

Assessment Rubric: You're leaving to go study abroad! Checking in at the airport

Unit 6, Assessment Task 2

For your second final assessment task, you and a classmate are to record a video of yourselves simulating checking in at the airport in Spanish. You must repeat the simulation task two times: one where you are the agent, and one where you are the traveler checking in. Thus, your video will have two parts to it. (It is fine if both are in the same video; otherwise you can make two separate clips).

To help guide you, below you will see a suggestion of prompts. In class, you both can practice and pre-plan what you would like to say for each turn. **Note: when you switch roles, the conversations should be different.** Remember, this should be creative, spontaneous, and real-world – no reading!

Suggest prompts for task of checking in at the airport

Agent: [greet the traveler]

Traveler: [greet the agent]

Agent: [ask the traveler where he/she/they is going today]

Traveler: [respond]

Agent: [ask the traveler for documentation]

Traveler: [give to the agent, respond]

Agent: [thank the traveler. Ask if he/she/they are checking in any luggage]

Traveler: [respond]

Agent: [thank the traveler, ask him/her to put the luggage up on the belt to weight it]

Traveler: [respond]

Agent: [respond]

Agent: [give the traveler his/her/their tickets, tell him the seat number and boarding time]

Traveler: [thank the agent. Ask where the security gate is]

Agent: [respond]

Traveler: [thank the agent, say a farewell greeting]

Agent: [thank the traveler, say a farewell greeting]

Assessment rubric:

Criterion	Check off if completed
1. Student made good effort and challenged themselves to practice this task in class. (Research note: studies show that repetition helps your learning!)	<input type="checkbox"/>
2. Student turned in video of themselves that showed <u>two parts</u> : first playing the role of the agent, then playing the role of the traveler with their partner.	<input type="checkbox"/>
3. Student was familiar with the 'structure' of the task prompts and was prepared.	<input type="checkbox"/>
4. For both simulations, student greeted the other student in a way that was socially appropriate (e.g., formal).	<input type="checkbox"/>
5. For both simulations, student concluded the conversation with the other student in a way that was socially appropriate.	<input type="checkbox"/>
6. Student's contributions to each prompt were pragmatically appropriate and were creative.	<input type="checkbox"/>
7. Student's turn-taking with the other student was an accurate simulation of real-world interactions.	<input type="checkbox"/>
8. Student did not read during the task.	<input type="checkbox"/>
9. Student's pronunciation during both simulations was mostly target-like.	<input type="checkbox"/>
10. Student's grammatical accuracy was mostly target-like.	<input type="checkbox"/>
11. BONUS: Student added one surprise element to the task simulation (e.g., adding in more and new information such as asking the agent another question, requesting something else, etc.).	 +5 points

Score: _____ / 10