

¡Pongamos de nuestra parte para crear un mundo mejor!

Domains	Task components	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
<p>INTERPRETIVE ASSESSMENT Interpretive Reading <i>Paso 1</i></p>	<p>Make inferences Student identifies main ideas and supporting details related to the positive qualities of the Tarjeta Verde program. Student indicates the positive qualities to include in the design of his or her campaign.</p>	<p>Identifies positive qualities to include in the design of his or her campaign by making inferences from what he or she reads based on identification of the main idea(s), details, and examples in the text.</p>	<p>Identifies positive qualities to include in the design of his or her campaign by making inferences from what he or she reads based on identification of the main idea(s) and some added information.</p>	<p>Identifies positive qualities to include in the design of his or her campaign by making some inferences from what he or she reads based on identification of the main idea(s) and pieces of information.</p>	<p>Identifies positive qualities to include in the design of his or her campaign by making a few inferences from what he or she reads based on visual clues, organizational layout, background knowledge, and some keywords.</p>
<p>PRESENTATIONAL ASSESSMENT Presentational Writing <i>Paso 2</i></p>	<p>Design a campaign to create a positive change in the community Student develops a plan for a campaign to help others in his or her community. Student:</p> <ul style="list-style-type: none"> • Identifies the beneficiaries • Describes the type of assistance the program offers • Provides a name for the program • Explains how the program promotes qualities similar to the Tarjeta Verde • Identifies three social media to promote the program • Explains how he or she uses the social media to promote the program • Explains how he or she will change as a result of his or her involvement in the campaign. 	<p>Addresses the task's components with thorough and relevant content and appropriate 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 with details in paragraphs; uses complex structures in a variety of tenses, but with some errors.</p>	<p>Addresses the task's components with relevant content and adequate 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 and some complex structures with errors.</p>	<p>Addresses the task's components with some relevant content and some supporting examples; uses adequate words and expressions in complete sentences; uses basic structures with some accuracy.</p>	<p>Addresses the task's components with some relevant content and a few supporting examples; uses familiar words and phrases, and some simple sentences; uses basic structures in present time with some errors.</p>

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<p>INTERPERSONAL ASSESSMENT</p> <p>Interpersonal Speaking <i>Paso 3</i></p>	<p>Participate in an interview Student participates in an interview with a reporter. Student answers questions related to his/her campaign plan:</p> <ul style="list-style-type: none"> • What elements of the Tarjeta Verde program do you like? • Who are the beneficiaries of your campaign? • How will your campaign help those beneficiaries? • How will the social media you identified help the campaign? • What makes you a good digital citizen? 	<p>Answers the questions thoroughly with relevant content related to the topic, 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; is generally understood despite occasional errors.</p>	<p>Answers the questions appropriately with relevant content related to the topic, using a variety of words and expressions, and a string of connected sentences with detail and some elaboration; answers questions in the appropriate time frame; is generally understood despite a few errors.</p>	<p>Answers the questions adequately with relevant content related to the topic, using adequate vocabulary in phrases, or simple sentences; may answer questions in the appropriate time frame, but with some errors; is usually understood with despite some errors.</p>	<p>Answers the questions with some relevant content related to the topic, using basic vocabulary in phrases and short sentences; is mostly understood with frequent errors.</p>
<p>Interculturality <i>Part of Pasos 2 and 3</i></p>	<p>Student describes social media practices and perspectives of young people in Chile that influenced their use of social media to benefit the community in the interview and in the campaign description.</p>	<p>Thoroughly describes cultural knowledge that influenced his or her campaign in both interpersonal and presentational assessments in order to interact with respect and understanding.</p>	<p>Appropriately describes cultural knowledge that influenced his or her campaign in both interpersonal and presentational assessments in order to interact with respect and understanding.</p>	<p>Adequately describes cultural knowledge that influenced his or her campaign in both the interpersonal and presentational assessments in order to interact with respect and understanding.</p>	<p>Somewhat describes cultural knowledge that influenced his or her campaign in at least one assessment in order to interact with respect and understanding.</p>