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: