

Interpersonal Speaking PBA - Unit: Mi heroe

You are going to be interviewed about your hero by a Spanish Teen Magazine called Okapi. Prepare a graphic that you can use to cover information about your hero. You may use as many images as you would like, but no text. Be prepared to talk about your hero's origin, age, birthdate, what s/he is like, what are her/his preferences. You will also explain why s/he is your hero.

Option 1 - Create a poster with images of your hero.

Option 2 - Use a digital poster of your hero, such as www.glogster.com or PicCollage App.

Option 3 - Student proposes a media format for the presentation to be approved by the teacher.

*Remember, you may not write any words on your presentation, except for the name of your hero. You may have as many images as you need. Choose them wisely.

Fill out this graphic organizer to help you prepare your presentation about your hero.

Preguntas para organizar tus ideas	Respuestas
<i>¿Cómo se llama tu héroe?</i>	
<i>¿De dónde es?</i>	
<i>¿Cuándo es su cumpleaños?</i>	
<i>¿Qué le interesa?</i>	
<i>¿Cómo es?</i>	
<i>¿Qué le importa?</i>	
<i>¿Por qué es tu héroe?</i>	

Interpersonal Speaking & Interpretive Audio

You are representing the Okapi Spanish Teen Magazine as a interviewer. Choose three teens in your class to interview in Spanish about their hero. Fill out your graphic organizer with their information.

Preguntas para la entrevista	Nombre de primera entrevista _____	Nombre de segunda entrevista _____	Nombre de tercera entrevista _____
<i>¿Cómo se llama tu héroe?</i>			
<i>¿De dónde es?</i>			
<i>¿Cuándo es su cumpleaños?</i>			
<i>¿Qué le interesa?</i>			
<i>¿Cómo es?</i>			
<i>¿Qué le importa?</i>			
<i>¿Por qué es tu héroe?</i>			

<https://opi-adrenaline2012.wikispaces.com/file/view/JCPS%2BRubric%2BColor.pdf/372207424/JCPS%2BRubric%2BColor.pdf>

WORLD LANGUAGES: Performance Assessment Rubric

Student Name:

Class Period:

Assessment:

Date:

Major FocusNovice
LowNovice
MidNovice
HighIntermediate
LowIntermediate
MidIntermediate
HighAdvanced
Low

What language do I use? Vocabulary	I can use a small number of repetitive words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use language? Function & Structure	I can use some simple words to provide basic information.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well can I understand doing the task? Comprehensibility	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner.	I can be understood by native speakers, even those unaccustomed to a language learner.
How well do I understand? Comprehension <small>use only for Interpersonal Task</small>	I can understand some isolated words.	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.	I can understand the main idea and most details in conversations on familiar topics.	I can understand and link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.

Adapted from the ACTFL Proficiency Guidelines-Speaking (1998) and the ACTFL Performance Guidelines for K-12 Learners (1998) and *LinguaFolia* (2003).**Minor Focus**

How well do I use the language? Language Control	My errors in grammar, word order, and word choice prevent communication.	My errors in grammar, word order, and word choice <u>often</u> prevent communication.	My errors in grammar, word order, and word choice <u>sometimes</u> prevent communication.	My errors in grammar, word order, and word choice <u>do not</u> prevent communication.	I don't make any errors in grammar, word order or word choice that prevent communication.
How much language did I deliver? Task Completion	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.	I completed more than I was asked to do.

Additional Feedback