SPEAKING SCENARIO OPTION 1:

Your friend’s cousin from Madrid, España is coming to visit. S/he’s nervous because s/he doesn’t speak English. You decide to send him/her a message in Spanish to make him/her feel more comfortable. You send him/her a message and tell him/her all about yourself including your likes and dislikes including who you like to do the activity with, where, at what time, etc. You can also ask questions.

1. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Last name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Origin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Live: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Likes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Dislikes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Farewell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class times: (8:55-9:43) (10:17-11:05)(11:08-11:56)(11:59-12:47)(1:35-2:23)(2:26-3:14)(3:17-4:05)

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SPEAKING SCENARIO OPTION 2:

Your friend from Madrid, España is coming to visit and will stay with your friend. S/he’s nervous because s/he doesn’t speak English and doesn’t know your friend. You decide to send him/her a message in Spanish to make him/her feel more comfortable. You send him/her a message and tell him/her all about your friend. You introduce your friend and talk about his/her likes and dislikes possibly including who s/he like to do the activity with, where, at what time, etc. You can also ask questions.

1. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Last name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Origin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Live: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Likes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Dislikes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Farewell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class times: (8:55-9:43) (10:17-11:05)(11:08-11:56)(11:59-12:47)(1:35-2:23)(2:26-3:14)(3:17-4:05)

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Description | **HIGH**  demonstrates excellence | **MID-HIGH**  demonstrates command | **MID**  demonstrates competence | **MID-LOW**  suggests lack of competence |  | **LOW**  demonstrates lack of competence | Does not merit a 1 |
| Score | **5** | **4** | **3** | **2** |  | **1** | **0** |
| **Task Completion and Topic Development** | **Fully** **addresses** and completes the task with **enriched** and relevant **detail**.  **Very well organized**.  Exceeds with ease the expected length requirements. | Appropriately **addresses** and completes most of the task with relevant **detail**.  **Well-organized.**  Meets the expected length requirements with ease. | **Addresses** and completes **most** of the task; most details are relevant.  **Organized**.  Meets the approximate length requirements but response may be forced. | **Partially addresses** and completes the task.  Not entirely relevant.  **Inadequate organization**.  Response is somewhat  shorter than the expected length and/or contains little substance. |  | Does **not complete** the task.  **Mostly irrelevant.**  **Disorganized.**  Response is much shorter than the expected length and/or contains almost no substance. |  |
| **Vocabulary and Cultural References** | Uses more **specialized vocabulary** and culturally authentic **idiomatic expressions**.  Accurate social and/or **cultural references** included. | Uses **variety** of relevant vocabulary, **no repetition.**  Generally accurate social and/or **cultural references** included. | Uses **variety** of relevant vocabulary, may include **some repetition**.  Generally accurate social and/or **cultural references** included. | Uses **some irrelevant** vocabulary, **repetitive**.  **Somewhat dependent** on native language.  **Inaccurate** social and/or cultural references may be included. |  | Uses **some irrelevant** vocabulary, **repetitive**.  **Highly dependent** on native language.  **Inaccurate** social and/or cultural references included. |  |
| **Language Use** | Creative use of language.  **Control of complex structures** (i.e. those structures currently being evaluated); very few errors with no patterns. | **Use of complex structures** (i.e. those structures currently being evaluated); may contain **more than a few errors**. | **Control of simple structures** with few errors; may use complex structures with little or no control (i.e. those structures currently being evaluated). | **Limited control** of **simple structures** with errors. |  | **Frequent errors** in use of structures. |  |
| **Comprehensibility** | **High level of fluency**.  Conveys intended meaning with **minimal interpretation** by **non-sympathetic listener/reader**. | **Very good fluency.**  Conveys intended meaning with **minimal interpretation** by **sympathetic listener/reader**. | **Good fluency** with occasional hesitance; some **self-correction**.  Conveys intended meaning with **some interpretation by sympathetic listener/reader**. | **Labored expression;** minimal fluency.  Intended meaning is **sometimes lost despite some interpretation** by sympathetic listener/reader. |  | **Little to no fluency.**  Intended meaning is **often lost despite some interpretation** by sympathetic listener/reader. |  |