

Práctica PBA – La ropa

Theme: Shopping/Clothing

Level 2 - Novice Mid

After Students Learn:

- MLII.IP1D Ask for clarification.
- MLII.IP1E Give simple descriptions.
- MLII.IP1H Use sequenced information meaningfully.
- MLII.P1C Demonstrate Novice-Mid proficiency in oral and written presentations.

Real Life Context: (Personalized)

Your cousins are coming to visit you and your family for the 5-day long weekend and stay the entire week. They are from a Spanish speaking country and don't speak English at all. Your cousin wrote you a text wondering what clothing and/or attire they should bring. You write him/her a response letting him/her know that you will go to downtown Atlanta, to homecoming and to different places around Alpharetta as well as letting him/her know what the weather will be like and what kind of clothing they will need to wear for each day.

Performance Task – Transfer Learning to a Performance Based Task

Write your cousin a text letting him/her know what you all plan to do during their visit. Be sure to let him/her know what the weather will be like and the clothing they will need to pack for the events you have planned. Also add any other details that are relevant to the task. Show off your Spanish writing skills!

Actividades	Ropa	Clima

Performance Based Assessment Rubric – On-Level (writing)

	4	3	2	1	0
Task Completion	Narration is developed in rich detail , with cohesion and logical order and addresses all aspects of task with thoroughness.	Framework of narration is presented with some detail , cohesion and logical order.	Narration is disorganized , no elaboration and/or no logical order. Few formative elements of the task are presented. Response may be vague and confusing.	Response is incomplete and/or off-task.	Cannot be rated.
Language Usage	Use of complex structures with limited error patterns ; some variation in sentence structure; emerging use of cohesive devices.	Limited use of complex structures with error patterns ; limited variation in sentence structure; no use of cohesive devices.	No complex structures; frequent basic errors; mostly simple sentences and/or repetitive sentence structure; native language interference in grammar patterns.	Grammar is not appropriate to the task.	Cannot be rated.
Vocabulary	Vocabulary with very limited repetition; variety of different transition words and some idiomatic phrases; use of prior vocabulary relevant to the topic.	Vocabulary with some repetition ; some basic transition words and idiomatic phrases; use of prior vocabulary, may not be completely relevant to the topic.	Frequent repetition of vocabulary; very limited new vocabulary ; no transitions , idiomatic expressions or specialized vocabulary; vocabulary frequently off topic .	Vocabulary is irrelevant, repetitive, and/or highly dependent on native language.	Cannot be rated.
Delivery	Conveys intended meaning needing little interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Conveys intended meaning needing interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Partially understandable , with errors that force interpretation and cause confusion for the listener.	Barely understandable with frequent or significant errors that impeded comprehensibility.	Cannot be rated.

16 – 100%	12 – 84%	8 – 72%	4 – 60%
15 – 96%	11 – 82%	7 – 70%	3 – 56%
14 – 92%	10 – 78%	6 – 68%	2 – 54%
13 – 88%	9 – 76%	5 – 64%	1 – 50%

Revised January 2019
