

Proyecto unidad 16: Un malentendido.

Follow the steps to complete this activity.

Paso 1 Los mensajes de texto. Create a text message dialogue of about 75-100 words between two people about future plans where a miscommunication leads to a misunderstanding.

Include:

- a misunderstanding that is resolved in a positive or negative way.
- vocabulary about personal relationships and social interaction.
- five verbs in the future tense and five in the conditional. Other verbs should be included as appropriate.
- ten abbreviations for text messaging.

Paso 2 El video. Create a two-minute video of yourself with a partner, performing face to face the same dialogue you wrote as text message in Paso 1.

Include:

- a misunderstanding that is resolved in a positive or negative way.
- appropriate intonation for declarative, interrogative, and exclamatory statements.
- every day, colloquial language.
- point of view of each person.

[Continued next page](#)

Proyecto unidad 16: Un malentendido.

Criterion	Points 100	Exceeds expectations	Meet expectations (Strong)	Meet expectations (Minimal)	Doesn't meet expectations
Project is complete and contains all required elements.	10	(10) Project includes all components indicated in the instructions. Project is extremely well developed with abundant and specific details about a misunderstanding that is resolved in a positive or negative way are included.	(9-8) Project includes most components indicated in the instructions. Project is mostly well developed with several specific details about a misunderstanding that is resolved in a positive or negative way are included.	(7-6) Project is missing some components and/or doesn't fully meet the requirements indicated in the instructions. Few details about a misunderstanding that is resolved in a positive or negative way are included.	(5-0) Project excludes essential components and/or doesn't address the requirements indicated in the instructions. Insufficient details about a misunderstanding that is resolved in a positive or negative way are included.
Uses active vocabulary related to personal relationships and social interactions appropriately.	30	(30-25) A variety of vocabulary words from this and previous Contraseña units is used to give the reader a vivid picture about the topic.	(25-23) A variety of vocabulary words from the relevant unit is used to appropriately describe the topic. Very few errors that do not impede communication.	(23-21) A limited number of vocabulary words from the relevant units is used and/or has errors. The project would have been stronger if the student had more accurate command of the relevant vocabulary.	(21-0) Few to none of the relevant vocabulary words are used, often with incorrect translations , or English words. The student doesn't have the vocabulary resources necessary to complete the task.
Texting abbreviations are included and appropriately used.	10	(10) Ten or more texting abbreviations are used effectively in the dialogue.	(9-8) At least ten texting abbreviations are used mostly effectively in the dialogue.	(7-6) At least nine texting abbreviations are used sometimes effectively in the dialogue.	(5-0) Fewer than eight texting abbreviations are used. Some are used somewhat effectively, or even incorrectly, in the dialogue.
At least five verbs in the future tense are included and used appropriately.	20	(20-18) Five or more instances of the future are used accurately and appropriately . Grammar includes minimal or no errors for the level. Attempt to use wide range of uses and/or forms of the target verbs.	(18-17) At least five instances of the future are used accurately and appropriately most times . There are a few errors, but these errors aren't consistent and don't greatly impede comprehensibility.	(17-16) At least four instances of the future are used and/or they are used accurately and appropriately sometimes . These errors sometimes impede comprehensibility.	(16-0) Insufficient or incorrect use of the future. Student shows lack of control . These errors may cause significant portions of the project to be incomprehensible.
At least five verbs in the conditional tense are included and used appropriately.	20	(20-18) Five or more instances of the conditional are used accurately and appropriately . Grammar includes minimal or no errors for the level. Attempt to use wide range of uses and/or forms of the target verbs.	(18-17) At least five instances of the conditional are used accurately and appropriately most times . There are a few errors, but these errors aren't consistent and don't greatly impede comprehensibility.	(17-16) At least four instances of the conditional are used and/or they are used accurately and appropriately sometimes . These errors sometimes impede comprehensibility.	(16-0) Insufficient or incorrect use of the future. Student shows lack of control . These errors may cause significant portions of the project to be incomprehensible.
Evidence of attempt to use appropriate intonation patterns.	10	(10) Successful and evident effort to use appropriate intonation patterns: declarative, interrogative and exclamative. Student makes a strong effort to follow general Spanish rules of pronunciation.	(9-8) Evident effort to use appropriate intonation patterns: declarative, interrogative and exclamative. Student makes an effort to follow general Spanish rules of pronunciation. A few mispronounced sounds but they rarely impede comprehensibility.	(7-6) Some effort to use appropriate intonation patterns: declarative, interrogative and exclamative. Student makes some effort to follow general Spanish rules of pronunciation. Speech is comprehensible most times.	(5-0) Very little to no effort to use appropriate intonation patterns: declarative, interrogative and exclamative. Speech is often incomprehensible.