

¡Arriba!

Comunicación y cultura

Seventh Edition

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Integrated Performance Assessment 1 (Chapters 1–3)

Context

The admissions office for your college or university wants to reach out to more prospective students from Spanish-speaking countries. You have been asked to help update the Spanish version of the school's website with some basic information about the university and its student population. First, you will read an infographic that contains statistics about a university in Buenos Aires, Argentina and complete a series of activities to check your comprehension. Then, you and a partner will compare information found in the infographic with statistics from your own college or university. Finally, you will present a reason why students should spend a semester at your school and highlight some of your school's characteristics for the website update.

Getting Started

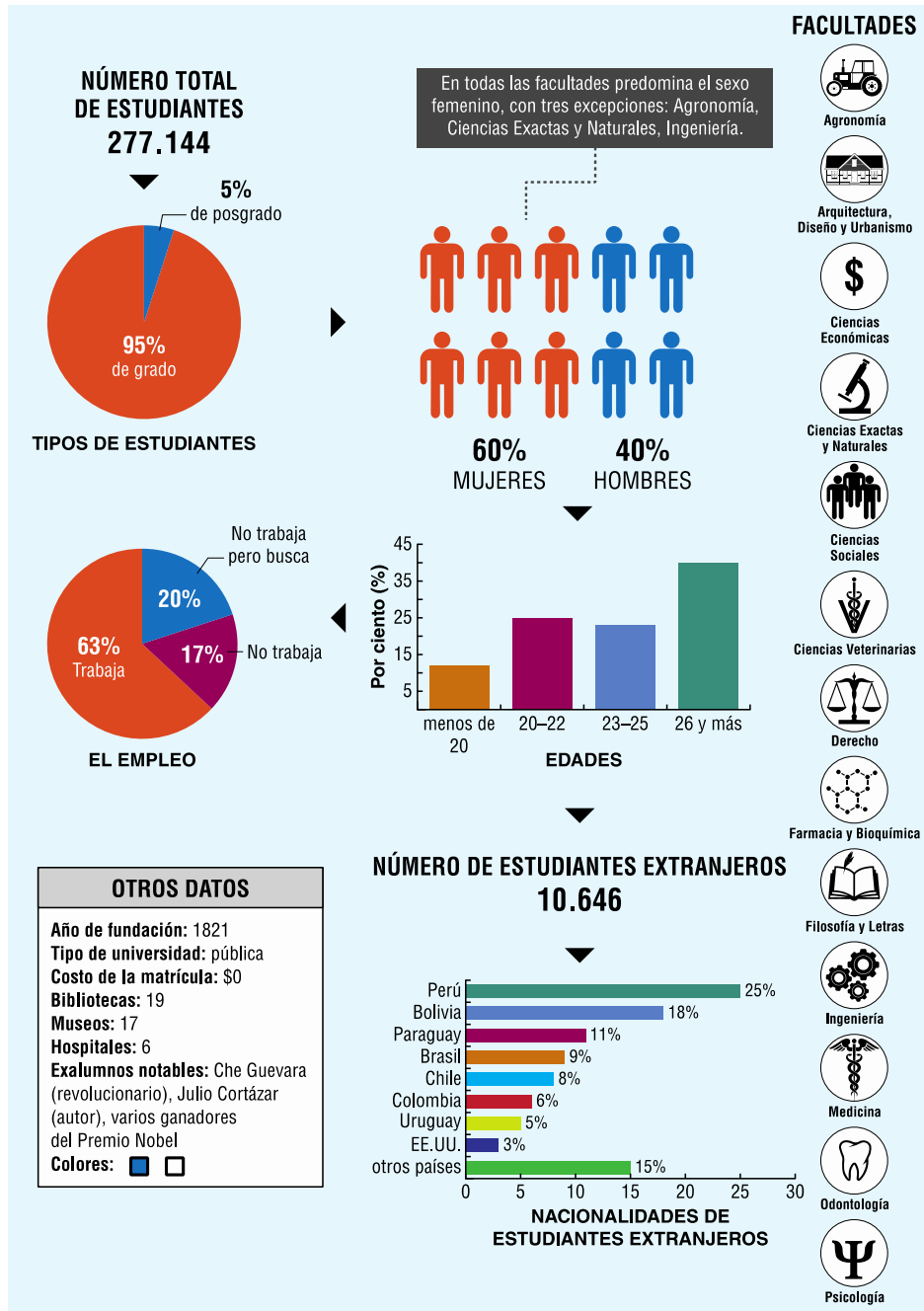
Think about how you would answer the following questions.

1. If you were going to study abroad in a Spanish-speaking country for a semester, what research would you have to do before deciding where to study? Think about factors such as location, cost, courses offered, and programs for foreign students.
2. What would be the most important information to help you decide where to study?
3. What information would not be as important in your decision?

Interpretive Task

Note: Review the Interpretive Task Rubric to understand what you will need to demonstrate during this task.

Read this infographic about the Universidad de Buenos Aires (UBA) and complete the comprehension guide that follows.



Fuente: Eduardo Zayas-Bazán

1 Recognize Key Words. Based on the infographic about the Universidad de Buenos Aires (UBA), select the Spanish words that best express the English words.

- | | |
|-------------------------------|----------------|
| 1. _____ <i>ages</i> | a. busca |
| 2. _____ <i>search for</i> | b. exalumnos |
| 3. _____ <i>schools</i> | c. matrícula |
| 4. _____ <i>percent</i> | d. facultades |
| 5. _____ <i>foreign</i> | e. de grado |
| 6. _____ <i>undergraduate</i> | f. extranjeros |
| 7. _____ <i>tuition</i> | g. edades |
| 8. _____ <i>alumni</i> | h. por ciento |

2 Identify Main Idea. Indicate which of the following best communicates the main purpose of the UBA infographic.

- to list the different schools that make up UBA
- to identify UBA's student demographics and fields of study
- to explain the structure and ideology of UBA
- to show the UBA student population during the last decade

3 Distinguish Supporting Details. Indicate whether each statement is true or false, based on the infographic.

- | | | |
|---|----------|----------|
| 1. Most UBA students will graduate with work experience. | T | F |
| 2. Most foreign students at UBA come from other South American countries. | T | F |
| 3. The majority of undergraduate students are younger than 20. | T | F |
| 4. Graduate students make up less than 10% of the student population. | T | F |
| 5. There are more male students than female students at UBA. | T | F |
| 6. UBA has more foreign students from Brazil than from Peru. | T | F |
| 7. It is possible to study architecture and design at UBA. | T | F |
| 8. UBA is a public university with free tuition. | T | F |

4 Infer Meaning from Context. Based on the infographic, write what the following underlined words probably mean in English.

- posgrado (in first pie chart) _____
- el empleo (in second pie chart) _____
- varios ganadores del Premio Nobel (in **Otros datos**) _____

Interpersonal Task

Note: Review the Interpersonal Task Rubric to understand what you will need to demonstrate during this task.

5 Conversation. After doing some research about your own college or university, talk with a classmate in Spanish about whether the school you attend and UBA are more alike than different or more different than alike. Use the information you have gathered and the data in the infographic. Consider the following characteristics:

- basic information about your school (location, size)
- student demographics (male vs. female students, undergraduate vs. graduate, students from your country vs. international students)
- fields of study

Provide evidence in Spanish for your opinion, using phrases such as: *La Universidad de Buenos Aires tiene _____, pero nuestra universidad tiene _____* or *La UBA tiene _____ y nuestra universidad también.*

Presentational Task

Note: Review the Presentational Task Rubric to understand what you will need to demonstrate during this task.

6 Presentation. Your university wants to attract more students from Spanish-speaking countries. To do this, they want to highlight students like you who are learning Spanish and have them share what they like about their school. Based on the infographic and the conversation you just had with your partner, write four or five sentences in Spanish for posting on the website that highlight the characteristics of your university or college you think would be most appealing to a student from the Spanish-speaking world. Provide specific information about your school to convince them to spend time studying at your institution.

Rubrics for Integrated Performance Assessment 1 (Chapters 1–3)

Interpretive Task Rubric

| | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|--|--|--|--|
| Recognize key words | Correctly identifies the meaning of all key words in the text. | Identifies the meaning of most key words in the text. | Identifies the meaning of a few key words in the text. |
| Identify main idea and distinguish supporting details | Correctly identifies the main idea of the text and all supporting details in the text. | May identify the main idea of the text and most of the supporting details in the text. | May identify the main idea, but only a few supporting details in the text. |
| Infer meaning from context | Accurately infers the meaning of unfamiliar words in the text. | Accurately infers the meaning of most of the unfamiliar words in the text. | Inaccurately infers the meaning of unfamiliar words in the text. |

Interpersonal Task Rubric

| | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|--|---|---|
| Use/Command of language | Creates language with known elements, and can express personal meaning in a basic manner. | Uses mostly memorized and familiar language, but tries to create personal meaning. | Does not use memorized and familiar language or communicate in a functional way. |
| Quantity and organization of spoken language | Uses simple sentences, words, and lists, and is able to connect some sentences. | Uses some simple sentences, words, lists, and memorized phrases. | Uses isolated words. |
| Language clarity | Produces language that is generally understood, although may need repetition or rephrasing. | Produces language that is understood with some difficulty; repetition and rephrasing may be required. | Produces language that is not understood, or requires repetition. |
| Language control | Accurately produces simple sentences and descriptions in present tense. Less accurate as language gets more complex. | Has accuracy with memorized language, and some accuracy when creating to express meaning. | Has little accuracy even with memorized language; communication is inhibited by errors. |

Presentational Task Rubric

| | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|---|---|---|
| Use/Command of language | Creates language with known elements, and can express personal meaning in a basic manner. | Uses mostly memorized and familiar language, but tries to create personal meaning. | Does not use memorized and familiar language or communicate in a functional way. |
| Quantity and organization of spoken/written language | Uses simple sentences, and is able to connect some sentences. | Uses some simple sentences, words, lists, and memorized phrases. | Uses isolated words. |
| Audience engagement | Presentation is organized and clear. | Presentation is somewhat organized and clear. | Presentation is unclear and/or disorganized. |
| Language clarity | Produces language that is generally understood. | Produces language that is understood with some difficulty. | Produces language that is not understood, or understood with great difficulty. |
| Language control | Accurately produces descriptions and some simple sentences. | Has accuracy with memorized language, and some accuracy when creating descriptions. | Has little accuracy even with memorized language; communication is inhibited by errors. |

Self-Assessment Survey for IPA 1 (Chapters 1–3)

Can you...?

Take this survey to self-assess your Spanish-language abilities. For each statement, select the response that best expresses your opinion.

1. I can understand the meaning of memorized words or phrases when I read.
 - A. I do this extremely well.
 - B. I can do this with a few mistakes.
 - C. This is difficult for me, and I have questions.
 - D. I can't do this, even with help.

2. I can converse about familiar topics using words and phrases I have practiced and memorized.
 - A. I do this extremely well.
 - B. I can do this with a few mistakes.
 - C. This is difficult for me, and I have questions.
 - D. I can't do this, even with help.

3. I can write lists and phrases about familiar topics.
 - A. I do this extremely well.
 - B. I can do this with a few mistakes.
 - C. This is difficult for me, and I have questions.
 - D. I can't do this, even with help.

4. I can identify and describe types of students, locations, and features of a university.
 - A. I do this extremely well.
 - B. I can do this with a few mistakes.
 - C. This is difficult for me, and I have questions.
 - D. I can't do this, even with help.

5. I can ask and respond to questions about types of students, locations, and features of a university.
 - A. I do this extremely well.
 - B. I can do this with a few mistakes.
 - C. This is difficult for me, and I have questions.
 - D. I can't do this, even with help.

6. I can exchange information about universities and the fields of study/majors they offer.
 - A. I do this extremely well.
 - B. I can do this with a few mistakes.
 - C. This is difficult for me, and I have questions.
 - D. I can't do this, even with help.

Now tally your score. For every item you chose 'A,' give yourself 4 points. For every 'B' give yourself 3 points. For every 'C' give yourself 2 points. For every 'D' give yourself 1 point.

Based on your responses, you appear to _____.

6–10 need review and help from your instructor

11–14 need some review and extra practice

15–19 meet expectations

20–24 exceed expectations

Personal Response

Take a few minutes to reflect about your progress so far. What do you feel most confident about? Are there any areas that you find challenging? What can you do to improve your performance in these areas?

Answer Key for IPA 1 (Chapters 1–3)

Interpretive Task

1 Recognize Key Words.

1. g
2. a
3. d
4. h
5. f
6. e
7. c
8. b

2 Identify Main Ideas.

- b. UBA's student demographics and fields of study

3 Distinguish Supporting Details.

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. T

4 Infer Meaning from Context.

1. graduate
2. employment
3. winners