

Presentational Writing - Unit: Mi heroe

Okapi, the Spanish Teen Magazine, was so moved by your interview, that they have decided to coordinate a face-to-face encounter with your hero. Before they can do this, the magazine wants you to write a letter to your hero introducing yourself and including information about your origin, birthdate, what you are like, and what are your preferences. Include why you consider this person to be your hero.

Checklist:

- ☐ Your name
- ☐ A greeting
- ☐ Where you are from
- ☐ Your birthday & age
- ☐ What you are like
- ☐ What you love/ what interests you
- ☐ Why _____ is your hero
- ☐ A goodbye

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

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

JEFFERSON COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES: Performance Assessment Rubric

Student Name:
Assessment:

Class Period:
Date:

Major Focus

Novice Low

Novice Mid

Novice High

Intermediate Low

Intermediate Mid

Intermediate High

Advanced Low

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

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

Minor Focus

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

Additional Feedback