

## El proyecto final, El arte como ventana

### This document contains:

1. The criteria for an overall score of 5 for AP-level presentational writing
2. An explanation of how points will relate to the quarter grade
3. The rubric that will be used to grade the written part of the project
4. The explanation of the overall project

### Grading

The points in the rubric add up to 35, but for grade purposes, this will be doubled, to make the written portion a 70-point assignment. The oral presentation rubric (which you already have) will also be doubled, to make it worth 60 points. Begin with the written portion of the project, which will be due class-after-next, but you may wish to wait on the VoiceThread portion until after you have received my feedback on the previous VoiceThread. The due date for the oral presentation will be announced once I have graded the previous VoiceThread presentations.

### Achievement Level Descriptions for Written Presentational Communication

#### *Achievement Level 5*

1. (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
2. (b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
3. (c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
4. (d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
5. (e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
6. (f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
7. (g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

<b>Treatment of Topic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Almost no treatment of topic within the context of the task	Unsuitable treatment of topic within the context of the task	Suitable treatment of topic within the context of the task	Generally effective treatment of topic within the context of the task	Effective treatment of topic within the context of the task
<b>Comprehension of Sources</b>	<del>Poor</del> Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies	<del>Weak</del> Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate	<del>Fair</del> Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies	<del>Good</del> Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies	<del>Strong</del> Demonstrate a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
<b>Support of Sources</b>	<del>Poor</del> Mostly repeats statements from sources or may not refer to any sources	<del>Weak</del> Summarizes content from one or two sources; may not support the essay	<del>Fair</del> Summarizes content from at least two sources in support of the essay	<del>Good</del> Summarizes, with limited integration, content from all three sources in support of the essay	<del>Strong</del> Integrates content from all three sources in support of the essay
<b>Student Viewpoint</b>	<del>Poor</del> Minimally suggests the student's own viewpoint on the topic; argument is underdeveloped or incoherent	<del>Weak</del> Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument	<del>Fair</del> Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence	<del>Good</del> Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence	<del>Strong</del> Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail

<b>Organization</b>	<b>Poor</b> Little to no organization; absence of transitional elements and cohesive devices	<b>Weak</b> Limited organization; ineffective use of transitional elements or cohesive devices	<b>Fair</b> Some organization; limited use of transitional elements or cohesive devices	<b>Good</b> Organized essay; some effective use of transitional	<b>Strong</b> Organized essay; effective use of transitional elements or cohesive devices
<b>Comprehensibility</b>	<b>Poor</b> Barely understandable, with frequent or significant errors that impede comprehensibility	<b>Weak</b> Partially understandable, with errors that force interpretation and cause confusion for the reader	<b>Fair</b> Generally understandable, with errors that may impede comprehensibility	<b>Good</b> Fully understandable, with some errors which do not impede comprehensibility	<b>Strong</b> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<b>Vocabulary and Idiomatic Language</b>	<b>Poor</b> Very few vocabulary resources	<b>Weak</b> Limited vocabulary and idiomatic language	<b>Fair</b> Appropriate but basic vocabulary and idiomatic language	<b>Good</b> Varied and generally appropriate vocabulary and idiomatic language	<b>Strong</b> Varied and appropriate vocabulary and idiomatic language
<b>Grammar, syntax, and usage</b>	<b>Poor</b> Little or no control of grammar, syntax, and usage	<b>Weak</b> Limited control of grammar, syntax, and usage	<b>Fair</b> Some control of grammar, syntax, and usage	<b>Good</b> General control of grammar, syntax, and usage	<b>Strong</b> Accuracy and variety in grammar, syntax, and usage with few errors
<b>Sentence Structure</b>	<b>Poor</b> Very simple sentences or fragments	<b>Weak</b> Uses strings of simple sentences and phrases	<b>Fair</b> Uses strings of mostly simple sentences, with few compound sentences	<b>Good</b> Develops mostly paragraph-length discourse with simple, compound and a few complex sentences	<b>Strong</b> Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

## Actividad 6: Arte e identidad: Comparar tradiciones

**Primera parte: Presentación escrita.** Los estudiantes escriben un ensayo, comparando una tradición de su comunidad con una de las tradiciones mostradas en las obras de arte que han estudiado (*La fiesta del pan*, *Los nazarenos* o *La Tamalada*). Se evalúa el ensayo usando las metas y criterios para *Written Presentational Communication* del AP Spanish Language and Culture Curriculum Framework.

**Instrucciones:** *Compara los productos, prácticas y perspectivas culturales de una tradición de tu comunidad con una tradición mostrada en una de las obras de arte que hemos estudiado.*

**Segunda parte: Presentación oral y visual en VoiceThread.** Bajo el tema “El arte: ventana abierta que muestra la identidad cultural”, cada estudiante selecciona una obra de arte de su comunidad. Puede ser una obra de arte pública, como un mural, una estatua, un monumento, o un cuadro de un artista local. Como alternativa, el estudiante puede crear una obra de arte original que refleja un aspecto de su propia identidad. Cada estudiante debe obtener una imagen digital de la obra y crear una presentación en VoiceThread con la imagen, así como la imagen de una obra de Joaquín Sorolla y Bastida o Carmen Lomas Garza.

**Instrucciones:** *Prepara y graba una presentación oral para explicar lo siguiente:*

*¿Cómo representa cada obra la identidad cultural de la comunidad?*

*¿Qué tienen en común y en qué se diferencian las obras?*

Luego, los estudiantes deben ver y escuchar las presentaciones de por lo menos seis de sus compañeros, grabando sus comentarios sobre las tradiciones representadas.