

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: Las familias y las comunidades

Tienes 1 minuto para leer la introducción.

Introducción

Esta es una conversación con tu prima Carolina. Vas a participar en esta conversación porque estás organizando una celebración familiar.

Carolina	• Saluda y te hace una pregunta.
Tú	• Contesta y explica por qué.
Carolina	• Reacciona y te hace una pregunta.
Tú	• Responde a la pregunta con detalles.
Carolina	• Continúa la conversación y te hace otra pregunta.
Tú	• Contesta con detalles.
Carolina	• Reacciona y te pide tu opinión.
Tú	• Sugiere un plan y explica.
Carolina	• Te hace una última pregunta.
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: La vida contemporánea

Tema de la presentación:

¿Cuál es la importancia de las salidas con amigos (por ejemplo, tomar un café, ir al cine, salir a cenar, etc.) para las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara la importancia que tienen en una región del mundo hispanohablante que te sea familiar con la importancia 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.

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 - 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	- 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	- 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	- 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	- 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

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)
