



Scoring Guidelines

Question 1: Email Reply

Prompt/Directions:

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una repuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También, debes responder de una manera formal.

1. **Este mensaje electrónico es de Carlos Ferrer Quintana, Jefe de Programación de Canal 6. Has recibido este mensaje porque has participado como voluntario en Perú y te quieren entrevistar.**

De: Carlos Ferrer Quintana
Asunto: Voluntarios en Perú

Estimado/a estudiante:

Como usted sabe, la semana pasada salió en el informativo de la noche de Canal 6 un reportaje con imágenes de la llegada al aeropuerto de su clase de español, que regresaba de su viaje para hacer trabajo voluntario en Perú. Quisiéramos invitar a varios alumnos del grupo para hacerles una entrevista en nuestro estudio, sobre su experiencia durante el viaje. Usted es una de las personas pre-seleccionadas, pero para poder hacer la selección final necesitamos que responda las siguientes preguntas:

- ¿Qué tipo de contacto ha tenido con los jóvenes peruanos durante el viaje?
- ¿Qué fue lo más importante que aprendió sobre la cultura peruana durante su estadía?

Nos comunicaremos con usted la próxima semana para indicarle si ha sido uno de los finalistas.

Mientras tanto, si tiene alguna pregunta, no dude en ponerse en contacto con nosotros.

Le agradecemos de antemano su colaboración.

Atentamente,

Carlos Ferrer Quintana
Jefe de Programación
Canal 6

General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Guidelines for Question 1: Email Reply

Skills: 1.A 2.A 2.B 4.A 4.B 6.A 6.B

5 points

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task Provides little required information (responses to questions, request for details) Barely understandable, with frequent or significant errors that impede comprehensibility Very few vocabulary resources Little or no control of grammar, syntax, and usage Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) Very simple sentences or fragments 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task Provides some required information (responses to questions, request for details) Partially understandable with errors that force interpretation and cause confusion for the reader Limited vocabulary and idiomatic language Limited control of grammar, syntax, and usage Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies Simple sentences and phrases 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task Provides most required information (responses to questions, request for details) Generally understandable, with errors that may impede comprehensibility Appropriate but basic vocabulary and idiomatic language Some control of grammar, syntax, and usage Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness Simple and a few compound sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task Provides most required information (responses to questions, request for details) with some elaboration Fully understandable, with some errors that do not impede comprehensibility Varied and generally appropriate vocabulary and idiomatic language General control of grammar, syntax, and usage Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing) Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task Provides required information (responses to questions, request for details) with frequent elaboration Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility Varied and appropriate vocabulary and idiomatic language Accuracy and variety in grammar, syntax, and usage, with few errors Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors Variety of simple and compound sentences, and some complex sentences

0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

BLANK: (no response)

Question 4: Cultural Comparison

Prompt/Directions:

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara una comunidad hispanohablante que te sea familiar a tu comunidad o a otra comunidad. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

- ¿Cómo afecta el diseño de una ciudad (por ejemplo, sus mercados, parques y calles) a la vida social de las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara el efecto del diseño de una ciudad en una región del mundo hispanohablante que te sea familiar con el efecto del diseño en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Scoring Guidelines for Question 4: Cultural Comparison

Skills: **1.A** **2.A** **2.B** **4.B** **7.B** **7.C** **7.D**

5 points

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Presents information only about the target culture or only about the student's own or another community, and may not include examples • Demonstrates minimal understanding of the target culture; generally inaccurate • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Minimal or no attention to register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development • Demonstrates a limited understanding of the target culture; may include several inaccuracies • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the presentation • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Compares the target culture with the student's own or another community, including a few supporting details and examples • Demonstrates a basic understanding of the target culture, despite inaccuracies • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Use of register may be inappropriate for the presentation with several shifts • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples • Demonstrates some understanding of the target culture, despite minor inaccuracies • Organized presentation; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors that do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Generally consistent use of register appropriate for the presentation, except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples • Demonstrates understanding of the target culture, despite a few minor inaccuracies • Organized presentation; effective use of transitional elements or cohesive devices • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Mostly consistent use of register appropriate for the presentation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility

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0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
 - The phrase "target culture" can refer to any community, large or small, associated with the target language.
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