



# SPANISH I

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 18-19

ASSESSMENT BLUEPRINT

# **Purpose Statement**

## **Spanish I**

The Spanish I End-of-Course (EOC) Exam is intended to measure student proficiency of the New Mexico Social Studies Standards. This course-level exam is provided to all students who have completed Spanish I from grades 8<sup>th</sup> – 12<sup>th</sup>.

**This exam can be given for the following STARS course code:**

- 1252 – Spanish

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, student graduation requirements, and NMTeach summative reports.

***"The EOCs are exams written by New Mexico Teachers for New Mexico Students."***

*During the 2016-17 school year, teachers were brought together in person or online as part of the blueprint and exam revision process. The NMPED extends our gratitude to all those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.*

**NMPED wants to especially recognize the following persons who led the revision for this blueprint:**

- Michelle Adam, Southwest Preparatory Learning Center Charter School, Albuquerque
- Chris Bernstein, Pojoaque High School
- Nadine Lueck, Belen High School
- Oriana Pino-Pleil, La Cueva High School, APS
- Andreina Turrubiartes, Atrisco Heritage Academy High School, APS

## Explanation of Blueprint & Test Specifications Table

Standard/Learning Outcome	Test Item Specifications:
<p>The standards identified in this portion of the blueprint have been dually aligned to: The New Mexico Modern, Classical, and Native Languages Content Standards (2009). These standards have been provided as part of the blueprint at the end of the document.</p> <p>Standard alignments cross walked between the National Standards for Learning Languages and the Common Core State Standards are identified with an asterisk (*)</p> <p>Please note that the American Council on the Teaching of Foreign Languages' (ACTFL's) World-Readiness Standards for Learning Languages will go into effect in July 2018.</p> <p>New Mexico Foreign Language Teachers identified the standards to be measured on the EOC. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</p>	<p><b>Test Item Specifications:</b></p> <ul style="list-style-type: none"> <li>• This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</li> <li>• Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</li> </ul> <p><b>Item Types:</b></p> <p>The item types for this EOC exam are limited to: MC = Multiple Choice with or without stimulus (e.g., image, passage, phrase)</p> <p><b>Sample Question(s):</b></p> <p>Sample questions have been provided to assist teachers to correlate the questions with the Standards with Test Item Specification and the test item specification, when applicable.</p> <ul style="list-style-type: none"> <li>• An asterisk (*) denotes the correct answer</li> <li>• DOK = Depth of Knowledge Some sample questions may be released items from prior EOC exams</li> </ul> <p><b>Special Note from Blueprint Leads:</b></p> <p>The Spanish 1 Exam (EOC) material will primarily include coursework content covered during the first half to three-quarters of instructional Level 1 Spanish.</p>

## Blueprint Table Spanish I, Grades 8-12

Standard/Benchmark	Specifications:
<p><b>NM.CS.1</b></p> <p><b>The New Mexico Modern, Classical, and Native Languages Content Standard 1:</b> By speaking, writing or signing, students will express themselves in a culturally-appropriate manner for many purposes.</p> <p>*CCSS.ELA-LITERACY.CCRA.1 *CCSS.L.9-10.1 Demonstrate command of standard language and grammar usage when writing or speaking Spanish.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of conjugation of common verbs (e.g. bailar, comer, hablar, escribir, correr, leer, vivir, ser, estar, etc.)</li> <li>• Demonstrate knowledge of agreement between pronoun and verbs (e.g. yo hablo, tú bailas, etc.)</li> <li>• Demonstrate knowledge of the verb Gustar with the Indirect Object Pronouns (e.g. me gusta, te gusta, le gusta, etc.)</li> <li>• Indicate adjective agreement (e.g. ellas son bonitas, tú tienes tres bolígrafos azules,etc.)</li> <li>• Use masculine/feminine agreement with article, noun, and adjective (e.g. el chico alto, las mesas grandes, unos maestros buenos, etc.)</li> <li>• Demonstrate knowledge of numbers 16-29 written as one word (e.g. veintiséis, etc.)</li> <li>• Indicate correct usage of stem-changing verbs (e.g. o-ue, u-ue, e-i, e-ie; dormir - yo duermo, jugar- ella juega, servir-los sirven, etc.)</li> <li>• Demonstrate correct usage of the immediate future (e.g. ir a + ____; yo voy a ir a la escuela, nosotros vamos a jugar, ellos van a aprender, etc.)</li> <li>• Indicate correct usage of Ser vs. Estar</li> <li>• Demonstrate correct usage of prepositions (e.g. el libro está lejos de la pluma, etc.)</li> </ul> <p><b>Item Types:</b> <i>MC with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>Which sentence has the correct conjugation of the verb?</p> <p>A. Israel y yo como pizza.      B. Israel y yo come pizza.      C. Israel y yo comemos pizza. *      D. Israel y yo comen pizza.</p> <p>DOK 2</p>
<b>NM.CS.2</b>	<p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Recognize agreement between verbs and endings (e.g. yo canto, ella baila, etc.)</li> </ul>

<p><b>The New Mexico Modern, Classical, and Native Languages Content Standard 2:</b></p> <p>By listening, observing, reading, and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.</p> <p><b>*CCSS.ELA-LITERACY.CCRA.L.4</b>  <b>*CCSS.L.9-10.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> <li>● Demonstrate use of strategies (e.g. process of elimination in a text or chart, circumlocution, etc.)</li> <li>● Identify family members (e.g. abuelo, hermana, tío, etc.)</li> <li>● Identify cognates (e.g. familia, guitarra, fruta, cereal, banana, etc.)</li> <li>● Identify hobbies/free-time activities (e.g. bailar, mirar la televisión, correr, etc.)</li> <li>● Identify school vocabulary (e.g. la regla, el lápiz, los cuadernos, la clase de matemáticas, la clase de ciencias, tarde, temprano, etc.)</li> <li>● Recognize food vocabulary (e.g. la pasta, la pizza, la sandía, las verduras, etc.)</li> <li>● Identify shopping vocabulary (e.g. comprar, pagar, la tienda, el dinero, etc.)</li> <li>● Identify restaurant vocabulary (e.g. el camarero, el menú, la propina, el postre, etc.)</li> <li>● Translate other grade-level appropriate vocabulary (e.g. adjectives, weather, prepositions, interrogative words, etc.)</li> </ul>
	<p><b>Item Types:</b>  <i>MC with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>Read the dialog between Ana and José below.</p> <p><b>Ana:</b> Hola José. ¿Cómo estás tú hoy?</p> <p><b>José:</b> Estoy muy bien, mi bisabuelo y yo hablamos mucho hoy. Él es el padre de mi abuelo. Se llama Irian Estevez.</p> <p><b>Ana:</b> ¿Está él visitando a la familia?</p> <p><b>José:</b> Sí, él está aquí hasta el viernes.</p> <p><b>Ana:</b> ¡Qué suerte!</p> <p>Using the dialog between Ana and José, What does the word "bisabuelo" mean?</p> <p>A. friend  B. father  C. grandfather  D. great-grandfather *</p> <p>DOK 2</p>
<p><b>NM.CS.3</b></p> <p><b>The New Mexico Modern, Classical, and</b></p>	<p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between the formal and informal “you” (e.g. tú vs. usted, vosotros vs. ustedes, etc.)</li> </ul>

<p><b>Native Languages Content Standard 3:</b> Students will understand the relationship between language and culture.</p> <p>*CCSS.ELA-LITERACY.CCRA.L.3 *CCSS.L.9-10.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> <li>Identify time (e.g. Son las cinco menos cinco, It's five til five o'clock; Hoy es el cinco de marzo, It is the 5th of March)</li> <li>Understand that there are words and phrases that do not translate word for word (e.g. tener frío= to be cold, ¿Cómo te llamas?= What is your name?, Tengo trece años=I am 13 years old, etc.)</li> <li>Identify correct use of possessives without apostrophe (e.g. el amigo de María= María's friend; el padre de Fernando= Fernando's father, etc.)</li> </ul> <p><b>Item Types:</b> <i>MC with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>-¿Qué hora es? -Son las once y media.</p> <p>A.  *</p> <p>B. </p> <p>C. </p> <p>D. </p> <p>DOK 1</p>
<p><b>NM.CS.4</b></p> <p><b>The New Mexico Modern, Classical, and Native Languages Content Standard 4:</b></p>	<p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>Identify holidays (e.g. El Cinco de Mayo, El Día de los Muertos, La Fiesta de Quinceañera, etc.)</li> <li>Use Formal versus informal language (e.g. tú vs. usted, etc.)</li> </ul>

<p>Students will develop an understanding of other cultures, including such elements as their value systems, languages, traditions, and individual perspectives.</p> <p><b>*CCSS.ELA-LITERACY.CCRA.L.3</b></p> <p><b>*CCSS.L.9-10.3</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> <li>Know personal space &amp; gesture (e.g. Americans have a big bubble while other countries have a smaller bubble, kiss, hug, handshake, etc.)</li> </ul> <p><b>Item Types:</b> <i>MC with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>What would be an appropriate gesture when greeting your Spanish friend for lunch?</p> <p>A. a kiss on the lips B. a kiss on the cheek* C. a kiss on the hand D. a kiss on the arm</p> <p>DOK 1</p>
<p><b>NM.CS.5</b></p> <p><b>The New Mexico Modern, Classical, and Native Languages Content Standard 5:</b></p> <p>Students will understand how language works.</p> <p><b>*CCSS.ELA-LITERACY.CCRA.L.1</b></p> <p><b>*CCSS.L.9-10.1</b></p> <p>Demonstrate command of the conventions of standard grammar and usage when writing or speaking.</p>	<p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>Conjugate common verbs (e.g. hablar, comer, cantar, escribir, etc.)</li> <li>Use pronouns effectively with verbs (e.g. yo escribo, Ana baila, etc.)</li> <li>Use the verb Gustar with the Indirect Object Pronouns (e.g. me gusta, te gusta, le gusta, etc.)</li> <li>Know when capitals are not used in words for days, months, or seasons (e.g. miércoles, julio, primavera, etc.)</li> <li>Know adjective and noun placement (e.g. bolsa amarilla vs. amarilla bolsa, etc.)</li> <li>Effectively use questions words with verb + subject + rest of question structure without the extra “do” in English (e.g. ¿Cuándo bailas tú? ¿Por qué corre él?, etc.)</li> <li>Identify accents on question words (e.g. ¿dónde?, ¿cuándo?, ¿por qué?, etc.)</li> <li>Examine basic sentence structure (e.g. subject/subject pronoun + verb + rest of the sentences. Yo camino con el perro; Ellos cantan en el teatro, etc.)</li> <li>Negotiate meaning in a written conversation (e.g. questions and understanding, etc.)</li> <li>Demonstrate correct usage of stem-changing verbs (e.g. o-ue, u-ue, e-i, e-ie; dormir - yo duermo, jugar- ella juega, servir-los sirven, etc.)</li> <li>Demonstrate correct usage of the immediate future (e.g. ir a + ____; yo voy a ir a la escuela; nosotros vamos a jugar, etc.)</li> </ul>

	<p><b>Item Types:</b> <i>MC with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>Which is the correct way to write Thursday in Spanish?</p> <p>A. jueves *</p> <p>B. juéves</p> <p>C. Júeves</p> <p>D. Jueves</p> <p>DOK 1</p>
<p><b>NM.CS.6</b></p> <p><b>The New Mexico Modern, Classical, and Native Languages Content Standard 6:</b> Students will use the language studied to reinforce and expand knowledge of other disciplines.</p> <p><b>*CCSS.ELA-LITERACY.CCRA.L.6</b> <b>*CCSS.L.9-10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Use Spanish to connect to other disciplines including: <ul style="list-style-type: none"> <li>○ Identify use of Estar in context of geography</li> <li>○ School classes (e.g. la clase de matemáticas, la clase de ciencias, etc.)</li> <li>○ Identify mathematics (e.g. numbers 0-100)</li> <li>○ Identify currency (e.g. centavos, dólares)</li> </ul> </li> </ul> <p><b>Item Types:</b> <i>MC with or without stimulus</i></p> <p><b>Sample Question:</b></p> <p>¿Cómo se dice ‘Sam is in New Mexico’ en español?</p> <p>A. Sam estoy en Nuevo México.</p> <p>B. Sam es en Nuevo México.</p> <p>C. Sam está en Nuevo México. *</p> <p>D. Sam soy en Nuevo México.</p> <p>DOK 2</p>



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES Effective July 1, 2018		NM MODERN, CLASSICAL, AND NATIVE LANGUAGES CONTENT STANDARDS Effective June 30, 2009 – June 30, 2018		
Goal Areas	Grades K-12:	Grades K-12:		
COMMUNICATION  Communicate effectively in more than one language in order to function in a variety of situations	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Standard 1: By speaking, writing or signing, students will express themselves in a culturally-appropriate manner for many purposes.	Standard 5: Students will understand how language works.	
	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Standard 2: By listening, observing, reading and discussing, students will comprehend and interpret oral, written and visual messages on a variety of topics		
	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	Standard 1: By speaking, writing or signing, students will express themselves in a culturally-appropriate manner for many purposes.		
CULTURES  Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Standard 1: By speaking, writing or signing, students will express themselves in a culturally-appropriate manner for many purposes.	Standard 3: Students will understand the relationship between language and culture.	Standard 4: Students will develop an understanding of other cultures, including such elements as their value systems, languages, traditions and individual perspectives.
	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	Standard 4: Students will develop an understanding of other cultures, including such elements as their value systems, languages, traditions and individual perspectives.		



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES Effective July 1, 2018		NM MODERN, CLASSICAL, AND NATIVE LANGUAGES CONTENT STANDARDS Effective June 30, 2009 – June 30, 2018
Goal Areas	Grades K-12:	Grades K-12:
<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.  <b>Acquiring Information</b> and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	Standard 6: Students will use the language studied to reinforce and expand knowledge of other disciplines.  Standard 4: Students will develop an understanding of other cultures, including such elements as their value systems, languages, traditions and individual perspectives.
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	Standard 5: Students will understand how language works.  Standard 3: Students will understand the relationship between language and culture.
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  <b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	Standard 7: Students will use the language studied for personal enjoyment, personal enrichment and employability.

Spanish I EOC Reporting Category Alignment Framework				
Standard	(Count by DOK)			Total
	1	2	3	
NM.CS.1 A	1	5	1	7
NM.CS.2 B	4	3		7
NM.CS.3 C		1		1
NM.CS.4 D	2			2
NM.CS.5 E		1		1
NM.CS.6 F			1	1
NM.CS.1 A NM.CS.2 B	2	1		3
NM.CS.1 A NM.CS.5 E	4	3		7
NM.CS.2 B NM.CS.3 C			1	1
NM.CS.2 B NM.CS.5 E		4		4
Total	13	18	3	34