vera Cruz”.

Preguntas:

1. ¿Quién es el hijo mayor de la familia de Ramón?
2. ¿Cuántas veces ha viajado la familia Jiménez a los EE.UU.?
3. ¿Cuántos hijos hay en total en la familia Jiménez?
4. ¿De dónde vino este correo electrónico?
5. ¿Cuáles son las cosas que les gustan hacer los Jiménez en el verano?

Grading: Award 5 points for each reading comprehension question for a total of 25 points. The e-mail response may be graded using 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: Tell or retell stories orally or in writing and share them with an audience, such as the class.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students will present stories from the target culture. Help prepare them for the activity by brainstorming about vocabulary/creating a vocabulary list for each story. Give the vocabulary list to the students a few days prior to the in-class story activities.

Prompt: Formen grupos de tres o cuatro. Lean los cuentos en voz alta. Cada miembro del grupo tendrá que leer una parte del cuento. Cuando terminen la lectura, practiquen la presentación de su cuento para la clase entera. Usen propiedades (props) si tienen algunas en clase.

Grading: Use the oral presentation rubric. There will be two formal grades given: one for individual participation in the presentation (40%) and a second for the group presentation (60%). There is also informal grading as the teacher walks around to each group to see that all students are participating by reading aloud.

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: Perform age-appropriate cultural activities such as games, songs, celebrations, storytelling, and dramatization in the language studied and compare them with their own.

Stage I (9-12)

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

Description: Brainstorm with students about vocabulary associated with Independence Day celebrations in Mexico and the U.S. using English or Spanish. If the vocabulary list is in English, have students use dictionaries to find the Spanish equivalents. Then divide the class into two groups. One group represents Mexico, and the other represents the United States. Divide the two main groups further into subgroups of 3 or 4 that will create skits based on the games, songs, or customs associated with Independence Day in Mexico and the United States. You will need to give the groups time in the library or the computer lab to find the information they need to create their skits.

Prompt:

1) Su grupo va a hacer una presentación que nos informará acerca de los juegos, canciones o costumbres asociados con el Día de Independencia en México o en Los Estados Unidos. Su presentación debe ser en español.

2) También tendrá que escribir un resumen en el cual compare y contraste las celebraciones en México y los EE.UU. o escriba un resumen de media página acerca de dos de la presentaciones que no eran suyas.

Grading: Use the oral presentation rubric. The grade consists of individual participation (40%) and the group presentation 25 points. (2) Use the holistic writing rubric to grade the written summary.

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: Express simple ideas and perspectives about the cultures studied.

Stage I (9-12)

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

Description: Provide students with materials from the target culture - magazines, books, websites - to do research on dating customs, family traditions, food, cultural customs, etc., in a country where the target language is spoken. Students should take at least one-half page of notes and be prepared to make comparisons/contrasts between what they have discovered and similar phenomena in their own country. They will then present their findings to the class in groups.

Prompt: Trabajando con un compañero/a prepare una presentación acerca de las costumbres que Ud. ha escogido o que su profesor (a) ha escogido para su grupo. Esté listo para responder a preguntas sobre las diferencias entre esas costumbres y las de su propio país.

Grading: Use the oral presentation rubric. There will be two formal grades given: one for individual participation in the presentation (40%) and a second for the group presentation (60%).

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: Compare children's music, songs, and musical instruments from the target cultures with music, songs, and musical instruments from their own culture.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Discuss with students some of the favorite lullabies they or others heard while growing up. Play recordings of the lullabies in English and in Spanish. Students will then compare the content and style/sound of the songs and note differences and similarities. They will then create their own lullabies in Spanish and perform them for the class.

Prompt: Den una breve presentación a la clase en la cual explican las similitudes y diferencias entre esas canciones y las de su propia cultura. Canten su nana o canción de cuna en vivo o en cinta.

Grading: Use the oral presentation rubric. Focus on the creativity of the songs.

Comparisons and Cultures

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

Benchmark: Recognize common themes, ideas, or perspectives such as friendships and individual and family responsibilities.

Stage I (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Play for your students a video or audio tape dealing with family responsibilities and household duties in Spanish-speaking countries. Students watch or listen and write a paragraph on responsibilities within the family, including illustrations of the different activities.

Prompt: Uds. son reporteros relajando en su habitación en el hotel. Acaban de ver un programa [video] o acaban de escuchar la radio [una cinta] en que se trata de relaciones familiares en un país latinoamericano. Luego, escriban un artículo con una ilustración en lo cual se muestran las responsabilidades dentro de la estructura de la familia.

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: Identify idiomatic expressions in both their native language and the target language and describe how idiomatic expressions work in general.

Stage I (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Identify for your students a pool of fifteen simple idiomatic expressions in Spanish for use in this activity (e.g., “Tengo sed”). The class will create comic strips using six of the fifteen idiomatic expressions in English.

Prompt: Como estudiante de intercambio, está trabajando para el periódico de su escuela en la sección de tiras cómicas. Cree una historieta cómica utilizando por lo menos 6 de las expresiones idiomáticas según las direcciones de su profesor (a). Haga 6 cajas en blanco y utilice una expresión en cada caja. Escriba la expresión idiomática y su “traducción” al pie de la hoja.

Grading: Use the visuals and artwork rubric and adapt it to include whole sentences.

Comparisons and Cultures

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

Benchmark: Demonstrate an awareness that gestures are an important part of communication and that the meaning of gestures may differ among languages.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Brainstorm with students to identify some of the gestures and body language used in their own culture. Ask them to think of a situation in which the “wrong signal” led to chaos or difficulties. Next, students will research the topic of gestures and body language in the target language by means of teacher materials, textbooks, library books, or interviews with native speakers. Students will create a skit or conversation in which they utilize culturally appropriate gestures to convey things like illness, greetings, goodbyes, and feelings or emotions. The teacher may also videotape the presentations for grading purposes, or in order to play them back to students to give feedback and reinforce gestures and their meanings.

Prompt: Trabaje con un compañero (a) de clase. Creen un breve acto, o una conversación, usando gestos que representan dolor, saludos, despedidos, o emociones.

Grading: Use the holistic speaking rubric and adapt to include culturally appropriate gestures.

Connections and Communities

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

Benchmark: Retell age-appropriate stories, poems, and folk tales after hearing them narrated and examine their relationship to similar stories from their own culture.

Stage I (9-12)

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

Description: This assessment requires students to make comparisons and contrasts between materials in the area of language arts. Discuss with your students the origin of legends and short stories in literature. Divide the students into groups of three or four and play for them recordings of various stories/legends from the target culture (a different one for each group). Students should take notes on characters, themes, problems, and the moral/lesson. Then brainstorm with them to find similar stories in their own culture. Students should compare and contrast stories from the two cultures and prepare an oral presentation with illustrations to explain the similarities and/or differences to the entire class.

Prompt: Escuchen bien la leyenda (o el cuento). Tomen apuntes acerca de la información que oyen. Discutan con los miembros de su grupo leyendas/cuentos en su propia cultura. Noten las similitudes y diferencias. Preparen una presentación oral en la cual hablan de las similitudes y diferencias. Utilicen dibujos o fotos para ayudarles en su explicación.

Rubric: Use the oral presentation rubric and the visuals and artwork 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 I (9-12)

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

Description: Give students copies of a love song composed in Spanish (for example, “Eres Tú”). Students will also select one love song in English. They will then compare and contrast the way in which the theme of love is treated, the kind of images used, and any culturally significant attitudes, places or things mentioned in both songs. Students will create a list of themes, images, attitudes, and ideas that relate to love.

Prompt: Después de escuchar dos canciones, una en español y otra en inglés, creen una lista de temas, imágenes, actitudes, lugares o cosas relacionadas al amor.

Grading: Give points for correct information under each criterion.

Connections and Communities

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

Benchmark: Understand words and ideas that can only be grasped through the original language and cultures.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Students will have one week to research the topic of “flamenco.” You may allot class time for reading, library visits, or Internet searches to find information on: the meaning of “flamenco,” the costumes, the musical instruments, the region(s) of Spain where flamenco is performed, etc. Students will present a report on “flamenco” in which they use visuals and auditory materials. Students may refer to the information on accompanying posters and visuals during the oral presentation. Students may also elect to demonstrate a performance of “flamenco.”

Prompt: Primero, investiguen el tema del flamenco. Después, den una presentación oral en la cual se incorpora un cartel o una presentación del flamenco. Puede hacer referencia al cartel de su grupo durante su presentación o se puede incluir ejemplos musicales.

Grading: Use the oral presentation rubric and the visuals and artwork rubric (adapting it to include dance). You may choose to make this a group assessment.

Connections and Communities

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

Benchmark: Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Stage I (9-12)

Mode(s) of Communication: Interpretive (listening); presentational (writing)

Description: Take a live weather report from television or the Internet or use a taped weather forecast that you have available. Play the report and ask students to take notes from which they will create a graph that represents the forecast.

Prompt: Escuchen el pronóstico. Tomen apuntes que serán calificados por su profesor (a). Creen una representación gráfica de la información sobre el tiempo durante la semana indicada.

Grading: Use the holistic listening rubric and the visuals and artwork rubric.

Connections and Communities

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

Benchmark: Students perform for a school or community celebration.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: International Day or open house night are occasions that provide an opportunity for parents and community members to see and appreciate the foreign language proficiency of students. Students can do live or taped presentations of poetry, skits or plays, songs or oratorical speaking such as Martin Luther King's "I have a dream" speech in Spanish. Work with individuals, pairs, or groups of students to assist them in choosing the most advantageous way to showcase their linguistic talents.

Prompt: Individualmente, en parejas, o en grupos, escojan un poema, drama, presentación breve, canción o discurso para presentar en la asamblea de padres o miembros de la comunidad. Aprendan de memoria la presentación ya que no se permite ni el uso de tarjetas ni apuntes.

Grading: Use the oral presentation rubric. Grading should include the many hours of rehearsal and preparation the students spend.