Nombre de compañero: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sección: A1 A4 B1 B4 B5

**La evidencia de criterio C de unidad 3: Unit 3 Criterion C Evidence**

Communicating in response to spoken, written, and visual text

Evidence Task:

* Select a partner and obtain a voice recorder and Post-It note. Follow Sra. Moore’s directions on how to record.
* Tell your partner which levels you’re working towards (BASIC, PROFICIENT, and/or ADVANCED), so they know which questions to ask you during your conversation.
* Write an X next to each question you ask your partner. (Sra. Moore will model this.)
* Press ‘Stop’ and wait for directions when the time is up.

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| **Basic Level Questions** |
| ¿Qué comes para el desayuno? \_\_\_\_ ¿Qué bebes para el almuerzo? \_\_\_\_  ¿Con qué frecuencia comes/bebes…? \_\_\_\_ ¿Cómo es la pizza? \_\_\_\_  ¿Cómo son las verduras? \_\_\_\_ ¿Te gusta el café? \_\_\_\_ ¿Te gustan los huevos? \_\_\_\_\_  ¿Te encanta la limonada? \_\_\_\_ ¿Te encantan las galletas? \_\_\_\_  ¿Qué te gusta comer/beber? \_\_\_\_\_ ¿Qué no te gusta comer/beber? \_\_\_\_\_ |
| **Proficient Level Questions** |
| ¿Por qué te gusta la fruta? \_\_\_\_\_ ¿Por qué no te gusta la comida china? \_\_\_\_  ¿Es la limonada sabrosa? \_\_\_\_\_ ¿Son las galletas deliciosas? \_\_\_\_  ¿Cuál comida es tu favorita? \_\_\_\_\_ ¿Cuándo compartes? \_\_\_\_\_  En tu opinión, ¿cuál comida es sabrosa pero no es nutritiva? \_\_\_\_\_  ¿Son las comidas fritas buenas para la salud? \_\_\_\_\_  ¿Comes tú comidas malas para la salud de vez en cuando? \_\_\_\_\_ |
| Advanced Level Questions |
| ¿Le gusta mucho beber el café a tu profesora? \_\_\_\_\_\_ ¿Es la salud importante? \_\_\_\_\_\_  ¿Bebe tu madre el café? \_\_\_\_\_\_ ¿Come tu padre los huevos? \_\_\_\_\_\_  ¿Comparten tus amigos? \_\_\_\_\_\_ ¿Qué comen tus amigos? \_\_\_\_\_\_  ¿Les gustan a tus amigos las comidas nutritivas? \_\_\_\_\_\_ ¿Son tus amigos saludables? \_\_\_\_\_  ¿Eres una persona saludable o no? ¿Por qué? \_\_\_\_\_\_ ¿Es tu mamá saludable? \_\_\_\_\_  ¿Cuáles hábitos saludables tienes? \_\_\_\_\_\_ ¿Cuáles frutas tropicales te gustan? \_\_\_\_\_  ¿Con qué frecuencia come tu familia un desayuno grande? \_\_\_\_\_ |

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| **MYP Language Acquisition: Criterion C: Communicating in response to spoken, written, and visual text** | | | | |
| You should be able to:   * respond appropriately to simple short phrases * interact in simple and rehearsed exchanges, using verbal and non-verbal language * use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics * communicate with a sense of audience. | | | | |
| **0** | **MI – Minimal** | **BA – Basic** | **PR – Proficient** | **AD - Advanced** |
| The student does not reach a standard described by any of the descriptors. | **The student makes limited attempt to respond** to simple short phrases and basic information in spoken, written and visual text; **responses are often inappropriate.**  **The student interacts minimally** in simple and rehearsed exchanges, using verbal and non-verbal language.  **The student uses minimal basic phrases** to communicate ideas, feelings and information **on a limited range of aspects of everyday topics.**  The student communicates with a **limited** sense of audience. | **The student makes limited attempt to respond** to simple short phrases and basic information in spoken, written and visual text; **some responses may be inappropriate**.  **The student interacts to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language.  **The student uses some basic phrases** to communicate ideas, feelings and information on a **limited range of aspects of everyday topic**s.  The student communicates with **some** sense of audience. | **The student responds appropriately** to simple short phrases and basic information in spoken, written and visual text.  **The student interacts considerably** in simple and rehearsed exchanges, using verbal and non-verbal language.  **The student uses basic phrases** to communicate ideas, feelings and information **on some aspects of everyday topics**.  The student communicates with a **considerable** sense of audience. | **The student responds in detail and appropriately** to simple short phrases and basic information in spoken, written and visual.  **The student interacts confidently** in simple and rehearsed exchanges, using verbal and non-verbal language.  **The student uses basic phrases effectively** to communicate ideas, feelings and information **on a variety of aspects of everyday topics**.  The student communicates with an **excellent** sense of audience. |

Los comentarios de Sra. Moore: