

AM I READY TO CHALLENGE SPAN 101?

This document is intended for student self-assessment purposes only. Review it carefully to determine if you are ready for the Challenge Exam for the course indicated above. Your self-assessment is not a guarantee that you will pass the Challenge Exam. Faculty with expertise in the subject matter evaluate whether your exam provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content. Enrolling in the course may be your best option.

LEARNING OUTCOMES:

This exam will test your knowledge and skills for the following Learning Outcomes:

The purpose of SPAN 101 is to enable the student to listen, speak, read, and write consistently in Spanish at the beginner-mid level (according to the ACTFL standards). At the end of this course, students should have the tools to effectively discuss situations in the present and near future in Spanish. Students should also be able to express the above in formal written Spanish. Furthermore, students will be expected to recognize grammatical terms in English and Spanish.

Beyond mastery of grammar, this course also has as a primary objective of cultural competency enabling the student to use the language successfully outside of the classroom setting. The following General Education Learning Outcomes and Course-Specific/Additional Learning Outcomes pertain to the Humanistic Ways of Knowing and to the Diversity competency areas of LCSC's General Education/Core requirements and conform to the Idaho State Board of Education's credit and course requirements.

GENERAL EDUCATION LEARNING OUTCOMES ON HUMANISTIC WAYS OF KNOWING:

Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
6. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
7. Demonstrate self-reflection, intellectual elasticity, widened perspective and respect for diverse viewpoints.

GENERAL EDUCATION LEARNING OUTCOMES ON DIVERSITY:

By the end of this course, students will be able to:

1. Demonstrate the effect of culture on human behavior.
3. Compare difference between key values, assumptions, or beliefs among diverse populations beyond your own.
4. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
6. Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

Course-Specific/Additional Learning Outcomes on Diversity

In this course students will do the following, which are linked to the above General Education Learning outcomes as noted in parentheses:

- Gain knowledge of the culture and history of Spanish-speaking countries and cultures on the micro and macro levels.
- Learn how to interpret a broad range of human behaviors and communicative processes by applying second language acquisition and learnings of diverse cultural perspectives.
- Develop an understanding of one's own life and the diverse lives of others in the context of historical events and social processes pertaining to Hispanic cultures.
- Discuss individual differences and the cultures and histories of Spanish-speaking countries in informed, critical, reflective and civil manner in small-group and large-group activities.
- Use intermediate grammar (e.g. compound verb tenses, the past and present perfect subjunctive, *Si* clauses) to communicate in culturally and linguistically appropriate and increasingly sophisticated ways.
- Read, reflect upon and discuss authentic Spanish texts of fiction and non-fiction that provide exposure to Hispanic cultures and histories.
- Employ greeting phrases, leave-taking phrases, titles of respect, names, nicknames, and expressions of courtesy of Spanish-speaking countries effectively.

CHALLENGE EXAM DESCRIPTION:

The challenge exam will be scored out of 200 points. You will only be allowed to use a pen or pencil and the paper exam and you will be given 180 minutes to complete the exam (although many students will not need nearly that much time).

You will be asked to demonstrate your knowledge and skill related to SPAN 101 content through these types of questions:

- Listening activities
- Verb conjugations
- Matching questions
- Fill-in-the-blank questions
- Multiple-choice questions
- Sentence formation practice
- Reading comprehension questions
- Short answer questions
- Essay question(s)

EXAMPLES OF EXAM ITEMS:

I. Listening Activities (20 points)

You will listen to questions or short conversations and you will answer questions associated with the listening activities. You will be allowed to listen to each recording twice.

SAMPLE 1

Use the following file: SPAN 101 Student Self-Assessment Sample Listening Comprehension Activity 1.

ESCUCHAR—ESCOGER

Listen to each question and choose the most logical response by circling the corresponding letter. You may listen to the recording two times.

1. A. *Normalmente pido tacos.*
B. *Voy al restaurante los lunes.*
2. A. *Consigo novelas en la biblioteca.*
B. *Consigo revistas en el centro.*
3. A. *Repiten la película el sábado.*
B. *No deseo ver la película.*
4. A. *Sigue un programa de baloncesto.*
B. *No, está buceando.*
5. A. *Nunca pido pizza.*
B. *Nunca pido perdón.*
6. A. *Prefiere visitar un monumento.*
B. *Prefiere buscar en la biblioteca.*
7. A. *¿Quién fue el primer presidente?*
B. *A las cuatro de la tarde.*
8. A. *Sí, es muy interesante.*
B. *Sí, mi hermano juega.*

SAMPLE 2

Use the following file: SPAN 101 Student Self-Assessment Sample Listening Comprehension Activity 2.

ESCUCHAR—ESCOGER

Listen to each statement and choose the most appropriate activity for that weather condition. You may listen to the recording two times.

1. A. *Vamos a la piscina.*
B. *Vamos a poner la televisión.*
2. A. *Voy a escribir una carta.*
B. *Voy a bucear.*
3. A. *Vamos al museo.*
B. *Vamos a tomar el sol.*
4. A. *Mañana voy a pasar en bicicleta.*
B. *Mañana voy a esquiar.*
5. A. *Queremos ir al cine.*
B. *Queremos nadar.*
6. A. *Voy a correr en el parque.*
B. *Voy a leer un libro.*
7. A. *Quiero escuchar música.*
B. *Quiero jugar al golf.*

II. Vocabulary (40 points)

You will complete a variety of activities showing that you are familiar with introductory vocabulary related to the listed topics. The activities will include matching and fill-in-the-blank questions.

1. *Saludos, despedidas, presentaciones, títulos y expresiones de cortesía*
2. *La clase, la universidad, las materias y los días de la semana*
3. *Preposiciones, adverbios y palabras interrogativas*

4. *Números 0-1.000*
5. *Verbos comunes*
6. *La familia, profesiones y nacionalidades*
7. *Adjetivos comunes*
8. *Pasatiempos, deportes y lugares en la ciudad*
9. *Los viajes y las vacaciones y el hotel*
10. *Las estaciones del año, el clima/el tiempo y las fechas*
11. *Los números ordinales (primero a décimo)*

SAMPLE 3

VOCABULARIO—LOS VERBOS IRREGULARES EN EL PRESENTE

Empareja (Match) las palabras en la primera columna con su equivalente en inglés. Use each letter only once. You will not use all letters.

- | | |
|-------------------------|----------------------|
| ___ 1. <i>cerrar</i> | A. to open |
| ___ 2. <i>comenzar</i> | B. to find |
| ___ 3. <i>contar</i> | C. to record |
| ___ 4. <i>dormir</i> | D. to follow |
| ___ 5. <i>encontrar</i> | E. to understand |
| ___ 6. <i>mostrar</i> | F. to count; to tell |
| ___ 7. <i>seguir</i> | G. to begin |
| ___ 8. <i>entender</i> | H. to remember |
| ___ 9. <i>recordar</i> | I. to close |
| ___ 10. <i>salir</i> | J. to arrive |
| | K. to leave |
| | L. to sleep |
| | M. to lose; to miss |
| | N. to show |

SAMPLE 4

VOCABULARIO—LOS NÚMEROS 0-1.000

Rewrite the numbers that are underlined in Spanish as **words**.

Hay 15 estudiantes en la clase. _____

Hay 22 mujeres en la clase. _____

Hay 478 teléfonos. _____

IV. Grammar (80 points)

You will complete a variety of activities showing that you are familiar with introductory grammar and grammatical terminology. The activities will include matching, fill-in-the-blank questions, and sentence writing, among other types of activities. The grammatical topics that will be directly addressed in the exam include the following:

1. *Los artículos definidos (el, la, los, las) y los artículos indefinidos (un, una, unos, unas)*
2. *Conjugating regular verbs in the present tense (including the vosotros form)*
3. *The verb gustar*
4. *Las palabras interrogativas, preguntas y respuestas*
5. *Ser versus estar*

6. *Los adjetivos posesivos (mi, mis, tu, tus...)*
7. *Los adjetivos descriptivos*
8. *El presente de los verbos tener, venir e ir*
9. *Stem-changing verbs in the present*
10. *El presente progresivo y los participios presentes regulares e irregulares*

SAMPLE 5

GRAMÁTICA—LOS ARTÍCULOS DEFINIDOS

Write the correct **definite article** (*artículo definido*) before each word. **¡OJO!** Watch for plural vs. singular nouns.

- | | |
|-------------------|-------------------|
| 1. _____ estación | 3. _____ caballos |
| 2. _____ playa | 4. _____ mes |

SAMPLE 6

GRAMÁTICA—EL PRESENTE DE LOS VERBOS REGULARES DE TIPO –AR, –ER E –IR

Conjugate the following verbs in Spanish in the present tense: **hablar, comer** y **vivir**.

	hablar	comer	vivir
yo	_____	_____	_____
tú	_____	_____	_____
él/ella/usted	_____	_____	_____
nosotros(as)	_____	_____	_____
vosotros(as)	_____	_____	_____
ellos/ellas/ustedes	_____	_____	_____

SAMPLE 7

GRAMÁTICA—EL VERBO “GUSTAR”

Complete the following blanks with the appropriate form of the verb *gustar*.

1. ¿Te _____ leer y estudiar?
2. ¡No me _____ la salsa! Es picante.
3. Me _____ los perros más que los gatos.
4. Me _____ el lápiz rojo y el lápiz negro.

SAMPLE 8

GRAMÁTICA—SER VERSUS ESTAR

Complete each sentence using the correct conjugation of *ser* or *estar*.

1. El laboratorio _____ cerca de la cafetería.
2. Juan _____ bajo y amable.
3. El profesor _____ en su oficina.
4. Maria _____ montando a caballo ahora.
5. Yo _____ estudiante de francés.

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SAMPLE 9

GRAMÁTICA—LOS ADJETIVOS POSESIVOS

Write the appropriate forms of the possessive adjectives indicated in parentheses.

1. _____ (My) *amigos son de Inglaterra.*
2. _____ (Their) *abuelos son simpáticos.*
3. _____ (Your, informal, singular) *hermano nada todos los días.*
4. _____ (Her) *amigas son doctores.*
5. _____ (Our) *madre es muy alta.*

SAMPLE 10

GRAMÁTICA—LOS ADJETIVOS DESCRIPTIVOS

Complete the following dialogues *en español* with the appropriate **opposite** of each underlined word. Remember to check for agreement between each descriptive adjective and the noun it describes.

Modelo: Manuel es malo y antipático.
No, Manuel es **bueno** y **simpático**.

1. **Timoteo:** *Mi amiga, Sara, es una vieja y alta.*
Juan: *No, tu amiga, Sara, es _____ y _____.*
2. **Lourdes:** *Diego es trabajador y rubio.*
Leo: *No, es _____ y _____.*

SAMPLE 11

GRAMÁTICA—¿QUÉ TIENEN?

How does each person react to the following situations? Complete the sentences using the most appropriate expression with **tener**. Don't forget to conjugate the verb **tener** appropriately.

tener calor, tener cuidado, tener frío, tener hambre, tener miedo, tener prisa, tener razón, tener sed, tener sueño, tener suerte, tener ganas

1. *Está nevando y hace muy mal tiempo. Yo _____.*
2. *No estás equivocada. Tú _____.*

SAMPLE 12

GRAMÁTICA—EL PRESENTE DEL VERBO “IR”

Fill in the blanks with the appropriate conjugation of the verb “to go” in Spanish.

1. Vosotras _____ a correr en el parque esta tarde.
2. Nosotras _____ a ir de excursión mañana.
3. Tú _____ en coche a la librería.

SAMPLE 13

GRAMÁTICA—EL PRESENTE DE LOS VERBOS IRREGULARES

Conjugate the following stem-changing verbs in Spanish in the present tense: **dormir**, **pedir** y **entender**. There is one of each main type of stem-changing verb.

	dormir	pedir	entender
yo	_____	_____	_____
tú	_____	_____	_____
él/ella/usted	_____	_____	_____
nosotros(as)	_____	_____	_____
vosotros(as)	_____	_____	_____
ellos/ellas/ustedes	_____	_____	_____

SAMPLE 14

GRAMÁTICA—EL PRESENTE PROGRESIVO Y LOS PARTICIPIOS PRESENTES IRREGULARES

Complete these sentences with the correct form of **estar** + the present participle of the verbs in parentheses.

1. Ellos _____ (construir) un hotel cerca de la playa.
2. ¿ _____ (pedir) tú más comida?
3. Nosotros _____ (decir) la verdad.
4. Yo _____ (dormir) en una cama doble.

IV. Culture (10 points)

You will complete activities showing that you are familiar with the capitals and flags of a number of Spanish-speaking countries.

1. You will need to know the capital of the following Spanish-speaking countries: *España, Puerto Rico, México y Ecuador*.
2. You will also need to be able to recognize their flags.

IV. Reading (10 points)

You will read a short passage written at the introductory level and you will answer true/false reading comprehension questions related to the reading.

SAMPLE 15

LECTURA

Read the letter below and indicate whether each statement is **cierto** or **falso**.

Hola, Ángel:

¿Qué tal? Yo escribo esta carta en la biblioteca. No tengo mucha tarea, pero todos los días vengo aquí y leo un buen libro. Yo creo que es importante leer por diversión. Mi compañero de apartamento no comprende por qué me gusta leer. Él sólo abre los libros de texto. Pero nosotros compartimos unos intereses. Por ejemplo, los dos somos atléticos; por las mañanas nosotros corremos. También nos gustan las ciencias; por las tardes asistimos a nuestra clase de biología. Y tú, ¿cómo estás? ¿Tú tienes mucho trabajo?

Saludos,
Carlos

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1. **cierto falso** *Ángel escribe una carta en la biblioteca.*
2. **cierto falso** *Carlos va a la biblioteca cada día.*
3. **cierto falso** *Al compañero de apartamento de Carlos le gusta leer.*
4. **cierto falso** *Carlos y su compañero de apartamento comparten una clase de biología.*
5. **cierto falso** *Carlos tiene mucho trabajo por sus clases.*

V. Essay (20 points)

You will write a formal essay in Spanish that will address an introductory-level topic. Your essay should be well organized, clear, grammatical, and complete. You will write a *minimum* of ten complete sentences (two complete paragraphs).

SAMPLE 16

ENSAYO

Write a description of your favorite classroom.

You may want to describe the teacher who works in the classroom (e.g. age, physical appearance, personal characteristics) and you may want to describe the things that are and are not in the classroom. You may also describe where things are in the classroom relative to other things.

- Your essay should be at least two paragraphs in length.
- Each paragraph should be at least five sentences, for a total of at least 10 sentences.
- Take care to organize your composition and to develop your ideas to the best of your ability.

KEY TO SAMPLE QUESTIONS

Use the following answer to self-check the sample questions presented above.

SAMPLE 1

1. A; 2. B; 3. A; 4. A; 5. B; 6. B; 7. A; 8. A

SAMPLE 2

1. B; 2. B; 3. A; 4. B; 5. A; 6. B; 7. A

SAMPLE 3

1. I; 2. G; 3. F; 4. L; 5. B; 6. N; 7. D; 8. E; 9. H; 10. K

SAMPLE 4

quince; veintidós; cuatrocientos setenta y ocho

SAMPLE 5

1. *la*; 2. *la*; 3. *los*; 4. *el*

SAMPLE 6

hablar: hablo, hablas, habla, hablamos, habláis, hablan

comer: como, comes, come, comemos, coméis, comen

vivir: vivo, vives, vive, vivimos, vivís, viven

SAMPLE 7

1. *gusta*; 2. *gusta*; 3. *gustan*; 4. *gustan*

SAMPLE 8

1. *está*; 2. *es*; 3. *está*; 4. *está*; 5. *soy*

SAMPLE 9

1. *Mis*; 2. *Sus*; 3. *Tu*; 4. *Sus*; 5. *Nuestra*

SAMPLE 10

1. *joven y baja*; 2. *perezosa/floja y moreno*

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SAMPLE 11

1. *tengo frío*; 2. *tienes razón*

SAMPLE 12

1. *vais*; 2. *vamos*; 3. *vas*

SAMPLE 13

dormir: *duermo, duermes, duerme, dormimos, dormís, duermen*

pedir: *pido, pides, pide, pedimos, pedís, piden*

entender: *entiendo, entiendes, entiende, entendemos, entendéis, entienden*

SAMPLE 14

1. *están construyendo*; 2. *estás pidiendo*; 3. *estamos diciendo*; 4. *estoy durmiendo*

SAMPLE 15

1. *falso*; 2. *cierto*; 3. *falso*; 4. *cierto*; 5. *falso*

Now ask yourself the following questions:

1. Did I score at least 73% correct on sample questions 1-15?
2. Was I able to complete at least 73% of the activities listed under Culture correctly?
3. Was I able to write a complete, logical, and grammatical essay on the topic given in SAMPLE 16?

If you answered “no” to any of these three questions, then you are probably not ready to take a challenge exam for SPAN 101.

DETERMINATION OF CHALLENGE EXAM OUTCOME:

You will need to earn the following to be awarded credit through Challenge Exam for this course:

- 73% Correct. An Assessment Rubric is attached indicating the point value of each set of questions and the basis for award of points.

SPAN 101 CHALLENGE EXAM RUBRIC

Exam Sections	Total Points Available	Points Achieved through Correct Answers
Listening Activities	20	
Vocabulary	40	
Grammar	80	
Culture	10	
Reading Comprehension	10	
Short Answer	20	
Essay	20	
TOTAL	200	

73% must be answered correctly/satisfactorily to earn a PASS grade for SPAN 101.

In other words, the student must earn 146 points out of 200 possible points.

ITEMS YOU MAY BRING/USE DURING THE EXAM:

You may only bring a pen or pencil to use during the exam. No other materials are allowed.

Do not, however, forget to bring an appropriate photo ID.