

L3 Unit 1 En camino B Formative Assessment Rubric

Un encuentro intercultural con un bloguero

Domains	Task Components	Intermediate High	Intermediate Mid	Intermediate Low	Novice High
<p>INTERPRETIVE ASSESSMENT</p> <p>Interpretive Reading</p> <p><i>Paso 1</i></p>	<p>Interprets and identifies information on volunteer programs</p> <p>Student reads emails from two Spanish bloggers who applied for volunteer experiences in the U.S. Student identifies the description of the program, outcomes, and the personal qualities of each blogger that best fit the program.</p>	<p>Student accurately underlines the program description and outcomes in each email.</p> <p>Student accurately circles the personal qualities of each blogger that indicate why they best fit the program.</p>	<p>Student underlines the program description and outcomes in each email with minimal inaccuracies.</p> <p>Student circles most of the personal qualities of each blogger that indicate why they best fit the program with minimal inaccuracies.</p>	<p>Student underlines the program description and outcomes in each email with a few inaccuracies.</p> <p>Student circles the personal qualities of each blogger that indicate why they best fit the program with a few inaccuracies.</p>	<p>Student underlines the program description and outcomes in each email with frequent inaccuracies.</p> <p>Student circles the personal qualities of each blogger that indicate why they best fit the program with frequent inaccuracies.</p>
<p>INTERPERSONAL ASSESSMENT</p> <p>Interpersonal Writing</p> <p><i>Paso 2</i></p>	<p>Responds to email from a blogger</p> <p>Student responds in writing to one of the bloggers after analyzing and choosing the most appealing of the two options.</p> <p>Include the following information:</p> <ul style="list-style-type: none"> - why the selected option was most appropriate - why you want to participate and meet the blogger - some personal interests - some personal qualities in order to do the selected volunteer work. 	<p>Thoroughly addresses the four task components with a detailed response. Uses a wide range of words and expressions on the topic using connected sentences in paragraph form to describe and explain; uses the appropriate time frame with minimal errors.</p>	<p>Appropriately addresses the four task components responding with some details.</p> <p>Uses a variety of vocabulary and a string of connected sentences to describe and explain the topic; uses the appropriate time frame with a few errors.</p>	<p>Adequately addresses the four task components, responding with a few details. Uses adequate vocabulary and a few connected sentences to describe the topic; uses the appropriate time frame, with some errors.</p>	<p>Partially addresses the four task components with some relevant information. Uses basic vocabulary and some simple sentences; attempts to use the appropriate time frame with frequent errors.</p>
<p>PRESENTATIONAL ASSESSMENT</p> <p>Presentational Speaking</p> <p><i>Paso 3</i></p>	<p>Presents a video to the program organization</p> <p>Student prepares a video to provide the program organizers an overview of why he/she wants to volunteer and what he/she will contribute to the experience.</p> <p>Include the following:</p> <ul style="list-style-type: none"> - who you are and why you want to participate in the program (what you will contribute to the experience) - your interests, - your personal qualities that make you a good candidate - what you want to learn to share with your community when you return - thank them for watching your video. 	<p>Presents a video that includes a thorough explanation of the criteria on why he/she wants to volunteer and what he/she will contribute to the experience.</p> <p>Delivers the message with ease and confidence using a wide range of vocabulary and expressions in a series of connected sentences with minimal errors that do not interfere with the message.</p> <p>Self-corrects and speaks with occasional hesitation, pauses, and/or repetition.</p>	<p>Presents a video that includes an appropriate explanation of the criteria on why he/she wants to volunteer and what he/she will contribute to the experience.</p> <p>Delivers the message using a variety of unit vocabulary and expressions in a series of sentences with some connectors with a few errors that may interfere with the message.</p> <p>Can self-correct sometimes and speaks with some hesitation, pauses, and/or repetition.</p>	<p>Presents a video that includes an adequate description of the criteria on why he/she wants to volunteer and what he/she will contribute to the experience.</p> <p>Delivers the message using adequate unit vocabulary and expressions in a series of simple sentences by combining words and phrases. Uses basic structures and some new structures with some errors that may interfere with the message.</p> <p>Speaks with hesitation, pauses, and/or repetition.</p>	<p>Presents a video that includes a partial description of the criteria on why he/she wants to volunteer and what he/she will contribute to the experience.</p> <p>Delivers the description using basic vocabulary and some practiced unit vocabulary and expressions in short sentences. Uses basic structures with some errors that may interfere with the message.</p> <p>Speaks with hesitation, pauses, and/or repetition.</p>

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