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.

GO ON TO THE NEXT PAGE.

Tema curricular: La vida contemporánea

Tienes 1 minuto para leer la introducción.

Introducción

Esta es una conversación con Alejandra, una amiga colombiana que estudia en tu escuela. Vas a participar en esta conversación porque has aceptado ayudarla a planear sus próximas vacaciones por los Estados Unidos.

Alejandra	•	Te saluda y te pide tu opinión.
Tú	•	Saluda y responde con detalles.
Alejandra	•	Reacciona a tu respuesta y te pide otro consejo.
Tú	•	Responde con detalles.
Alejandra	•	Continúa la conversación.
Tú	•	Responde con detalles.
Alejandra	•	Te hace una pregunta.
Tú	•	Rechaza la idea y explica por qué.
Alejandra	•	Reacciona a tu respuesta y te hace una pregunta.
Tú	•	Responde a la pregunta con detalles y despídete.

GO ON TO THE NEXT PAGE.

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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task	• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task	• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task	• Maintains the exchange with a series of responses that is generally appropriate within the context of the task	• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
• Provides little required information (e.g., responses to questions, statement and support of opinion)	• Provides some required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration	• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the conversation	• Use of register may be inappropriate for the conversation with several shifts	• Generally consistent use of register appropriate for the conversation, except for occasional shifts	• Mostly consistent use of register appropriate for the conversation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility

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): BLANK (no response although recording equipment is functioning)