

## Solicita una plaza en la *Ruta BBVA*, un intercambio cultural

Unit 1	Task components	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
<b>INTERPRETIVE ASSESSMENT</b>  <b>Interpretive Reading</b>  <b>Paso 1</b>	<b>Identify program main ideas and supporting details</b>  Student responds to questions about the Ruta BBVA cultural exchange program, identifying the main idea and supporting details in the article.	Answers questions about the program with relevant information and uses original wording.	Answers questions about the program with mostly relevant information and uses original wording.	Answers questions about the program with some relevant information and sometimes uses original wording.	Answers questions about the program with limited relevant information and occasionally uses original wording.
<b>Interpretive Listening</b>  <b>Paso 2</b>	<b>Identify main ideas and key details</b>  Student listens to the experiences of two program participants and identifies main ideas and key details by responding to multiple choice questions.	Identifies the main ideas and key details in the audio recording by answering all or almost all of the questions correctly.	Identifies the main ideas and key details in the audio recording by answering most of the questions correctly.	Identifies the main ideas and key details in the audio recording by answering some of the questions correctly.	Identifies the main ideas and key details in the audio recording by answering a few of the questions correctly.
<b>INTERPERSONAL ASSESSMENT</b>  <b>Interpersonal Speaking</b>  <b>Paso 3</b>	<b>Interview</b>  Student participates in an interview by a selection committee. Student answers questions related to what will make him or her a good candidate for the program: <ul style="list-style-type: none"> <li>• Personality</li> <li>• Attributes and experiences related to helping others</li> <li>• Interests</li> <li>• Knowledge of the BBVA program.</li> </ul>	Answers the questions using a wide range of words and expressions on the topic; begins to expand and elaborate on the topic, using connected sentences to describe and explain; begins to respond in paragraphs in the appropriate time frame; generally understood despite occasional errors.	Answers the questions with relevant content related to the topic, using a variety of vocabulary and a string of connected sentences; answers questions in the appropriate time frame; easily understood despite a few errors.	Answers the questions with relevant content related to the topic, using adequate vocabulary and some connected sentences; may answer questions in the appropriate time frame; usually understood despite some errors.	Answers the questions with some relevant content related to the topic, using basic vocabulary and some simple sentences; attempts to answer questions in the appropriate time frame; often understood despite frequent errors.

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<b>PRESENTATIONAL ASSESSMENT</b>  <b>Presentation Writing</b>  <i>Paso 4</i>	<b>Reply to an e-mail</b> Student replies to a program representative in an email answering questions related to program expectations, including: <ul style="list-style-type: none"> <li>• Overall health and fitness</li> <li>• Getting along with others</li> <li>• Experiences in other programs.</li> </ul> Student asks a minimum of two questions in the written response.	Addresses the task's components with appropriate content and many supporting examples; uses a wide variety of words and expressions on the topic; begins to expand and elaborate on the topic; uses connected sentences to describe and explain in paragraphs in past and present timeframes.	Addresses the task's components with appropriate content and many supporting examples; uses a variety of words and expressions in complete sentences; combines simple sentences using connectors to create original sentences; consistently uses basic structures accurately in past and present time frames.	Addresses the task's components with some appropriate content and some supporting examples; uses adequate words and expressions in complete sentences; uses basic structures with some accuracy in past and present timeframes.	Addresses the task components with some appropriate content and few supporting examples; uses familiar words, phrases, and some simple sentences; asks at least one relevant question; uses basic structures in present time with some errors.
<b>Interculturality</b>  <i>Part of Paso 3 and 4</i>	Student references and describes in the interview and in the reply to the email: <ul style="list-style-type: none"> <li>• what he or she learned about Spanish-speaking young people who participated in the intercultural exchange</li> <li>• what qualifies him or her to participate in the intercultural exchange.</li> </ul>	Thoroughly references and describes intercultural knowledge in both the interview and in the reply to the email.	Appropriately references and describes intercultural knowledge in both the interview and in the reply to the email.	Adequately references and describes intercultural knowledge in either the interview or in the reply to the email.	Minimally references or describes intercultural knowledge in the interview or the reply to the email.