NM Public Education Department

SPANISH III

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17–18

ASSESSMENT BLUEPRINT

Purpose Statement
Spanish III

The Spanish III 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 III from grade 9th – 12th.

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

- 1254 – Spanish III

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, 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:

- Ivonne Orozco-Acosta, Public Academy for Performing Arts, Albuquerque
- Andreina Turrubiartes, Atrisco Heritage Academy High School, Albuquerque
- Others

Explanation of Blueprint & Test Specifications Table

Standard/Learning Outcome	Test Item Specifications:
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. Standard alignments cross walked between National Standards for Learning Languages and the Common Core State Standards are identified with an asterisk (*) 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. 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.	● This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. ● Item specifications provide clarity on the assessments limits. ● Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard.
	Item Types: The item types for this EOC exam are limited to: MC = Multiple Choice with or without stimulus (e.g., image, passage, phrase**)**
	Sample Question(s): 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. ● An asterisk (*) denotes the correct answer ● DOK = Depth of Knowledge

Blueprint Table Spanish III, Grades 9-12

Standards	Test Specifications Table

NM.CS.1
 	
The New Mexico Modern, Classical, and Native Languages Content Standard 1:
By speaking, writing or signing, students will express themselves in a culturally-appropriate manner for many purposes.
 	
***CCSS.ELA-LITERACY.CCRA.L.1**
***CCSS.L.11-12.1**
Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.
	Specifications:
	● Use the preterite and imperfect past tenses in context
	● Past preterite tense
	  ○ Conjugation of regular verbs (-ar, -er, -ir) in the preterite tense
	  ○ Conjugation of irregular verbs in the preterite tense (e.g. traer, estar, decir, saber, querer, tener, ser, ir, poder, poner, dar, hacer, etc.)
	  ○ Identify adverbs of time for the preterite (e.g. ayer, anteayer, el año pasado, anoche, la semana pasada, etc.)
	  ○ Preterite verbs with spell changes (e.g. -car, -gar, -zar; o-u, e-i, i-y)
	● Past imperfect tense
	  ○ Conjugation of regular verbs (-ar, -er, -ir) in the imperfect tense
	  ○ Conjugation of irregular verbs in the imperfect tense (e.g. ser, ir, ver, etc.)
	  ○ Identify adverbs of time for the imperfect e.g. todos los días, a menudo, de vez en cuando, todo el tiempo, a veces, cada vez, cada día, etc.)
	● Imperative mood
	  ○ Affirmative and negative, regular and irregular “tú” “Ud.” and “Uds.” commands (e.g. lee, salga, pongan, no leas, no vengas, etc.)
	● The subjunctive mood (e.g. Ojalá, desear, querer, preferir, recomendar, creer, estar triste, estar contento. Impersonal expressions: es importante, es necesario, es imposible, es probable, etc.)
	● Present perfect tense with the past participle including irregular verbs
	● The conditional tense
	● The future tense
	● Demonstrative adjectives and pronouns
	● Superlatives and comparatives
	● Por and Para

	Item Types: *MC with or without stimulus*
	Sample Question: Translate this sentence into English: “Estaba lloviendo cuando me llamó mi mamá.” A. It rained when my mom called. B. It was raining as my mom called. C. It was raining when my mom called me.* D. It rains if my mom calls. **DOK 2**
NM.CS.2 **The New Mexico Modern, Classical, and Native Languages Content Standard 2:** By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics ***CCSS.ELA-LITERACY.CCRA.L.4** ***CCSS.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a	**Specifications:** ● Use a range of strategies (e.g. Process of elimination in a text or chart, circumlocution, etc.) ● Recognize various tenses based on context (e.g. preterite, imperfect, present, present progressive, future tense, conditional tense, etc.) ● Read to understand the text ● Use context cues to understand text Vocabulary in Spanish III are: ● La naturaleza y lugares (e.g. el bosque, la costa, las montañas, la cuidad, etc.) ● Actividades al aire libre (e.g. hacer caminatas, la brújula, el saco de dormir, etc.) ● La televisión y las noticias (e.g. el reportaje, el documental, el canal, etc.) ● La salud (e.g. la alergia, la tos, estornudar, etc.) ● Trabajos (e.g. el abogado(a), el contador, el peluquero, etc.) ● Transportación (e.g. el avión, el tren, el coche, el metro, etc.) ● Tecnología (el ratón, la página web, conectar a internet, el icono, etc.) ● El medio ambiente (e.g. la polución, la deforestación, agua potable, etc.)
	Item Types:

range of strategies.	*MC with or without stimulus* **Sample Question:** En un lugar remoto vive la familia de Andrés. Él desea que el agua sea más accesible para su familia y vecinos. En una realidad muy triste, Andrés y su hermana tienen que caminar alrededor de treinta kilómetros para acceder agua potable para su familia. La UNICEF ha ayudado a muchos lugares como la residencia de la familia de Andrés a tener acceso a uno de los derechos humanos más fundamentales: el agua limpia. ¿Para qué deben de caminar Andrés y su hermana? a. Para conseguir agua potable* b. Para trabajar con la UNICEF c. Para visitar a su familia d. Para luchar por sus derechos DOK 3
NM.CS.3 **The New Mexico Modern, Classical, and Native Languages Content Standard 3:** Students will understand the relationship between language and culture. ***CCSS.ELA-LITERACY.CCRA.L.3** ***CCSS..L.11-12.3** Apply knowledge of language to understand how language functions in	**Specifications:** ● Understand the use and ambiguity of preterite and imperfect tenses in context ● Knowledge of phrases that don't translate word for word (e.g. phrases using the subjunctive tense: Ojalá que me compre una blusa mi mamá. Hopefully, my mom will buy me a shirt.) ● Understand the relationship and connections between English and Spanish grammar **Item Types:** *MC with or without stimulus* **Sample Question:** Select the best translation of the question into English: ¿Has visto la película? A. Did you see the movie? B. Have you seen the movie? * C. Will you see the movie?

different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	D. You have to see the movie? **DOK 3**
NM.CS.4 **The New Mexico Modern, Classical, and Native Languages Content Standard 4:** Students will develop an understanding of other cultures, including such elements as their value systems, languages, traditions, and individual perspectives. ***CCSS.ELA-LITERACY.CCRA.L.3** ***CCSS.L.11-12.3** 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.	**Specifications:** Understand how different locations and environmental issues affect countries and their cultures. ● Location (e.g. mountain ranges, lakes or oceans nearby, cities, cliffs, etc.) and how this affects their natural resources, which affect their culture. ● Environmental issues (e.g. air pollution, droughts, deforestation, oil spills, over population, etc.) Cultural perspectives and practices differ from region to region. Some basic understandings may include: ● The cultural differences in family perspectives of the world (e.g. a family that makes its money working in the farm will care about the environment compared to someone who lives in the city, etc.) ● The concept of currency exchange ● The outlook on education, career, job, etc. ● Understanding the differences of education depending on the geographical area (e.g. knowing about the coffee farm will be more beneficial than an English degree because of the culture of the city/country, etc.) ● Currency (i.e. centavos, dólares)
	Item Types: *MC with or without stimulus*
	Sample Question:

	 Source:https://owlcation.com/stem/Drastic-Changes-in-the-Biosphere Esta foto es un ejemplo de cual tipo de problema en el medio ambiente: A. la polución B. la sequía C. la sobrepoblación D. la deforestación * **DOK 1**
NM.CS.5 **The New Mexico Modern, Classical, and Native Languages Content Standard 5:** Students will understand how language works. ***CCSS.ELA-LITERACY.CCRA.L.1** ***CCSS.L.11-12.1** Demonstrate command of the conventions of standard language	**Specifications:** ● Use the preterite and imperfect past tenses in context ● Past preterite tense ○ Conjugation of regular verbs (-ar, -er, -ir) in the preterite tense ○ Conjugation of irregular verbs in the preterite tense (e.g. traer, estar, decir, saber, querer, tener, ser, ir, poder, poner, dar, hacer, etc.) ○ Identify adverbs of time for the preterite (e.g. ayer, anteayer, el año pasado, anoche, la semana pasada, etc.) ○ Preterite verbs with spell changes (e.g. -car, -gar, -zar; o-u, e-i, i-y, etc.) ● Past imperfect tense ○ Conjugation of regular verbs (-ar, -er, -ir) in the imperfect tense ○ Conjugation of irregular verbs in the imperfect tense (i.e. ser, ir, ver)

grammar and usage when writing or speaking.	○ Identify adverbs of time for the imperfect (e.g. todos los días, a menudo, de vez en cuando, todo el tiempo, a veces, cada vez, cada día, etc.) ● Imperative mood ○ Affirmative and negative, regular and irregular “tú” “Ud.” and “Uds.” commands (e.g. lee, salga, pongan, no leas, no vengas, etc.) ● The subjunctive mood (e.g. Ojalá, desear, querer, preferir, recomendar, creer, estar triste, estar contento. Impersonal expressions: es importante, es necesario, es imposible, es probable, etc.) ● Present perfect tense with the past participle including irregular verbs ● The conditional tense ● The future tense ● Demonstrative adjectives and pronouns ● Superlatives and comparatives ● Por and Para
	Item Types: *MC with or without stimulus*
	Sample Question: Which sentence has the correct conjugation of the verb? A. Rogelio hice su tarea de matemáticas. B. Rogelio hizo su tarea de matemáticas. * C. Rogelio hiciste su tarea de matemáticas. D. Rogelio hico su tarea de matemáticas. DOK2
NM.CS.6	**Specifications:** Use Spanish III to connect to other disciplines including: ● Careers and jobs (e.g. cashier, teacher, CEO, secretary, etc.) ● Science (e.g. climate, world hunger, locations without clean water, recycle etc.)

The New Mexico Modern, Classical, and Native Languages Content Standard 6: Students will use the language studied to reinforce and expand knowledge of other disciplines. ***CCSS.ELA-LITERACY.CCRA.L.6** ***CCSS.L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Mathematics (numbers 0-100,000) ● Geography (e.g. using the verb estar to communicate location) ● Social studies (e.g. awareness of other cultures' practices and perspectives; holidays, etc.) ● Currency (i.e. centavos, dólares,etc.) ● Types of wages (i.e. salary, hourly, commission and bonus) **Item Types:** *MC with or without stimulus* **MS = Multiple Select (Field test only)** **Sample Question:** Select ***four*** actions that help the environment. A. reciclar * B. conducir C. montar en bicicleta* D. reducir el uso de bolsas* E. comprar cosas nuevas F. reutilizar materiales de plástico* DOK 3

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 situation	**Interpersonal Communication:** 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.	
	Interpretive Communication: 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		
	Presentational Communication: 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	**Relating Cultural Practices to Perspectives:** 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.
	Relating Cultural Products to Perspectives: 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:**
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Standard 6: Students will use the language studied to reinforce and expand knowledge of other disciplines.
	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	Standard 4: Students will develop an understanding of other cultures, including such elements as their value systems, languages, traditions and individual perspectives.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Standard 5: Students will understand how language works.
	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	Standard 3: Students will understand the relationship between language and culture.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Standard 7: Students will use the language studied for personal enjoyment, personal enrichment and employability.
	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Please note that the Spanish III Blueprint DOK Table has not been completed; as the test development is still in progress.

Standard	**Number of Questions Per DOK Category by Standard**		
	DOK 1	DOK 2	DOK 3
NM.CS.1			
NM.CS.2			
NM.CS.3			
NM.CS.4			
NM.CS.5			
NM.CS.5			