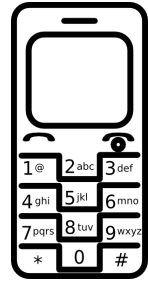


Mi Vida Conectada  
Presentational Writing

Nombre \_\_\_\_\_

GOAL: Novice High 3



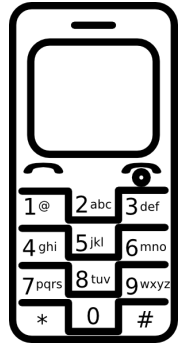
**EN ESPAÑOL** -- Based on the information from your conversation, make a visual (Sketch, drawing, infographic, slideshow) to show the positive and negative ways that being connected to technology affect teens.

Intermediate Low – 1 ■	Partial evidence for this level	A+
<b>Comprehensibility</b>	<p><b>Is generally understood by a sympathetic speaker.</b></p> <ul style="list-style-type: none"> <li>• Uses practiced vocabulary from familiar themes and topics.</li> <li>• Shows emerging control of present time frame and practiced structures.</li> <li>• (Speaking) Uses mostly comprehensible pronunciation and some native-like sounds.</li> <li>• (Speaking) Speaks slowly with some hesitations and stumbling over new words or structures.</li> </ul>	
<b>Quality of Communication</b>	<p><b>Partially conveys the message</b></p> <ul style="list-style-type: none"> <li>• Partially meets the communicative goal.</li> <li>• Supports response with some details or description. May reference authentic resource(s).</li> <li>• Organizes language using simple, compound and some strings of sentences.</li> <li>• Uses word substitution for clarification.</li> <li>• Maintains some audience interest via technology, visuals, writing style, content, creativity, or voice.</li> </ul>	
Novice High – 3 ■	Full evidence for this level and some evidence for next level	A
<b>Comprehensibility</b>	<p><b>Is understood by a sympathetic speaker</b></p> <ul style="list-style-type: none"> <li>• Uses practiced vocabulary from a range of everyday topics or themes.</li> <li>• Shows control of practiced structures and word order, spelling and mechanics, with few errors.</li> <li>• (Speaking) Uses comprehensible pronunciation, with some native-like sounds.</li> <li>• (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations.</li> </ul>	
<b>Quality of Communication</b>	<p><b>Conveys and extends the message</b></p> <ul style="list-style-type: none"> <li>• Exceeds the communicative goal.</li> <li>• Extends response with a range of simple details. May reference an authentic resource.</li> <li>• Recombines learned language to create simple, compound and some strings of sentences.</li> <li>• Produces speech or writing that is organized or logically sequenced.</li> <li>• Maintains high audience interest via technology, visuals, writing style, content, creativity, or emotions.</li> </ul>	

Mi Vida Conectada  
Presentational Writing

Nombre \_\_\_\_\_

GOAL: Novice High 3



Novice High – 2 ■	Full evidence for this level		B
Comprehensibility	<p><b>Is generally understood by a sympathetic speaker</b></p> <ul style="list-style-type: none"> <li>• Uses practiced vocabulary from several everyday topics or themes.</li> <li>• Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks).</li> <li>• (Speaking) Uses mostly comprehensible pronunciation, with some native-like sounds.</li> <li>• (Speaking) Speaks slowly, with some unnatural hesitations over new words or structures.</li> </ul>		
Quality of Communication	<p><b>Conveys the message</b></p> <ul style="list-style-type: none"> <li>• Meets the communicative goal.</li> <li>• Supports response with simple details. May reference an authentic resource.</li> <li>• Uses simple and compound sentences.</li> <li>• Produces speech or writing that is mostly organized or logically sequenced.</li> <li>• Maintains audience interest via technology, visuals, content, creativity, or emotions.</li> </ul>		

Novice High – 1 ■	Partial evidence for this level		C
Comprehensibility	<p><b>Is generally understood by a sympathetic speaker, with some interpretation</b></p> <ul style="list-style-type: none"> <li>• Uses practiced vocabulary from a few everyday topics or themes.</li> <li>• Shows emerging control of practiced structures, word order, spelling and mechanics.</li> <li>• (Speaking) Uses pronunciation that may require some interpretation.</li> <li>• (Speaking) Speaks slowly, with some stumbling over new words or structures.</li> </ul>		
Quality of Communication	<p><b>Partially conveys the message</b></p> <ul style="list-style-type: none"> <li>• Partially meets the communicative goal.</li> <li>• Supports response with a few simple details. May reference an authentic resource.</li> <li>• Uses words, lists and memorized phrases in simple and some compound sentences.</li> <li>• Produces speech or writing that is somewhat organized or logically sequenced.</li> <li>• Maintains some audience interest via technology, visuals, content, creativity, or emotions.</li> </ul>		