Performance-Based Assessments

REALish Scenario: You are planning to study abroad because you feel ready to put your Spanish skills into action.

**Interpersonal Speaking-** Your teacher is playing the role of your host parent. A host parent is an adult (sometimes you get a whole family!) that you live with while studying in a different state or country.

There are a lot of different activities going on in [insert Spanish-speaking country here]. Your host parent shows you a flyer with everything going on this weekend. Look at the flyer and respond to questions about what activities you want to participate in or don’t want to participate in **and why**.

[Insert images here]

**Interpretive Listening/Writing PBA**

REALish Scenario: You are planning to study abroad because you feel ready to put your Spanish skills into action.

The language institute you will be studying at is going to provide you with a student guide. Listen to three Spanish-speaking teenagers talk about who they are and what they like to do. Write a response to the school saying who you would like to guide you and why.

\*Teacher Note: You can either record these audios yourself, have other Spanish teachers record these audios, or use native speaking students to record the following scripts.\*

Andrea: Hola. Mi nombre es Andrea. Yo soy de Montevideo, Uruguay y tengo quince años. Yo soy muy simpática pero también soy un poco tímida. Me gusta estudiar y sacar notas altas. Siempre hago mi tarea después de la escuela en la biblioteca. Leo muchos libros en mi tiempo libre. En casa, necesito ayudarle a mi mamá. Yo cocino y limpio la casa casi todos los días.

Guillermo: ¿Qué tal, amigo? Me llamo Guillermo. Soy de México. Tengo dieciséis años. Soy muy inteligente y un poco perezoso. Prefiero pasar tiempo en la casa de mi amigo. A mis amigos y a mí nos gusta jugar videojuegos después del día escolar. También vemos la tele y vamos al cine para ver películas. En casa, tengo que ayudarle a mi papa con el trabajo en el jardín.

Mateo: Hola. ¿Cómo estás? Me llamo Mateo. Soy de Colombia. Tengo diecisiete años. Soy un estudiante muy activo y atlético. Siempre juego deportes, voy al gimnasio y hago ejercicio. Mi deporte favorito es el fútbol. Después de la práctica, me encanta comer en un restaurante con mi familia. En casa, tengo algunos quehaceres. Necesito limpiar la casa y hacer la tarea.

**Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Interpretive Listening/Writing PBA**

Scenario: You are planning to study abroad because you feel ready to put your Spanish skills into action.

The language institute you will be studying at is going to provide you with a student guide. Listen to three Spanish-speaking teenagers talk about who they are and what they like to do. Write a response to the school saying who you would like to guide you and why.

Part 1: Take notes (in English or in Spanish) about what each student guide says. This part will **not** be graded. This chart is to help you brainstorm what you will write about in part 2.

|  |  |  |
| --- | --- | --- |
| **Andrea** | **Guillermo** | **Mateo** |
|  |  |  |

Part 2: Write at least 10 sentences introducing yourself, stating which student you would like to be your guide, and why. The more you elaborate, the higher the score you will receive.

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**Interpretive Reading**

Introduction video: <https://www.youtube.com/watch?v=8-GxLRQeT_o>

Scenario: You are planning to study abroad because you feel ready to put your Spanish skills into action.

While you are studying abroad, it’s important to think about how getting ready for school and other activities in a Spanish-speaking country may or may not be similar to what you are used to here in Houston. Read about the daily schedule of a Spanish-speaking student and answer the following questions.

El horario típico de Alejandro

**A las siete y media de la mañana**- Levantarse

**A las siete y cuarenta** **de la mañana**- Ducharse

**A las siete y cincuenta de la mañana**- Vestirse

**A las ocho de la mañana**- Comer el desayuno

**A las ocho y cuarto de la mañana**- Arreglarse el pelo y cepillarse los dientes

**A las ocho y media de la mañana**- Caminar a la escuela

**A las nueve de la mañana**- Empezar el día escolar

**A las doce de la tarde**- Un descanso de clases. Regresar a casa

**A las doce y media de la tarde**- Comer el almuerzo

**A la una y media de la tarde**- Dormir

**A las dos y media de la tarde**- Despertarse, Caminar a la escuela

**A las tres de la tarde**- Empezar las clases de la tarde

**A las cinco de la tarde**- Terminar el día escolar

TIEMPO LIBRE

**A las diez de la noche**- Comer cena con la familia

**La medianoche**- Dormirse

**Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Interpretive Reading PBA**

Scenario: While you are studying abroad, it’s important to think about how getting ready for school and other activities in a Spanish-speaking country may or may not be similar to what you are used to here in Houston. Read about the daily schedule of a student from Madrid and answer the following questions.

**Parte 1: Vocabulario**

Based off what you remember from this year, Spanish 1, and Spanish 2, what do you think the following words mean?

1. A la una y media de la tarde \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Cena \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Almuerzo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. La medianoche \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Empezar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. Descanso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parte 2: Cierto o Falso**

Circle the numbers of sentences that accurately translate the Schedule above. If the sentence is false or not accurate, correct it in the line provided.

7. At 7:30 AM, he takes a shower. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. At 2:30 PM, he goes to sleep (takes a nap) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. At 7:50 AM, he gets dressed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. At 8:15 AM, he shaves and brushes his teeth. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parte 3: Preguntas de comprensión**

Answer the following questions in English.

11. How many times does Alejandro go to school a day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. What are three activities Alejandro does before leaving for school at 8:30 AM? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. What happens from 12:00 PM to 3:00 PM? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parte 4: Comparaciones**

Compare your daily schedule with Alejandro’s daily schedule. Think about activities you do throughout the day in addition to the times you do each of those activities.

Example: I wake up at 5:30 AM, but Alejandro wakes up at 7:30 AM.

\*Write at least 6 sentences **in Spanish** using present tense verbs (use at least 3 reflexive verbs).\*

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