

Task 3: Conversation

You have 1 minute to read the directions for this task.

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Vas a participar en una conversación. Primero, vas a tener 1 minuto para leer la introducción y el esquema de la conversación. Después, comenzará la conversación, siguiendo el esquema. Cada vez que te corresponda participar en la conversación, vas a tener 20 segundos para grabar tu respuesta.

Debes participar de la manera más completa y apropiada posible.

You will now begin this task.

Ahora vas a empezar este ejercicio.

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Tema curricular: La vida contemporánea

Tienes 1 minuto para leer la introducción.

Introducción

Esta es una conversación con Izel, una compañera de la escuela. Vas a participar en esta conversación porque ustedes están colaborando en un proyecto para la clase de español en el que tienen que planear un viaje a un país hispanohablante.

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|------|---|
| Izel | • Te saluda y te hace preguntas. |
| Tú | • Responde con detalles. |
| Izel | • Reacciona y te presenta dos opciones. |
| Tú | • Responde y explica por qué. |
| Izel | • Te hace una pregunta. |
| Tú | • Responde con detalles. |
| Izel | • Reacciona y te plantea un problema. |
| Tú | • Responde con un plan. |
| Izel | • Continúa la conversación y te pide sugerencias. |
| Tú | • Responde con detalles. |

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Task 4: Cultural Comparison

You have 1 minute to read the directions for this task.

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema específico. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara una comunidad del mundo hispanohablante que te sea familiar con la tuya propia o con otra comunidad. Debes demostrar tu comprensión de aspectos culturales de esta comunidad del mundo hispanohablante y organizar tu presentación de una manera clara.

You will now begin this task.

Ahora vas a empezar este ejercicio.

Tema curricular: Las familias y las comunidades

Tema de la presentación:

¿Qué papel tienen las celebraciones populares (por ejemplo, las fiestas patrias, los carnavales, los desfiles, etc.) en una comunidad del mundo hispanohablante que te sea familiar? Compara el papel que tienen en una región del mundo hispanohablante que te sea familiar con el papel que tienen en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

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Question 3: Conversation

5 points

General Scoring Note: When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task Provides little required information (e.g., responses to questions, statement and support of opinion) Barely understandable, with frequent or significant errors that impede comprehensibility Very few vocabulary resources Little or no control of grammar, syntax, and usage Minimal or no attention to register Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task Provides some required information (e.g., responses to questions, statement and support of opinion) Partially understandable, with errors that force interpretation and cause confusion for the listener Limited vocabulary and idiomatic language Limited control of grammar, syntax, and usage Use of register is generally inappropriate for the conversation Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task Provides most required information (e.g., responses to questions, statement and support of opinion) Generally understandable, with errors that may impede comprehensibility Appropriate but basic vocabulary and idiomatic language Some control of grammar, syntax, and usage Use of register may be inappropriate for the conversation with several shifts Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration Fully understandable, with some errors that do not impede comprehensibility Varied and generally appropriate vocabulary and idiomatic language General control of grammar, syntax, and usage Generally consistent use of register appropriate for the conversation, except for occasional shifts Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility Varied and appropriate vocabulary and idiomatic language Accuracy and variety in grammar, syntax, and usage, with few errors Mostly consistent use of register appropriate for the conversation Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility Clarification or self-correction (if present) improves comprehensibility <p>Scoring note: A response that meets the majority (but not necessarily all) of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.</p>

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “*I don’t know*,” “*I don’t understand*,” or equivalent in any language
- Clearly responds to the prompts in English

NR: no response although recording equipment is functioning
