

Imagine que tú estás en una cita con tu consejero/a de la escuela. Él/ ella te habla sobre las clases y quiere saber si tienes problemas. Tienes un problema con unas de tus clases y tu consejero/a quiere saber los detalles y te ofrece el apoyo para solucionar el problema.

1. Sigue el guión de la conversación.
2. Usa el tono correcto con la persona con quien hablas
3. Un saludo apropiado según el tono.
4. Forma respuestas que duran el mínimo de 15 segundos
5. Haz una pregunta
6. Una expresión idiomática
7. Un saludo y una despedida correcta según el tono.

Consejero/a	Te saluda y te hace una pregunta sobre tus clases.
TÚ	Salúdalo/la y dale una respuesta a su pregunta.
Consejero/a	Te pregunta sobre una clase en que tienes problemas.
TÚ	(Responde apropiadamente) Presenta el problema que tienes con una de tus clases.
Consejero/a	(Responde apropiadamente) Te hace otra pregunta sobre la clase y el problema.
TÚ	Contesta la pregunta y explica tu situación con detalles
Consejero/a	Responde apropiadamente y te ofrece una solución al problema. (una cita con el/ la profesor/a)
TÚ	Responde en el positivo Pídele sobre la hora y lugar de la cita ¿?
Consejero/a	Responde a las preguntas y te despide
TÚ	Dale las gracias Despidete de él/ ella.

El tono:

Formal (Ud. Le , su/s)

Informal (Tú, te, tu/s)

Saludos: Tú: _____

El /la consejero/a _____

Despedidas: El /la consejero/a _____

Tú: _____

1. _____ Sigue el guión de la conversación.
2. _____ Usa el tono correcto con la persona con quien hablas
3. _____ Un saludo apropiado según el tono.
4. _____ Forma respuestas que duran el mínimo de 15 segundos
5. _____ Haz una pregunta
6. _____ Una expresoin idomatica
7. _____ Un saludo y una despedida correcta según el tono.

Comentario:

	Oops (1)	Not yet (2)	Good, But. . . (3)	WOW (4)
How well do you complete the <u>Task</u> ?	performance <u>attempts</u> to complete task Just does the minimal to get through the conversation <u>Little</u> attempt at detail, <u>no</u> elaboration.	performance completes <u>some</u> aspects of the task Does a little more than the minimal to get through the conversation <u>Some</u> details, <u>little</u> elaboration.	performance completes <u>most</u> aspects of the task Makes an effort to keep the conversation going <u>Many</u> details, <u>some</u> elaboration.	performance completes <u>all</u> aspects of the task Does a great job keeping the conversation going. <u>Many</u> details, elaborate on <u>almost</u> all items.
How well are you <u>Understood</u> ?	speaks with <u>painfully long</u> pauses &/or with pronunciation which <u>impedes</u> ability to be understood by conversation partner Some use of invented or LL words. Has <u>repeated</u> LL interference causing <u>considerable</u> incomprehensibility.	speaks with <u>noticeable</u> pauses &/or with pronunciation that <u>detracts</u> from message; requires <u>effort</u> to be understood by conversation partner Some use of invented or LL words. Has <u>some</u> LL interference causing <u>noticeable</u> incomprehensibility.	speaks with <u>noticeable</u> pauses that do <u>not</u> detract from exchange &/or pronunciation is <u>acceptable</u> for level; easily understood by conversation partner Little or no use of invented words. No use of LL words. LL interference causes <u>minimal</u> incomprehensibility.	speaks with ease & pauses are natural &/or pronunciation is <u>acceptable</u> for level; easily understood by conversation partner Little or no use of invented words. No use of L1 words. Little to no LL interference with no impact on comprehensibility.
How is your Vocabulary? Your <u>conversation</u> strategies?	uses <u>non-relevant</u> vocabulary without <u>significant</u> use of the <u>current</u> group; uses <u>little</u> to <u>no</u> flavoring words Asks <u>few</u> questions & makes <u>few</u> or <u>no</u> comments; resorts to <u>single</u> words or LL to maintain the conversation	uses <u>little</u> or <u>repetitive</u> vocabulary from the <u>current</u> group; uses <u>few</u> or <u>repetitive</u> flavoring words Asks <u>some</u> questions & makes <u>some</u> comments related to conversation; <u>repeats</u> questions or <u>skips</u> questions to maintain the conversation	uses a <u>variety</u> of vocabulary from the <u>current</u> group; uses <u>random</u> or <u>only</u> formulaic flavoring words Asks questions & makes comments related to conversation; asks for <u>repetition</u> or <u>restates</u> to maintain the conversation	uses a <u>variety</u> of vocabulary from current group as well as a <u>variety</u> from past or self-selected groups; uses flavoring words <u>appropriate</u> to conversation. Questions, comments & asks follow up questions <u>based on</u> conversation; asks for <u>clarification</u> , <u>self-corrects</u> or <u>restates</u> to advance the conversation
How Accurate is your language?	shows <u>little</u> control of target structures with no consistency <u>many</u> errors make message <u>incomprehensible</u> , even for a sympathetic listener	shows <u>some</u> control of target structures with little consistency <u>frequent</u> errors affect comprehension by sympathetic listener	shows <u>appropriate</u> control of target structures with some consistency <u>occasional</u> errors do <u>not</u> affect comprehension by sympathetic listener	shows <u>appropriate</u> control of target structures <u>with no</u> pattern of errors throughout <u>few</u> errors do <u>not</u> affect comprehension by sympathetic listener

level 4 scale

16	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	9.5	9
100	98	96	94	92	90	88	87	86	84	83	81	79	78	76
8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5
74	72	70	68	65	63	60	57	54	51	51	51	51	51	51

Level 4ac Scale

16	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	9.5	9
100	97	95	92	89	87	86	85	83	81	80	78	76	74	72
8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5
70	68	66	64	61	59	56	53	50	47	47	47	47	47	47

Total _____ / 16 _____ % Conversión

This percentage will be entered into assessments as a 16 pt grade