

**Vocabulario 1**

**A** Pilar is talking to some new students at school. Choose the most appropriate response to each thing she says.

- \_\_\_\_\_ 1. ¿Cómo te llamas?  
 a. Soy de Nicaragua.  
 b. Estoy bien.  
 c. Me llamo Pablo.
- \_\_\_\_\_ 2. Ésta es Amalia, mi mejor amiga.  
 a. Encantada.  
 b. Estoy más o menos. ¿Y tú?  
 c. Igualmente.
- \_\_\_\_\_ 3. ¿De dónde eres?  
 a. Estoy bien.  
 b. Soy de Argentina.  
 c. Me llamo César.
- \_\_\_\_\_ 4. ¿Quién es el muchacho?  
 a. Éste es el profesor de ciencias.  
 b. Es de Cuba.  
 c. Es mi mejor amigo.
- \_\_\_\_\_ 5. ¿Cómo estás?  
 a. Estoy regular.  
 b. Soy de España.  
 c. Nos vemos.

SCORE  /5

**B** Match the expressions you would use to greet or say goodbye to the following people in these situations.

- \_\_\_\_\_ 6. to greet the principal in the morning
- \_\_\_\_\_ 7. to tell a friend you have to leave
- \_\_\_\_\_ 8. to tell a friend you'll see her later
- \_\_\_\_\_ 9. to greet your teacher in the afternoon
- \_\_\_\_\_ 10. to tell a classmate goodbye

- a. Adiós.  
 b. Hasta luego.  
 c. Buenas tardes.  
 d. Tengo que irme.  
 e. Buenos días.

SCORE  /5

**PRUEBA: VOCABULARIO 1**

**C** Write what you would say in Spanish in the following situations.

11. Tell Pablo you'll see him soon.

\_\_\_\_\_

12. Tell someone you are pleased to meet him.

\_\_\_\_\_

13. Ask a school counselor what his name is.

\_\_\_\_\_

14. Introduce Luisa and say she is a classmate.

\_\_\_\_\_

15. Ask a student how it's going.

\_\_\_\_\_

SCORE  /10

**D** Complete the following conversation between Nina and Carlos by filling in the blanks with appropriate questions.

**Nina** Hola, soy Nina.

(16) ¿\_\_\_\_\_?

**Carlos** Me llamo Carlos.

(17) ¿\_\_\_\_\_?

**Nina** Estoy bien, gracias.

(18) ¿\_\_\_\_\_ tu mejor amiga?

**Carlos** Es Alejandra Ríos.

**Nina** (19) ¿\_\_\_\_\_?

**Carlos** Alejandra es de Costa Rica.

(20) ¿\_\_\_\_\_?

**Nina** Soy de Estados Unidos.

SCORE  /10

TOTAL SCORE  /30

# Gramática 1

**A** Identify the subject and the verb in each of the following sentences and write them in the spaces provided.

1. Yo soy estudiante.

subject: \_\_\_\_\_ verb: \_\_\_\_\_

2. La señora Gómez es de México.

subject: \_\_\_\_\_ verb: \_\_\_\_\_

3. Él es un compañero de clase.

subject: \_\_\_\_\_ verb: \_\_\_\_\_

4. El muchacho es Ronaldo.

subject: \_\_\_\_\_ verb: \_\_\_\_\_

5. ¿Cómo está usted?

subject: \_\_\_\_\_ verb: \_\_\_\_\_

SCORE  /10

**B** Unscramble the words below to make complete sentences. Don't forget to capitalize letters and add punctuation when appropriate.

6. es / éste / el señor García

\_\_\_\_\_

7. mi mejor amigo / Raúl / es

\_\_\_\_\_

8. un compañero / él / de clase / es

\_\_\_\_\_

9. de / Cuba / es / él

\_\_\_\_\_

10. mi profesora / ella / de ciencias / es

\_\_\_\_\_

SCORE  /5

**PRUEBA: GRAMÁTICA 1**

**C** Write the pronoun you would use to address the following people.

- \_\_\_\_\_ 11. a group of female classmates (*in Spain*)
- \_\_\_\_\_ 12. your best friend
- \_\_\_\_\_ 13. a school counselor
- \_\_\_\_\_ 14. a group of male and female classmates  
(*in Latin America*)
- \_\_\_\_\_ 15. a group of male friends (*in Spain*)

SCORE  /10

**D** Complete the following conversation between Elena and Carlos by filling in the blanks with the missing subject pronouns.

**Elena** ¿Qué tal? (16) \_\_\_\_\_ soy Elena Marcos.

**Carlos** Mucho gusto. Me llamo Carlos Tapia.

**Elena** Y (17) \_\_\_\_\_ es Patricia López, mi mejor amiga.

(18) \_\_\_\_\_ somos (*are*) de Puerto Rico.

**Carlos** Encantado.

**Elena** ¿De dónde eres, Carlos?

**Carlos** Soy de Cuba y mis compañeros son de Estados Unidos.

(19) \_\_\_\_\_ son de Texas.

**Elena** Mis compañeras de clase son de Estados Unidos también (*also*).

(20) \_\_\_\_\_ son de California.

SCORE  /10

TOTAL SCORE  /35

# Aplicación 1

## Escuchemos

**A** For each conversation you hear, answer **a)** if the person's response is logical or **b)** if the person's response is not logical.

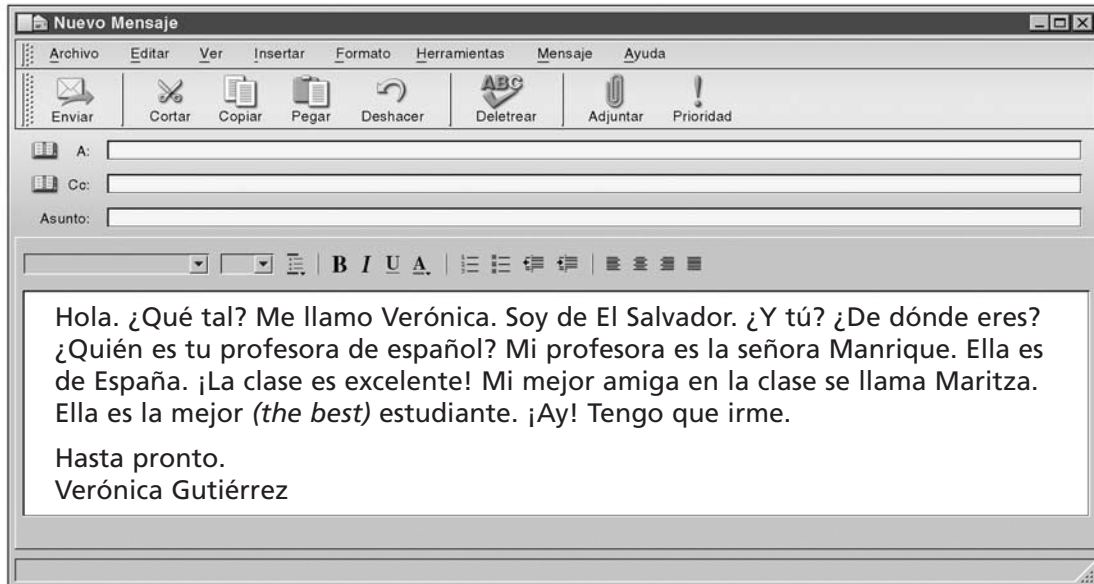
- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.

SCORE  /10

**PRUEBA: APLICACIÓN 1**

**Leamos**

**B** Read Verónica’s letter to an e-pal in another Spanish class. Then, read the statements that follow and indicate if each statement is **cierto** (*true*) or **falso** (*false*).



- \_\_\_\_\_ 6. Verónica es de El Salvador.
- \_\_\_\_\_ 7. La señora Manrique es la profesora de ciencias.
- \_\_\_\_\_ 8. La señora Manrique es de España.
- \_\_\_\_\_ 9. Maritza es una compañera de clase de Verónica.
- \_\_\_\_\_ 10. Verónica es la mejor estudiante. SCORE  /10

**Escribamos**

**C** Write a conversation that takes place between three students at the beginning of the school year. They should greet each other, introduce themselves, and ask how the others are feeling.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SCORE  /15

TOTAL SCORE  /35

# Vocabulario 2

**A** Write the following phone numbers in Spanish, spelling all the numbers as words.

1. Diego Arana: 4-18-13-20

\_\_\_\_\_

2. Mike Nikai: 9-29-17-28

\_\_\_\_\_

3. Juana Méndez: 3-11-12-24

\_\_\_\_\_

4. Sandra Brown: 2-19-30-15

\_\_\_\_\_

5. Emilio Limón: 5-14-18-26

\_\_\_\_\_

SCORE  /5

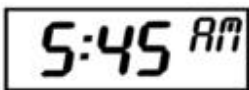
**B** Write a sentence telling what time it is on each clock in Spanish. Be sure to tell in words if it is morning, afternoon, or night.



6. \_\_\_\_\_  
\_\_\_\_\_



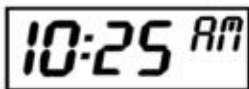
7. \_\_\_\_\_  
\_\_\_\_\_



8. \_\_\_\_\_  
\_\_\_\_\_



9. \_\_\_\_\_  
\_\_\_\_\_



10. \_\_\_\_\_  
\_\_\_\_\_

SCORE  /5

**PRUEBA: VOCABULARIO 2**

**C** Ángela has written the birthdays of five Spanish Club members in her agenda, but some of the information is missing. Write complete sentences in Spanish to give the day or date of each birthday.

- 11. Carmen: January 25 \_\_\_\_\_  
\_\_\_\_\_
- 12. Melanie: April 1 \_\_\_\_\_  
\_\_\_\_\_
- 13. Iris: September 14 \_\_\_\_\_  
\_\_\_\_\_
- 14. Ariel: Tuesday \_\_\_\_\_  
\_\_\_\_\_
- 15. Joaquín: Sunday \_\_\_\_\_  
\_\_\_\_\_

SCORE  /10

**D** Complete the following conversations between members of the Spanish Club by writing appropriate questions in the spaces provided.

**Carlos** (16) ¿\_\_\_\_\_?

**Luis** Hoy es martes.

**Señora Paz** (17) ¿\_\_\_\_\_?

**Juan** Es el primero de octubre.

**Roberto** (18) ¿\_\_\_\_\_?

**Esteban** Es cuatro-tres-cero-dos-cinco-uno-dos.

**Javier** (19) ¿\_\_\_\_\_?

**Lourdes** Es ele-o-u-uno-dos arroba ce-o-erre-e-o punto ce-o-eme.

**Toño** (20) ¿\_\_\_\_\_?

**Marta** Se escribe eme-a-ere-te-a.

SCORE  /10

TOTAL SCORE  /30



## Gramática 2

**A** Complete Martín's speech about the Spanish Club with the correct forms of **ser**.  
Buenos días, yo (1) \_\_\_\_\_ Martín Escobar. En el club de español nosotros (2) \_\_\_\_\_ ocho estudiantes, tres muchachos y cinco muchachas. Mi amigo Leandro (3) \_\_\_\_\_ el presidente del club. Las muchachas del club (4) \_\_\_\_\_ de Estados Unidos y México y nosotros tres (5) \_\_\_\_\_ de Puerto Rico.

SCORE  /10

**B** Rewrite each statement below, using **no** to show you disagree with everything your friend Raúl says.

6. Jaime es de México.

\_\_\_\_\_

7. El teléfono de Cindy es 7-20-01-16.

\_\_\_\_\_

8. La profesora de ciencias es la señora García.

\_\_\_\_\_

9. Hoy es el seis de septiembre.

\_\_\_\_\_

10. Son las dos de la tarde.

\_\_\_\_\_

SCORE  /10

**PRUEBA: GRAMÁTICA 2**

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**C** Rewrite the following words in lowercase, adding accent marks and tildes where needed.

- 11. COMPANERO \_\_\_\_\_
- 12. MANANA \_\_\_\_\_
- 13. MIERCOLES \_\_\_\_\_
- 14. MEDIODIA \_\_\_\_\_
- 15. SENOR \_\_\_\_\_

SCORE  /5

**D** Rewrite the following sentences, adding question marks or exclamation marks as appropriate.

- 16. Qué hora es  
\_\_\_\_\_
- 17. Hola  
\_\_\_\_\_
- 18. Cómo estás  
\_\_\_\_\_
- 19. De dónde es usted  
\_\_\_\_\_
- 20. Empecemos  
\_\_\_\_\_

SCORE  /10

TOTAL SCORE  /35

## Aplicación 2

### Escuchemos

**A** For each conversation you hear, decide whether the people are:

- a. exchanging phone numbers.
- b. asking or giving the date.
- c. spelling a name.
- d. exchanging e-mail addresses.
- e. introducing themselves.

- \_\_\_\_\_ 1.                      \_\_\_\_\_ 4.  
\_\_\_\_\_ 2.                      \_\_\_\_\_ 5.  
\_\_\_\_\_ 3.

SCORE  /10

### Leamos

**B** Read the ad for the Spanish Theater. Then answer the questions that follow.

Hoy miércoles, el 1 de junio,  
los estudiantes del 10° (*tenth*) grado presentan:  
Teatro español  
*Bodas de sangre* de Federico García Lorca  
Hora: 6:30 P.M.  
Dónde: Teatro del Colegio (*School*) Rawson  
Teléfono: 511-2231 Correo electrónico: tsp8@ul.edu

6. ¿Qué día es hoy? \_\_\_\_\_  
7. ¿Qué fecha es hoy? \_\_\_\_\_  
8. ¿Cómo se llama el autor de la obra (*the author of the play*)? \_\_\_\_\_  
\_\_\_\_\_  
9. ¿Cuál es el teléfono del teatro (*of the theater*)? \_\_\_\_\_  
10. ¿Cuál es el correo electrónico del teatro (*of the theater*)? \_\_\_\_\_  
\_\_\_\_\_

SCORE  /10



# Lectura

**A** Read the letter Rosario wrote to her grandfather. As you read the letter, find and underline five cognates in the text.

¡Hola!

¿Cómo estás? Yo estoy muy bien. Hoy es lunes, el 18 de agosto y son las cinco y media de la tarde. Hoy fue (was) mi primer día de clases en Texas. La clase de español es mi favorita. La profesora se llama señora Durán. Ella es excelente. Es de Venezuela. En la clase somos treinta estudiantes. Tres muchachos son de Puerto Rico, dos muchachas son de China y Mayra, mi mejor amiga de la clase, es de México. Los otros estudiantes son de Texas. La clase es muy interesante con diferentes culturas representadas. Tengo que irme. ¡Hasta pronto!

Rosario

SCORE  /10

**B** Answer the following questions in complete sentences.

1. When does Rosario write her grandfather?

\_\_\_\_\_

2. How long has Rosario been attending school in Texas?

\_\_\_\_\_

3. What does Rosario think about her Spanish teacher?

\_\_\_\_\_

4. How many nationalities are represented by the students in the class?

\_\_\_\_\_

5. Why does Rosario think her Spanish class is interesting?

\_\_\_\_\_

SCORE  /10

**C** Answer the following questions.

6. ¿Cómo se llama tu profesor(a) de español? \_\_\_\_\_

7. ¿De dónde es él/ella? \_\_\_\_\_

8. ¿De dónde son los estudiantes de tu clase de español? \_\_\_\_\_

\_\_\_\_\_

SCORE  /15

TOTAL SCORE  /35

# Escritura

**A** Teresa is a new student at Sara’s school. Write a conversation in which the two girls greet each other and introduce themselves. Sara asks where Teresa is from and says where she is from. Then Teresa gets Sara’s phone number, and they say goodbye.

Sara \_\_\_\_\_

Teresa \_\_\_\_\_

Sara \_\_\_\_\_

Teresa \_\_\_\_\_

Sara \_\_\_\_\_

Teresa \_\_\_\_\_

Sara \_\_\_\_\_

Teresa \_\_\_\_\_

Sara \_\_\_\_\_

Teresa \_\_\_\_\_

SCORE  /20

**B** Write a short conversation where you introduce yourself to a new classmate. Your classmate asks how you are and where you are from. Ask where your new classmate is from. Then tell your classmate that you are pleased to meet him or her.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

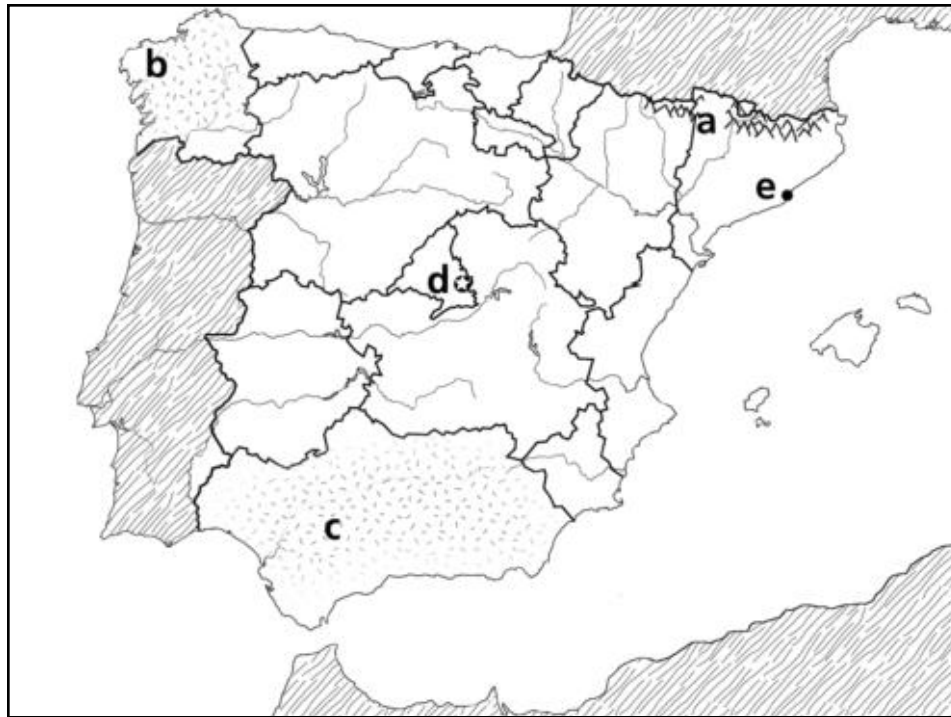
SCORE  /15

TOTAL SCORE  /35

# Geocultura

PRUEBA

**A** Match each letter on the map of Spain with the name of the place or area it represents.



- \_\_\_\_\_ 1. Galicia
- \_\_\_\_\_ 2. Barcelona
- \_\_\_\_\_ 3. Madrid
- \_\_\_\_\_ 4. Andalucía
- \_\_\_\_\_ 5. Los Pirineos

SCORE  /10

**B** Indicate whether each of the following statements is true or false.

- \_\_\_\_\_ 6. Olive oil is an important export product from **Andalucía**.
- \_\_\_\_\_ 7. **Sevilla** holds a yearly fair with traditional costumes, parades, and flowers.
- \_\_\_\_\_ 8. The **Museo de Guggenheim** is famous for its musical instruments.
- \_\_\_\_\_ 9. Don Quijote was a famous Spanish author.
- \_\_\_\_\_ 10. The music of **Galicia** often uses Celtic musical instruments.

SCORE  /5

**PRUEBA: GEOCULTURA**

**C** Choose the correct answer to each of the following questions about Spain.

- \_\_\_\_\_ 11. Which of the following is found in Altamira?  
a. a cathedral                      b. prehistoric art                      c. a medieval wall
- \_\_\_\_\_ 12. What is the official currency of Spain?  
a. the euro                      b. the peso                      c. the dollar
- \_\_\_\_\_ 13. What is a traditional Spanish dish made with rice, meats, and seafood?  
a. paella                      b. tortilla                      c. gazpacho
- \_\_\_\_\_ 14. Which Spanish painter is known for his use of bright colors?  
a. Velázquez                      b. Goya                      c. Miró
- \_\_\_\_\_ 15. How many official languages does Spain have?  
a. two                      b. one                      c. four

SCORE  /5

**D** Give one reason why the following places in Spain are famous.

- 16. Sevilla \_\_\_\_\_  
\_\_\_\_\_
- 17. La Mancha \_\_\_\_\_  
\_\_\_\_\_
- 18. Ávila \_\_\_\_\_  
\_\_\_\_\_
- 19. Barcelona \_\_\_\_\_  
\_\_\_\_\_
- 20. Andalucía \_\_\_\_\_  
\_\_\_\_\_

SCORE  /10

TOTAL SCORE  /30



## ANSWER KEY: PRUEBAS

**Vocabulario 1**

A. (5 points)

1. c 2. a 3. b 4. c 5. a

B. (5 points)

6. e 7. d 8. b 9. c 10. a

C. (10 points)

11. Hasta pronto, Pablo.

12. Mucho gusto./Encantado(a).

13. ¿Cómo se llama usted?

14. Ésta es Luisa. Ella es una compañera de clase.

15. ¿Qué tal?/¿Cómo estás?

D. (10 points)

16. Cómo te llamas

17. Cómo estás/Qué tal

18. Quién es

19. De dónde es (ella)

20. De dónde eres

**Gramática 1**

A. (10 points)

1. Yo, soy

2. La señora Gómez, es

3. Él, es

4. El muchacho, es

5. usted, está

B. (5 points)

6. Éste es el señor García.

7. Raúl es mi mejor amigo./Mi mejor amigo es Raúl.

8. Él es un compañero de clase.

9. Él es de Cuba.

10. Ella es mi profesora de ciencias./  
Mi profesora de ciencias es ella.

C. (10 points)

11. vosotras

12. tú

13. usted

14. ustedes

15. vosotros

D. (10 points)

16. Yo

17. ella

18. Nosotras

19. Ellos

20. Ellas

**Aplicación 1**

A. Escuchemos (10 points)

1. b 2. a 3. b 4. b 5. a

B. Leamos (10 points)

6. cierto

7. falso

8. cierto

9. cierto

10. falso

C. Escribamos (15 points)

Answers will vary. Possible answer:

**Francis:** Hola, me llamo Francis.**Juan:** Soy Juan. ¿Cómo estás?**Francis:** Bien, gracias. ¿Y tú?**Juan:** Estoy bien.**Francis:** Ésta es mi amiga Julia.**Juan:** Encantado.**Julia:** Igualmente.

## ANSWER KEY: PRUEBAS

**Vocabulario 2****A.** (5 points)

1. cuatro-dieciocho-trece-veinte/  
cuatro-uno-ocho-uno-tres-dos-cero
2. nueve-veintinueve-diecisiete-  
veintiocho/nueve-dos-nueve-uno-  
siete-dos-ocho
3. tres-once-doce-veinticuatro/tres-  
uno-uno-uno-dos-dos-cuatro
4. dos-diecinueve-treinta-quince/dos-  
uno-nueve-tres-cero-uno-cinco
5. cinco-catorce-dieciocho-veintiséis/  
cinco-uno-cuatro-uno-ocho-  
dos-seis

**B.** (5 points)

6. Son las ocho y media de la mañana.
7. Son las diez menos diez de la noche.
8. Son las seis menos cuarto de la  
mañana.
9. Es mediodía.
10. Son las diez y veinticinco de la  
mañana.

**C.** (10 points)

11. Es el 25 de enero.
12. Es el primero de abril.
13. Es el 14 de septiembre.
14. Es martes.
15. Es domingo.

**D.** (10 points)

16. ¿Qué día es hoy?
17. ¿Qué fecha es hoy?
18. ¿Cuál es tu teléfono?
19. ¿Cuál es tu correo electrónico?
20. ¿Cómo se escribe *Marta*?

**Gramática 2****A.** (10 points)

1. soy 2. somos 3. es 4. son
5. somos

**B.** (10 points)

6. Jaime no es de México.
7. El teléfono de Cindy no es  
7-20-01-16.
8. La profesora de ciencias no es la  
señora García.
9. Hoy no es el seis de septiembre.
10. No son las dos de la tarde.

**C.** (5 points)

11. compañero
12. mañana
13. miércoles
14. mediodía
15. señor

**D.** (10 points)

16. ¿Qué hora es?
17. ¡Hola!/Hola.
18. ¿Cómo estás?
19. ¿De dónde es usted?
20. ¡Empecemos!/Empecemos.

**Aplicación 2****A.** Escuchemos (10 points)

1. e 2. c 3. b 4. d 5. a

**B.** Leamos (10 points)

6. miércoles
7. el primero de junio
8. Federico García Lorca
9. 511-2231
10. tsp8@ul.edu

**C.** Escribamos (15 points)

Answers will vary. Possible answer:

¡Hola! Hoy es lunes. Es el nueve de septiembre. Yo me llamo Paula. Mi correo electrónico es pau22@ms.net y mi teléfono es uno-catorce-diecinueve-treinta. Hasta luego.

## ANSWER KEY: PRUEBAS

## Lectura

A. (10 points) Answers will vary.

Possible answers: agosto, clases, favorita, profesora, excelente, estudiantes, interesante, diferentes, culturas, representadas

B. (10 points) Answers may vary. Possible answers:

1. She writes him on Monday, August 18.

2. She has been attending school for one day.

3. She thinks her teacher is excellent.

4. Four nationalities are represented.

5. There are many different cultures represented.

C. (15 points) Answers will vary. Possible answers:

6. Mi profesor(a) de español se llama (*name*).

7. Él/Ella es de (*country*).

8. Los estudiantes son de (*country*).

## Escritura

A. (20 points) Answers will vary. Possible answer:

**Sara:** ¡Buenos días!

**Teresa:** ¡Hola!

**Sara:** Me llamo Sara. ¿Cómo te llamas?

**Teresa:** Soy Teresa.

**Sara:** Mucho gusto. ¿De dónde eres?

**Teresa:** Soy de México.

**Sara:** Yo soy de Texas.

**Teresa:** ¿Cuál es tu teléfono, Sara?

**Sara:** Es 8-16-25-29. Hasta luego.

**Teresa:** Gracias, Sara. Adiós.

B. (15 points) Answers may vary. Possible answer:

**Student:** ¡Hola! Me llamo Carlos.

**Classmate:** ¡Hola, Carlos! Me llamo José. ¿Cómo estás? ¿De dónde eres?

**Student:** Soy de Estados Unidos. ¿Y tú?

**Classmate:** Yo soy de México.

**Student:** Mucho gusto, José.

**Classmate:** Igualmente.

## Geocultura

A. (10 points)

1. b 2. e 3. d 4. c 5. a

B. (5 points)

6. true

7. true

8. false

9. false

10. true

C. (5 points)

11. b 12. a 13. a 14. c 15. c

D. (10 points) Answers will vary. Possible answers:

16. **Sevilla** is famous for its **Feria de abril**.

17. **La Mancha** is a region made famous by the book **Don Quijote**.

18. **Ávila** is famous for its medieval walls.

19. **Barcelona** is known for its typical dance.

20. **Andalucía** is famous for its olive oil exports worldwide.

## SCRIPTS

**Aplicación 1****Escuchemos**

- A. 1. Hola. ¿Cómo estás?  
Soy de Perú.
2. ¿Cómo te llamas?  
Me llamo Clara.
3. ¿De dónde eres?  
Tengo quince años.
4. ¿Quién es la muchacha?  
Igualmente.
5. ¿Cómo se llama la profesora de ciencias?  
Ella se llama Carmen Gómez.

**Aplicación 2****Escuchemos**

- A. 1. **David** Hola, soy David.  
**Luz María** Mucho gusto, David. Me llamo Luz María.
2. **Luz María** ¿Cómo se escribe?  
**David** David se escribe de-a-ve-i-de.
3. **Luz María** ¿Qué fecha es hoy?  
**David** Hoy es jueves, 20 de septiembre.
4. **David** ¿Y tu correo electrónico?  
**Luz María** Es ele, u, zeta, arroba equis, i griega, punto “net” punto “com”.
5. **Luz María** ¿Cuál es tu teléfono?  
**David** Mi teléfono es cuatro-dos-tres-uno-dos-seis-siete.

# ¡Empecemos!

## Escuchemos

**A** Listen to the following conversations and decide what each one is about.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| _____ 1. a. introducing someone  | _____ 3. a. giving a phone number     |
| b. asking how someone feels      | b. giving an e-mail address           |
| c. telling the time              | c. giving the date                    |
| _____ 2. a. saying where someone | _____ 4. a. asking for a phone number |
| is from                          | b. asking the time                    |
| b. saying goodbye                | c. asking the date                    |
| c. greeting someone              |                                       |

SCORE  /8

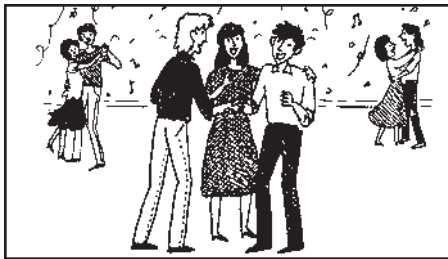
**B** Listen to what the teens below are saying. Match each statement you hear with the correct picture.



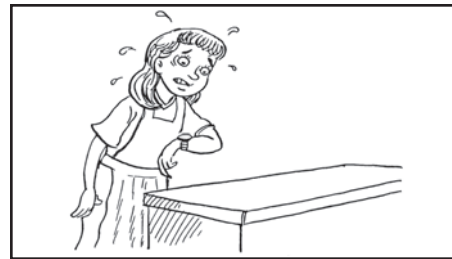
a.



b.



c.



d.

- \_\_\_\_\_ 5.  
 \_\_\_\_\_ 6.  
 \_\_\_\_\_ 7.  
 \_\_\_\_\_ 8.

SCORE  /8



## EXAMEN

## Leamos

**C** Read the following welcoming message from the Spanish Club president. Then choose the correct response for each question below.

¡Hola! ¿Cómo estás? Yo me llamo Fernando Suárez y soy el presidente del (*of the*) club de español. En el club somos ocho muchachos y once muchachas. Somos estudiantes de español. Los muchachos y muchachas del club son compañeros de clase en el Colegio Hawkins, de Houston, Texas. La directora del club es la señora Camargo. Ella es de México. ¡Bienvenido al club de español!

- \_\_\_\_\_ 9. Fernando Suárez es \_\_\_\_.
- a. el profesor de español      b. el presidente del club de español
- \_\_\_\_\_ 10. El número de (*number of*) estudiantes en el club es \_\_\_\_.
- a. ocho                              b. diecinueve
- \_\_\_\_\_ 11. La directora del club se llama \_\_\_\_.
- a. señora Camargo              b. señor Camargo
- \_\_\_\_\_ 12. Los muchachos y muchachas del club son de \_\_\_\_.
- a. México                            b. Texas

SCORE  /8

**D** Read the following conversation between Emma and Susana. Then, for each of the statements below, choose **a** for **cierto** (*true*) or **b** for **falso** (*false*).

**Emma** Susana, ¿cuál es tu correo electrónico?

**Susana** Es hache-e-dos-arroba-e-te-ele-punto ene-e-te.

**Emma** Gracias. ¿Y cuál es el correo electrónico de Mila?

**Susana** No sé, pero su teléfono es cinco-uno-uno-cuatro-cero-dos-ocho.

**Emma** Ah, bueno. ¿Qué hora es?

**Susana** Son las cuatro en punto.

**Emma** Ay, ¡es tarde (*late*)! Tengo que irme. Nos vemos.

- \_\_\_\_\_ 13. El teléfono de Mila es 5-1-1-4-0-2-8.
- \_\_\_\_\_ 14. El correo electrónico de Mila es he2@etl.net.
- \_\_\_\_\_ 15. Son las 4:00.
- \_\_\_\_\_ 16. Susana y Emma son amigas.

SCORE  /8

**EXAMEN**

**Cultura**

**E** Complete each of the following statements about Spain and the culture of Spanish-speaking countries.

- \_\_\_\_\_ 17. The capital of Spain is \_\_\_\_\_.  
 a. Sevilla                      b. Madrid                      c. Barcelona
- \_\_\_\_\_ 18. The most appropriate way to address your Spanish teacher named Pablo Peralta would be \_\_\_\_\_.  
 a. Pablo                      b. señor Peralta                      c. don Peralta
- \_\_\_\_\_ 19. To show affection for Isabel, someone might call her \_\_\_\_\_.  
 a. Isabelita                      b. doña Isabel                      c. Berta
- \_\_\_\_\_ 20. **Los Pirineos** are \_\_\_\_\_.  
 a. mountains                      b. islands                      c. rivers

SCORE /8

**Vocabulario**

**F** Complete the following series logically by supplying the missing words.

- 21. \_\_\_\_\_, domingo, \_\_\_\_\_, martes
- 22. \_\_\_\_\_, miércoles, \_\_\_\_\_, viernes
- 23. \_\_\_\_\_, febrero, \_\_\_\_\_, abril
- 24. \_\_\_\_\_, octubre, \_\_\_\_\_, diciembre
- 25. \_\_\_\_\_, mayo, \_\_\_\_\_, julio

SCORE /5



**EXAMEN**

**Vocabulario**

**G** Luis is meeting Pilar’s friends. Write the missing words to complete their conversation.

**Luis** ¡Buenos (26) \_\_\_\_\_, Pilar!

¿Quién es el (27) \_\_\_\_\_?

**Pilar** (28) \_\_\_\_\_ es Fred.

Es un (29) \_\_\_\_\_ de clase.

**Luis** Mucho (30) \_\_\_\_\_. Yo me llamo Luis.

**Fred** Hola Luis. ¿Cómo (31) \_\_\_\_\_?

**Luis** Más o (32) \_\_\_\_\_.

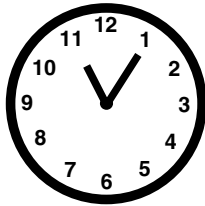
**Pilar** Fred, (33) ¿\_\_\_\_\_ hora es?

**Fred** Son (34) \_\_\_\_\_ (10:00). ¡Hasta luego!

**Pilar** Nos (35) \_\_\_\_\_.

SCORE  /10

**H** Write a complete sentence to tell the exact time you see on each of the clocks below.



36. \_\_\_\_\_

37. \_\_\_\_\_

38. \_\_\_\_\_

39. \_\_\_\_\_

40. \_\_\_\_\_

SCORE  /5





**EXAMEN**

**Gramática**

**I** Replace each of the subjects below with the appropriate subject pronoun.

- 41. Cristina \_\_\_\_\_
- 42. Charlie y yo \_\_\_\_\_
- 43. Elsa y Alma \_\_\_\_\_
- 44. Fred y tú \_\_\_\_\_
- 45. El señor Kim \_\_\_\_\_

SCORE  /5

**J** Complete each sentence with the correct form of the verb **ser** to say where the following people are from.

- 46. Yo \_\_\_\_\_ de Perú.
- 47. Alberto \_\_\_\_\_ de Madrid.
- 48. Claudia y María \_\_\_\_\_ de México.
- 49. Usted \_\_\_\_\_ de Colombia.
- 50. Tú \_\_\_\_\_ de Estados Unidos.

SCORE  /5

**K** Rewrite the following words and phrases in lowercase, adding accents, tildes, and punctuation as needed.

- 51. ADIOS SENOR \_\_\_\_\_
- 52. Y TU \_\_\_\_\_
- 53. QUIEN ES EL \_\_\_\_\_
- 54. QUE DIA ES HOY \_\_\_\_\_
- 55. HASTA MANANA \_\_\_\_\_
- 56. QUE TAL \_\_\_\_\_
- 57. COMO SE LLAMA EL \_\_\_\_\_
- 58. QUIEN ES LA MUCHACHA \_\_\_\_\_
- 59. DE DONDE ERES \_\_\_\_\_
- 60. CUAL ES TU TELEFONO \_\_\_\_\_

SCORE  /10



**EXAMEN**

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**Escribamos**

**L** You have been asked to write a paragraph about yourself for the Spanish Club newsletter. Include the date, your name, where you are from, your e-mail address, and your telephone number.

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SCORE  /10

**M** Tina and her friend Valerie run into Ronaldo at the mall. Write a conversation in which: Tina and Ronaldo greet each other, Tina introduces Valerie to Ronaldo, they greet each other, and Tina says she has to go. End with appropriate goodbyes.

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SCORE  /10

TOTAL SCORE  /100

# Score Sheet: Examen

Circle the letter that matches the most appropriate response.

## Escuchemos

### A

1. a b c
2. a b c
3. a b c
4. a b c

SCORE  /8

### B

5. a b c d
6. a b c d
7. a b c d
8. a b c d

SCORE  /8

## Leamos

### C

9. a b
10. a b
11. a b
12. a b

SCORE  /8

### D

13. a b
14. a b
15. a b
16. a b

SCORE  /8

## Cultura

### E

17. a b c
18. a b c
19. a b c
20. a b c

SCORE  /8

## Vocabulario

### F

21. \_\_\_\_\_  
\_\_\_\_\_
22. \_\_\_\_\_  
\_\_\_\_\_
23. \_\_\_\_\_  
\_\_\_\_\_
24. \_\_\_\_\_  
\_\_\_\_\_
25. \_\_\_\_\_  
\_\_\_\_\_

SCORE  /5

### G

26. \_\_\_\_\_  
\_\_\_\_\_
27. \_\_\_\_\_  
\_\_\_\_\_
28. \_\_\_\_\_  
\_\_\_\_\_
29. \_\_\_\_\_  
\_\_\_\_\_
30. \_\_\_\_\_  
\_\_\_\_\_
31. \_\_\_\_\_  
\_\_\_\_\_
32. \_\_\_\_\_  
\_\_\_\_\_
33. \_\_\_\_\_  
\_\_\_\_\_
34. \_\_\_\_\_  
\_\_\_\_\_
35. \_\_\_\_\_  
\_\_\_\_\_

SCORE  /10

### H

36. \_\_\_\_\_  
\_\_\_\_\_
37. \_\_\_\_\_  
\_\_\_\_\_
38. \_\_\_\_\_  
\_\_\_\_\_
39. \_\_\_\_\_  
\_\_\_\_\_
40. \_\_\_\_\_  
\_\_\_\_\_

SCORE  /5

**SCORE SHEET: EXAMEN**

**Gramática**

**I**

- 41. \_\_\_\_\_
- 42. \_\_\_\_\_
- 43. \_\_\_\_\_
- 44. \_\_\_\_\_
- 45. \_\_\_\_\_

SCORE  /5

**J**

- 46. \_\_\_\_\_
- 47. \_\_\_\_\_
- 48. \_\_\_\_\_
- 49. \_\_\_\_\_
- 50. \_\_\_\_\_

SCORE  /5

**K**

- 51. \_\_\_\_\_
- 52. \_\_\_\_\_
- 53. \_\_\_\_\_
- 54. \_\_\_\_\_
- 55. \_\_\_\_\_
- 56. \_\_\_\_\_
- 57. \_\_\_\_\_
- 58. \_\_\_\_\_
- 59. \_\_\_\_\_
- 60. \_\_\_\_\_

SCORE  /10

**Escribamos**

**L**

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SCORE  /10

**M**

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SCORE  /10

TOTAL SCORE  /100

# Answer Key: Examen

Circle the letter that matches the most appropriate response.

## Escuchemos

### A

1. a  b c  
 2.  a b c  
 3. a b  c  
 4.  a b c

SCORE  /8

### B

5. a b c  d  
 6.  a b c d  
 7. a b  c d  
 8. a  b c d

SCORE  /8

## Leamos

### C

9. a  b  
 10. a  b  
 11.  a b  
 12. a  b

SCORE  /8

### D

13.  a b  
 14. a  b  
 15.  a b  
 16.  a b

SCORE  /8

## Cultura

### E

17. a  b c  
 18. a  b c  
 19.  a b c  
 20.  a b c

SCORE  /8

## Vocabulario

### F

21. sábado, lunes  
 22. martes, jueves  
 23. enero, marzo  
 24. septiembre, noviembre  
 25. abril, junio

SCORE  /5

### G

26. días  
 27. muchacho  
 28. Él / Éste  
 29. compañero  
 30. gusto  
 31. estás  
 32. menos  
 33. qué  
 34. las diez  
 35. vemos

SCORE  /10

### H

36. Son las once y cinco.  
 37. Es la una.  
 38. Son las dos y media.  
 39. Son las siete menos cuarto.  
 40. Son las siete y cuarto.

SCORE  /5

## ANSWER KEY: EXAMEN

## Gramática

## I

41. ella  
 42. nosotros  
 43. ellas  
 44. ustedes/vosotros  
 45. él

SCORE  /5

## J

46. soy  
 47. es  
 48. son  
 49. es  
 50. eres

SCORE  /5

## K

51. Adiós, señor.  
 52. ¿Y tú?  
 53. ¿Quién es él?  
 54. ¿Qué día es hoy?  
 55. ¡Hasta mañana!  
 56. ¿Qué tal?  
 57. ¿Cómo se llama él?  
 58. ¿Quién es la muchacha?  
 59. ¿De dónde eres?  
 60. ¿Cuál es tu teléfono?

SCORE  /10

## Escribamos

## L

Answers will vary. Possible answer: Hoy es viernes, el siete de octubre.

Me llamo Juan Pérez y soy de Florida. Mi correo electrónico es jp2@net.net  
 y mi teléfono es 225-1316.

SCORE  /10

**M** Answers will vary. Possible answer:

Tina: Hola, Ronaldo. ¿Cómo estás?

Ronaldo: Bien, gracias. ¿Y tú?

Tina: Estoy bien. Ésta es Valerie. Es mi amiga.

Ronaldo: Encantado.

Valerie: Igualmente.

Tina: Tengo que irme.

Ronaldo: Adiós, Tina. Adiós, Valerie.

Valerie: Hasta luego, Ronaldo.

SCORE  /10TOTAL SCORE  /100

## SCRIPTS

## Examen

## Escuchemos

- A.** 1. —¿Cómo estás?  
—Más o menos. ¿Y tú?
2. —¿De dónde eres?  
—Soy de Madrid.
3. —¿Qué fecha es hoy?  
—Es el cinco de julio.
4. —¿Cuál es tu teléfono?  
—Es dos-ocho-nueve-uno-seis-tres-tres.
- B.** 5. Son las diez y media. ¡Tengo que irme!
6. Hola. ¿Qué tal?
7. Éste es Bruno. Es un compañero de clase.
8. Mi correo electrónico es ce-a-ere-eme-e-ene arroba pe-equis punto ce-o-eme.

# ¡Empecemos!

**EXAMEN ORAL**

## Interview

**A** Respond to the following questions in Spanish.

1. Hola. ¿Cómo estás?
2. ¿Cómo te llamas?
3. ¿De dónde eres?
4. ¿Cuál es tu teléfono?
5. ¿Cuál es tu correo electrónico?

## Role-Play

**B** Act out the following situation with a partner.

Imagine you are the secretary of the Spanish Club and you need to compile information on all the members. Greet a member, introduce yourself, and find out his or her name, telephone number, and e-mail address. End your conversation with an appropriate goodbye.

## SPEAKING RUBRIC

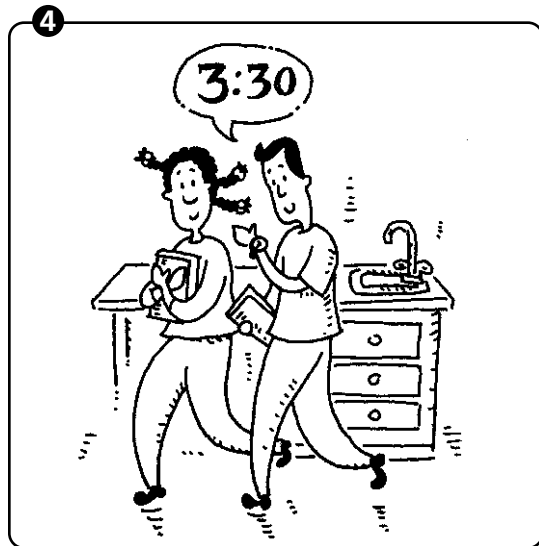
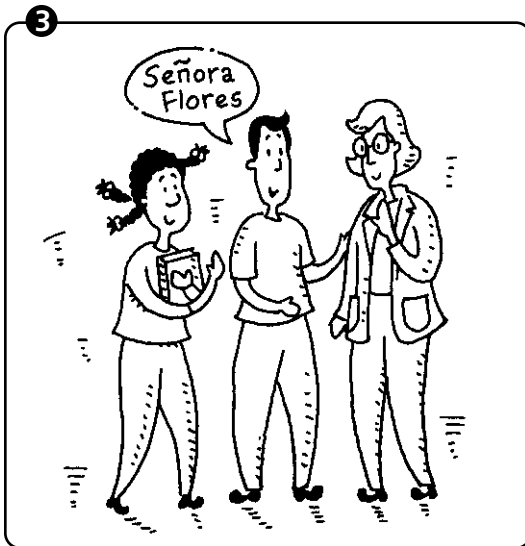
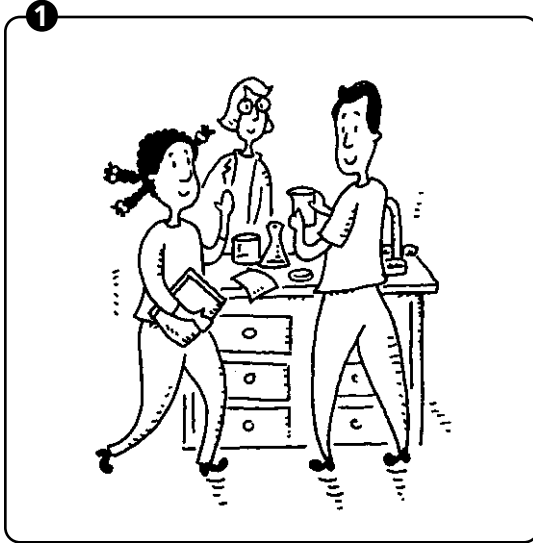
<b>COMPREHENSION</b> (ability to understand aural cues and respond appropriately)	(POOR) 1 2 3 4 (EXCELLENT)
<b>COMPREHENSIBILITY</b> (ability to communicate ideas and be understood)	(POOR) 1 2 3 4 (EXCELLENT)
<b>ACCURACY</b> (ability to use structures and vocabulary correctly)	(POOR) 1 2 3 4 (EXCELLENT)
<b>FLUENCY</b> (ability to communicate clearly and smoothly)	(POOR) 1 2 3 4 (EXCELLENT)
<b>EFFORT</b> (inclusion of details beyond the minimum requirements)	(POOR) 1 2 3 4 (EXCELLENT)



# ¡Empecemos!

## PICTURE SEQUENCES

Create a brief conversation to match the set of drawings below.



## Written Activity

**TASK** Students write a postcard to a pen pal introducing themselves and illustrate it with a scene from their town.

**PURPOSE** giving the day and date; greeting someone; telling one's name and where one is from; giving and asking for an e-mail address; saying goodbye

**ACTIVITY** On one side of an index card, have students write a postcard to a pen pal in Spain. Ask them to include the day of the week and date, a greeting, and a few sentences telling their name, where they are from, and their e-mail address. They should also ask their pen pal for his or her e-mail address and say goodbye. On the other side of the card, students should draw or cut images from a magazine to create a scene from their hometown.

**MATERIALS** 4" x 6" index cards, a pen or pencil, colored pencils or markers, magazines, scissors, and glue

## Oral Activity

**TASK** Students act out a scene in which they introduce two friends to each other in the school cafeteria, exchange telephone numbers, and say goodbye.

**PURPOSE** greeting someone; introducing someone else; telling where someone is from; asking for and giving telephone numbers; saying goodbye

**ACTIVITY** Have students work in groups of three to act out the following scene. Two students are eating in the school cafeteria when they see an exchange student walking by. One of them waves the exchange student over and introduces him or her, saying that he or she is a student from Spain. The two new friends then exchange telephone numbers. Then, the student who introduced them has to leave, so they all say goodbye.

**MATERIALS** (optional) audio or video recording equipment

## Vocabulario 1/Gramática 1

**ORAL ASSESSMENT** Have students act out a situation in which two friends meet in the school hallway. They say hello and each asks how the other is. Student 1 is feeling fine, but Student 2 is not feeling too well. Just then, a teacher walks by. Student 1 asks who the teacher is and where he or she is from, and Student 2 answers.

**WRITTEN ASSESSMENT** Have students write an interview they did for the school newspaper. The person interviewed was a Spanish teacher from another country. Students should write the transcript of the interview, including greetings, questions and answers about who the teacher is and where he or she is from, and their goodbyes.

## Vocabulario 2/Gramática 2

**ORAL ASSESSMENT** Have students work in pairs to create a humorous scene between two students. One is trying to study, and the other keeps interrupting to ask the following questions: what time it is, what the date is, how to spell a certain word, and what the student's phone number is. Finally, the second student says he or she must leave and they say goodbye.

**WRITTEN ASSESSMENT** Have students write a letter to a pen pal. Have them use complete sentences to state their name, where they are from, their telephone number, and their e-mail address.

## Repaso

**ORAL ASSESSMENT** Have three students act out a scene in which one student introduces the other two. The new friends get along very well, and soon all three are exchanging phone numbers and e-mail addresses. Finally, someone asks the time, and they realize it's time to say goodbye.

## Rubric for Evaluating Written and Oral Tests and Assignments

### WRITING RUBRIC

<b>CONTENT</b> (inclusion of all required information)	(POOR)	1	2	3	4	(EXCELLENT)
<b>COMPREHENSIBILITY</b> (ability to communicate ideas)	(POOR)	1	2	3	4	(EXCELLENT)
<b>ACCURACY</b> (ability to use structures and vocabulary correctly)	(POOR)	1	2	3	4	(EXCELLENT)
<b>ORGANIZATION</b> (ability to organize information)	(POOR)	1	2	3	4	(EXCELLENT)
<b>EFFORT</b> (inclusion of details beyond the minimum requirements)	(POOR)	1	2	3	4	(EXCELLENT)

### SPEAKING RUBRIC

<b>COMPREHENSION</b> (ability to understand verbal cues and respond appropriately)	(POOR)	1	2	3	4	(EXCELLENT)
<b>COMPREHENSIBILITY</b> (ability to communicate ideas and be understood)	(POOR)	1	2	3	4	(EXCELLENT)
<b>ACCURACY</b> (ability to use structures and vocabulary correctly)	(POOR)	1	2	3	4	(EXCELLENT)
<b>FLUENCY</b> (ability to communicate clearly and smoothly)	(POOR)	1	2	3	4	(EXCELLENT)
<b>EFFORT</b> (inclusion of details beyond the minimum requirements)	(POOR)	1	2	3	4	(EXCELLENT)

## Oral Rubric A • Presentational Communication

Use the following criteria to evaluate oral assignments in which only one student is speaking.

	Content	Comprehensibility	Accuracy	Fluency
<b>4</b>	<b>Complete</b>	<b>Comprehensible</b>	<b>Accurate</b>	<b>Fluent</b>
	Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Listener understands all of what the speaker is trying to communicate.	Speaker uses language correctly, including grammar and word order.	Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
<b>3</b>	<b>Generally complete</b>	<b>Usually comprehensible</b>	<b>Usually accurate</b>	<b>Moderately fluent</b>
	Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	Listener understands most of what the speaker is trying to communicate.	Speaker usually uses language correctly, including grammar and word order.	Speaker has few problems with hesitation, pronunciation, and intonation.
<b>2</b>	<b>Somewhat complete</b>	<b>Sometimes comprehensible</b>	<b>Sometimes accurate</b>	<b>Somewhat fluent</b>
	Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Listener understands less than half of what the speaker is trying to communicate.	Speaker sometimes uses language correctly.	Speaker has some problems with hesitation, pronunciation, and intonation.
<b>1</b>	<b>Incomplete</b>	<b>Seldom comprehensible</b>	<b>Seldom accurate</b>	<b>Not fluent</b>
	Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Listener understands little of what the speaker is trying to communicate.	Speaker seldom uses language correctly.	Speaker hesitates frequently and struggles with pronunciation and intonation.

# Oral Rubric B • Interpersonal Communication

Use the following criteria to evaluate oral assignments in which two or more students are speaking.

	Content	Comprehension	Comprehensibility	Accuracy	Fluency
<b>4</b>	<b>Complete</b>	<b>Total comprehension</b>	<b>Comprehensible</b>	<b>Accurate</b>	<b>Fluent</b>
	Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands all of what is said to him or her.	Listener understands all of what the speaker is trying to communicate.	Speaker uses language correctly, including grammar and word order.	Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
<b>3</b>	<b>Generally complete</b>	<b>General comprehension</b>	<b>Usually comprehensible</b>	<b>Usually accurate</b>	<b>Moderately fluent</b>
	Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands most of what is said to him or her.	Listener understands most of what the speaker is trying to communicate.	Speaker usually uses language correctly, including grammar and word order.	Speaker has few problems with hesitation, pronunciation, and intonation.
<b>2</b>	<b>Somewhat complete</b>	<b>Moderate comprehension</b>	<b>Sometimes comprehensible</b>	<b>Sometimes accurate</b>	<b>Somewhat fluent</b>
	Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands some of what is said to him or her.	Listener understands less than half of what the speaker is trying to communicate.	Speaker sometimes uses language correctly.	Speaker has some problems with hesitation, pronunciation, and intonation.
<b>1</b>	<b>Incomplete</b>	<b>Little comprehension</b>	<b>Seldom comprehensible</b>	<b>Seldom accurate</b>	<b>Not fluent</b>
	Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Speaker understands little of what is said to him or her.	Listener understands little of what the speaker is trying to communicate.	Speaker seldom uses language correctly.	Speaker hesitates frequently and struggles with pronunciation and intonation.

## Oral Progress Report

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### OVERALL IMPRESSION

Excellent       Good       Satisfactory       Unsatisfactory

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Some particularly good aspects of this item are \_\_\_\_\_

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Some areas that could be improved are \_\_\_\_\_

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To improve your speaking, I recommend \_\_\_\_\_

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Additional comments: \_\_\_\_\_

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# Written Rubric A

Use the following criteria to evaluate written assignments.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	<b>Complete</b>	<b>Generally complete</b>	<b>Somewhat complete</b>	<b>Incomplete</b>
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none of the appropriate functions and vocabulary for the topic.
<b>Comprehensibility</b>	<b>Comprehensible</b>	<b>Usually comprehensible</b>	<b>Sometimes comprehensible</b>	<b>Seldom comprehensible</b>
	Reader can understand all of what the writer is trying to communicate.	Reader can understand most of what the writer is trying to communicate.	Reader can understand less than half of what the writer is trying to communicate.	Reader can understand little of what the writer is trying to communicate.
<b>Accuracy</b>	<b>Accurate</b>	<b>Usually accurate</b>	<b>Sometimes accurate</b>	<b>Seldom accurate</b>
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, spelling, word order and punctuation correctly.	Writer has some problems with language usage.	Writer makes a significant number of errors in language usage.
<b>Organization</b>	<b>Well-organized</b>	<b>Generally well-organized</b>	<b>Somewhat organized</b>	<b>Poorly organized</b>
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
<b>Effort</b>	<b>Excellent effort</b>	<b>Good effort</b>	<b>Moderate effort</b>	<b>Minimal effort</b>
	Writer exceeds the requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignment.



## Written Progress Report

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### OVERALL IMPRESSION

Excellent       Good       Satisfactory       Unsatisfactory

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Some particularly good aspects of this item are \_\_\_\_\_

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Some areas that could be improved are \_\_\_\_\_

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To improve your written work, I recommend \_\_\_\_\_

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Additional comments: \_\_\_\_\_

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## Peer-Editing Rubric

Chapter \_\_\_\_\_

**I. Content:** Look for the following elements in your partner's composition. Put a check next to each category when you finish it.

1. \_\_\_ Vocabulary Does the composition use enough new vocabulary from the chapter? Underline all the new vocabulary words you find from this chapter. What additional words do you suggest that your partner try to use?
2. \_\_\_ Organization Is the composition organized and easy to follow? Can you find an introduction and a conclusion?
3. \_\_\_ Comprehensibility Is the composition clear and easy to understand? Is there a specific part that was hard to understand? Did you understand the author's meaning? Draw a box around any sections that were particularly hard to understand.
4. \_\_\_ Target Functions and Grammar Ask your teacher what functions and grammar you should focus on for this chapter and list them below.

Focus: \_\_\_\_\_

**II. Proofreader's checklist:** Circle any errors you find in your partner's composition, so that your partner can correct his or her errors. See the chart for some examples.

incorrect form of the verb	Yo <sup>como</sup> <u>coma</u> una hamburguesa.
Adjective-noun agreement Subject-verb agreement	mi casa es <u>blanco</u> . ← blanca inteligentes → Las amigas son <u>inteligente</u> . son Los perros <u>es</u> bonitos.
Spelling	Eres <u>intelligente</u> . ← inteligente
Article	<sup>La</sup> <u>El</u> casa es bonita.
Transition words (if they apply to chapter)	primero, después, y, o, por eso...
Accents/Punctuation	Buenos <u>días</u> ← días ¡Qué bueno! ←!

**III.** Explain your content and grammar suggestions to your partner. Answer any questions about your comments.

Peer Editor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Documentation of Group Work

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Item \_\_\_\_\_ Chapter \_\_\_\_\_

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Group Members: \_\_\_\_\_

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Description of Item: \_\_\_\_\_

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Personal Contribution: \_\_\_\_\_

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Please rate your personal contribution to the group's work.

- Excellent       Good       Satisfactory       Unsatisfactory

## Student's Portfolio Checklist

**To the Student** This form should be used to keep track of the materials you are including in your portfolio. It is important that you keep this list up-to-date so that your portfolio will be complete at the end of the assessment period. As you build your portfolio, try to include pieces of your work that demonstrate progress in your ability to speak and write in Spanish.

	Type of Item	Date Completed	Date Placed in Portfolio
Item #1			
Item #2			
Item #3			
Item #4			
Item #5			
Item #6			
Item #7			
Item #8			
Item #9			
Item #10			
Item #11			
Item #12			

## Teacher's Portfolio Checklist

**To the Teacher** This form should be used to keep track of the materials you expect your students to keep in their portfolios for the semester. Encourage students to keep their lists up-to-date so that their portfolios will be complete at the end of the assessment period.

	Type of Item	Date Assigned	Date Due in Portfolio
Item #1			
Item #2			
Item #3			
Item #4			
Item #5			
Item #6			
Item #7			
Item #8			
Item #9			
Item #10			
Item #11			
Item #12			

## Portfolio Self-Evaluation

**To the Student** Your portfolio consists of selections of your written and oral work. You should consider all the items in your portfolio as you evaluate your progress. Read the statements below and mark a box to the right of each statement to show how well you think your portfolio demonstrates your skills and abilities in Spanish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My portfolio contains all of the required items.				
2. My portfolio provides evidence of my progress in speaking and writing Spanish.				
3. The items in my portfolio demonstrate that I can communicate my ideas in Spanish.				
4. The items in my portfolio demonstrate accurate use of Spanish.				
5. The items in my portfolio show that I understand and can use a wide variety of vocabulary.				
6. When creating the items in my portfolio, I tried to use what I have learned in new ways.				
7. The items in my portfolio provide an accurate picture of my skills and abilities in Spanish.				

The item I like best in my portfolio is \_\_\_\_\_

because (please give at least three reasons) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I find my portfolio to be (check one):

Excellent     Good     Satisfactory     Unsatisfactory

## Portfolio Evaluation

**To the Student** I have reviewed the items in your portfolio and want to share with you my reactions to your work.

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your portfolio contains all the required items.				
2. Your portfolio provides evidence of your progress in speaking and writing Spanish.				
3. The items in your portfolio demonstrate that you can communicate your ideas in Spanish.				
4. The items in your portfolio demonstrate accurate use of Spanish.				
5. The items in your portfolio show that you understand and can use a wide variety of Spanish vocabulary.				
6. The items in your portfolio demonstrate that you have tried to use what you have learned in new ways.				
7. The items in your portfolio provide an accurate picture of your skills and abilities in Spanish.				

The item I like best in your portfolio is \_\_\_\_\_

because \_\_\_\_\_

One area in which you seem to need improvement is \_\_\_\_\_

For your next portfolio collection, I would like to suggest \_\_\_\_\_

I find your portfolio to be (check one):

- Excellent     
  Good     
  Satisfactory     
  Unsatisfactory