

Nombre \_\_\_\_\_ Periodo \_\_\_\_\_

Fecha de examen de hablar \_\_\_\_\_ Fecha de examen de escribir \_\_\_\_\_

## Study Guide for Midterm Exam: Spanish II

**General Exam Info:** Your mid-year exam is worth 15% of your semester grade. The exam will have two parts: a speaking portion and a writing portion. You will be asked to respond to open-ended questions and speak/write as much as possible. This is an important opportunity to show the progress you have made in your language proficiency and make sure you are on track to advance one level on the ACTFL proficiency scale.

**How to use this study guide:** In the chart below, assess how much you can speak/write on each topic within each language function, using the text type abbreviations. Prepare for the exam by practicing speaking/writing on the topics that are most difficult for you.

Text Type (with abbreviation)
Single Words (W)
Lists (L)
Memorized Phrases (MP)
Sentences (S)
Strings of Sentences (SS)
Extended Sentences (ES)

TOPIC	LANGUAGE FUNCTION					
		<b>Describe</b> <i>Describir</i>	<b>Compare</b> <i>Comparar</i>	<b>Opinion</b> <i>Opinión</i>	<b>Explain</b> <i>Explicar</i>	<b>Question</b> <i>Pregunta</i>
	Myself					
	Family/Friends					
	Emotions					
	Hobbies/Interests					
	School					
	Classes					
	Typical Day					
	Sports					
	Movies/Television					
	House					
	Community					
	Animals					

## SPEAKING & WRITING RUBRIC

\*Same rubric for speaking and writing sections, speaking section weighted 40%, writing section weighted 60%

	<b>Little or No Evidence 5 points</b>	<b>Just Beginning 6 points</b>	<b>Approaches 7 points</b>	<b>Meets 8 points</b>	<b>Exceeds 9-10 points</b>
<b>Comprehensibility</b> <i>(How well can I be understood?)</i>	Mistakes in word choice, grammar, and word order prevent communication throughout	Mistakes in word choice, grammar, and word order significantly prevent communication	Mistakes in word choice, grammar, and word order sometimes prevent communication	Mistakes in word choice, grammar, and word order occasionally prevent communication	Minor mistakes in word choice, grammar, and word order do not prevent communication
<b>Task Completion</b> <i>(How much can I say?)</i>	Little to no response given	Questions somewhat answered, basic response	Questions mostly answered, basic with limited details	Questions adequately answered with some details	Questions more than adequately answered with extensive details
<b>Vocabulary</b> <i>(What kind of language do I use?)</i>	Little to no vocab used	Little variety, basic vocabulary used, shows little understanding of vocab on the topic and/or shows little ability to circumlocute	More basic vocabulary used, shows limited understanding of vocab on the topic and/or shows limited ability to circumlocute	Some variety of vocabulary used, shows good understanding of vocabulary on the topic and/or shows ability to circumlocute	Wide variety of vocabulary, shows very good understanding of vocabulary on the topic and/or shows strong ability to circumlocute
<b>Proficiency Growth</b> <i>(How much progress can I show?)</i>	Shows no evidence of progress in proficiency  *May not be on track to advance one level by end of year	Rarely using text type of next ACTFL level, little evidence of growth in proficiency  *May not be on track to advance one level by end of year	Occasionally able to use text type of next ACTFL level, some evidence of growth in proficiency, performance may be inconsistent *May not be on track to advance one level by end of year	Able, at times, to use text type of next ACTFL level, shows adequate evidence of growth in proficiency  *On track to advance one level by end of year	Often able to use text type of next ACTFL proficiency level, shows very strong evidence of growth in proficiency  *On track to advance one level by end of year

### *Other study ideas:*

\*Make lists of vocab words (from the vocab section of your notebook and/or from memory) related to each topic.

\*Make vocab flash cards to practice vocab within each topic—instead of using English translations, try writing a description of the word in Spanish.

\*Talk or text with someone in Spanish.

\*Practice writing more complete and more detailed sentences on each topic. Using complete sentences is an important skill for students working towards Novice High and Intermediate Low.

\*For students working towards Intermediate Low, practice asking questions in complete sentences—this is a key skill at the Intermediate Low level.