

TEACHER ASSESSMENT SAMPLE TASKS
SPANISH

BREAKTHROUGH

Asset Languages

Breakthrough Spanish

Teacher Assessment samples

This sample material has been provided to help you get a feel for the style of tasks and the level of Asset Languages Teacher Assessment.

Spanish Breakthrough Teacher Assessment Packs are available in three contexts: Primary, Secondary and Post-16. These sample tasks contain examples from each context.

Please see our website www.assetlanguages.org.uk for the most up-to-date information and new materials as they become available in other languages and stages.

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Teacher's Notes

"I can understand the main point(s) from a short spoken passage."

Instructions

Learners hear five short dialogues. They match the people on the list to the pictures by writing the correct number, **1–5**, under each picture. There is one extra picture learners do not need to use. Learners hear about the people in the order they appear on the page. Dictionaries must not be used. The task begins with one example.

The recording contains instructions for learners. Pauses have been included at relevant intervals and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Pass

4 out of 5

Answers

A Example
B 2
C 1
D 4
E –
F 3
G 5

Adapting the task

This task must not be adapted, but must be used as supplied.

As an alternative, Listening Grade 3 task A.1 may be used.

Name: _____

You are going to hear people talking about different places. Listen and match the people on the list to the pictures by writing the correct number under each picture. There is one extra picture you do not need to use. You will hear about the people in order, 1-5. You will hear the recording twice. The task begins with one example.

- Example** Juan
 1 Marta
 2 Julia
 3 Rosa
 4 Marcelo
 5 Ana

A



Example

B



C



D



E



F



G



Tapescript – Information for Teachers

All texts for Listening tasks have been recorded by native speakers on the accompanying CD.

Pauses have been included and the text has been recorded twice, so the teacher should not stop the recording once it has started.

Teachers may read the script rather than play the CD if preferred but they must listen to the CD to familiarise themselves with the appropriate speed and the correct pauses for each task.

Key to Tapescript:

R	Rubric reader (speaking in English)
M	Male voice
F	Female voice
PAUSE 00'03''	3 second pause

Tapescript

R *Asset Languages Spanish Breakthrough Grade 3 task A.2.*

PAUSE 00'03''

R *You are going to hear people talking about different places. Listen and match the people on the list to the pictures by writing the correct number under each picture. There is one extra picture you do not need to use. You will hear about the people in order, 1–5. You will hear the recording twice. The task begins with one example.*

PAUSE 00'03''

R *Example.*

M *¡Hola! ¿Dónde está Juan?*

F *Juan está en su habitación. Juega con el ordenador de su hermano.*

PAUSE 00'03''

[REPEAT EXAMPLE]

PAUSE 00'03''

R *One.*

M *¿Y dónde está Marta?*

F *Marta está en el jardín. Le gusta jugar con sus amigos.*

PAUSE 00'03''

[REPEAT QUESTION ONE]

PAUSE 00'03''

R *Two.*

M *¿Y Julia?*

F *Julia está en la panadería. Está comprando el pan.*

PAUSE 00'03''

[REPEAT QUESTION TWO]

Tapescript

PAUSE 00'03''

R *Three.*

M ¿Y Rosa?

F Rosa está en el mar. Hace windsurf.

PAUSE 00'03''

[REPEAT QUESTION THREE]

PAUSE 00'03''

R *Four.*

M ¿Y Marcelo?

F Marcelo está en la estación. Toma el tren a Barcelona.

PAUSE 00'03''

[REPEAT QUESTION FOUR]

PAUSE 00'03''

R *Five.*

M ¿Y Ana?

F Ana está en el parque. Le gusta patinar.

PAUSE 00'03''

[REPEAT QUESTION FIVE]

PAUSE 00'03''

R *That is the end of Grade 3 task A.2.*

PAUSE 00'05''

Teacher's Notes

"I can answer simple questions and give basic information."

Instructions Learners work in pairs. Each learner has a form to complete about their partner. Learners ask each other questions in English to fill in their form. The teacher then asks each learner four questions in Spanish about the information on the form. When answering, learners must not use their notes.

Possible questions

- ¿Cómo se llama tu compañero/a?
- ¿Cuántos años tiene él/ella?
- ¿Cuál es su color favorito?
- ¿Qué le gusta comer?

Marking notes Each learner is assessed individually. The task is assessed on the basis of both communication (up to 3 marks) and language (up to 3 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
<ul style="list-style-type: none"> • there are 4 answers • the language produced is easily understood 	<ul style="list-style-type: none"> • language produced is generally accurate, although there may be some inaccuracies, e.g. wrong gender, wrong verb ending
<ul style="list-style-type: none"> • if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark 	<ul style="list-style-type: none"> • if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

Pass 4 out of 6 (communication + language)

Adapting the task	The teacher can adapt the task by changing the topic, e.g. a house, a town or a pet, and adapt the questions accordingly.
Checklist	<ul style="list-style-type: none"> • There is a form with a title and four prompts in English. • Learners answer in the third person.

Learner's Page

Ask the person sitting next to you questions in English to fill in the form. Your teacher will then ask you four questions in Spanish about the information on your form. You will answer in Spanish **without your notes**.

The person sitting next to me
Name:
Age:
Favourite colour:
Favourite food:

Teacher's Notes

"I can understand familiar written phrases."

Instructions Learners look at one picture and read five statements in Spanish. They put a tick (✓) in the box if the statement is true, or a cross (x) in the box if the statement is false. Dictionaries must not be used. The task begins with one example.

Pass 4 out of 5

Answers 1 ✓
 2 x
 3 x
 4 ✓
 5 x

Adapting the task	Teachers can adapt this task by using a different picture and writing new statements. The picture must show people involved in activities, so that verbs can be used.
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Checklist	<ul style="list-style-type: none"> • The task is of a similar length and demand to Grade 2 task B. • The key words are from different topic areas. • There is a variety of language including a range of verbs. • There is a mix of true and false statements, in random order.
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Name: _____

Look at the picture and read the statements. Put a tick (✓) in the box if the statement is true. Put a cross (x) in the box if the statement is false. You must not use a dictionary. The task begins with one example.



Example	Dos personas están en el parque.	✓
1	Hay un hombre y una mujer.	
2	Hay muchos coches en la calle.	
3	Uno de ellos lleva una falda.	
4	Las personas en la foto están felices.	
5	Hace mucho calor y llueve.	

Teacher's Notes

"I can write or copy simple words or symbols."

Instructions Learners copy five individual words. Pictures are given for context. The task begins with one example.

Marking notes Words should be copied correctly to gain a mark. There is one mark per item. Script features such as accents must be accurate.

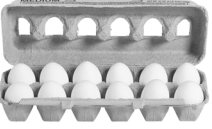


Pass 4 out of 5

Adapting the task Teachers can adapt this task by changing the pictures and words.

Checklist • Words to copy are of a similar length and demand to those in Writing Grade 1 task A.

Name: _____

Look at the words and the pictures. Copy each word on the dotted lines as in the example.

 el queso	el queso -----
 el jabón	-----
 unos huevos	-----
 unos plátanos	-----
 las llaves	-----
 la muñeca	-----