CONTRASEÑA
UNLOCK THE WORLD.

LingroFolio is an ePortfolio that makes it easy for instructors to implement social pedagogies by providing an authentic mechanism for interaction and collaboration.

Oral and written unit-culminating **proyectos** offer students the opportunity to use Spanish creatively and meaningfully to see the connection between learning and using it in their everyday lives. Each **proyecto** is designed to showcase what a student can do with the language rather than worrying about being penalized for what they can't do. In this way, the **proyectos** can replace traditional forms of assessment (quizzes, exams, and so on) and become encouraging milestones to celebrate.

LingroFolio includes tools for creating or uploading original content, archiving and making completed **proyectos** visible to all students enrolled in the class, and commenting on each **proyecto**. Students use their developing Spanish language skills to build community, learn from each other, and explore the vital role of both the Spanish language and Hispanic cultures in today's world.

STEP 1. Preparar

Task-based approaches and careful scaffolding focus students on accomplishing the goals set out in each project.

Paso 1. Review **Un servicio de comida a domicilio** in the ADDITIONAL MATERIALS tab that appears at the bottom of the page and jot down words, expressions, or aspects of the organization that you would like to use in your version. Pay special attention to the three reviewers that participated in the #AyerComí challenge.

á	0 / 10000 Word Limit

Paso 2. Choose a meal you prepared or ate recently that you would like to submit to the #AyerComí food challenge. Then, draft notes about the following details:

- Name and type of dish
- Reason why you like or made it
- Ingredients
- Basic preparation steps
- When you ate it and why you liked it
- Additional hashtags to describe the meal

STEP 2. Publicar

LingroFolio includes tools for creating or uploading original content and publishing it so that it can be seen by all students enrolled in the class. Step-by-step directions and an evaluation rubric ensure focus and success.

Proyecto 8-1

Dashboard / Contraseña 3.0 / Unidad 8 / Proyecto 8-1

MI PERFIL (Steve Debow)

SOBRE MI
Ser optimista te mantiene sano y feliz.

Proyecto 8-1

Proyecto 8-1 #AyerComí. Create a three-minute video describing the meal you made or ate in order to participate in the #AyerComí challenge. Make your description as appealing and interesting as possible. Include:

- name and type of dish
- reason why you like or made it
- ingredients and basic preparation steps
- when you ate it, where, with whom, etc.
- at least one discourse marker or filler

After uploading or recording your video, enter a title for it in the TITLE field that features the #AyerComí hashtag and one or two more of your own creation to support your description.

How will this project be graded?

Demonstrate your abilities by creating a work sample using the guidelines above. Your sample will be uploaded to your class portfolio.

✏ Create new

| Text	Record video	Record audio
URL/Embed	Upload file	

STEP 3. Comentar

Students are the audience for each other's work, and their learning and assessment continues as they comment on each other´s oral and written proyectos. Completed projects are displayed, labeled, and time stamped on the Class Projects page of the dashboard. Research shows that students are more motivated to produce high quality products when they're creating them for an audience beyond their instructor.
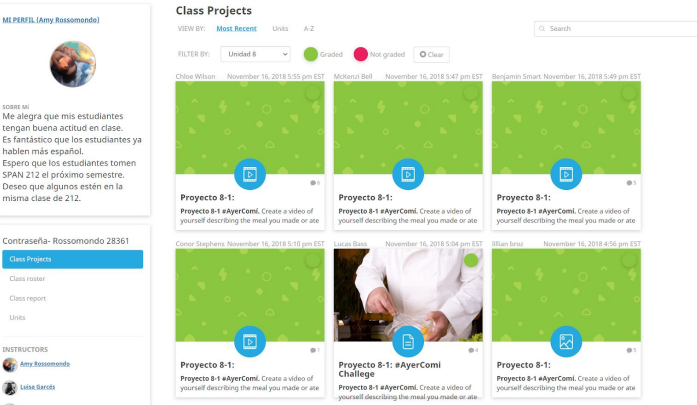
Unidad 8
Proyecto 8-1: Proyecto de español 8-1

Duyen Nguyen Thuy   Nov 16, 2018

Proyecto de español 8-1   November 16, 2018 10:56 am EST

#AyerComí

0:02 / 1:58
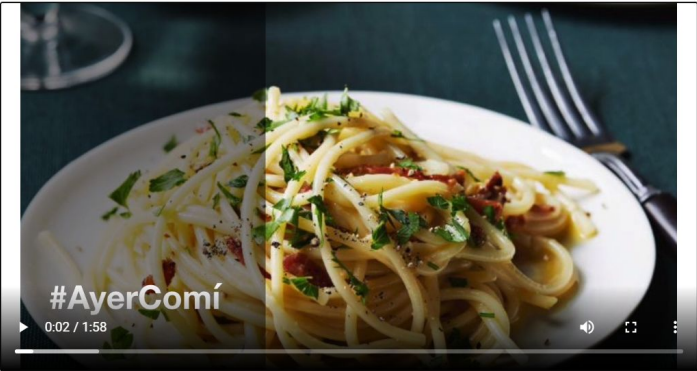
Comments

Rachel Strothkamp Options   November 18, 2018 5:55 pm EST

Hola Duyen! Me gusta tu video y tus fotos mucho! Tu receta fue muy facíl para seguir.

Reply

Brandon Keeling Options   November 19, 2018 12:15 am EST

Hola, me gusta tu video. Quiero hacer este comida.

MI PERFIL (Amy Rossomondo)

SOBRE MI
Me alegra que mis estudiantes tengan buena actitud en clase. Es fantástico que los estudiantes ya hablen más español. Espero que los estudiantes tomen SPAN 212 el próximo semestre. Deseo que algunos estén en la misma clase de 212.

Contraseña- Rossomondo 28361

Class Projects
Class roster
Class report
Units

INSTRUCTORS
Amy Rossomondo
Luisa Garcés

Class Projects
VIEW BY: Most Recent   Units   A-Z

FILTER BY: Unidad 8 ●Graded ●Not graded ⊘ Clear

Search

Chloe Wilson November 16, 2018 5:55 pm EST   McKenzi Bell November 16, 2018 5:47 pm EST   Benjamin Smart November 16, 2018 5:49 pm EST

Proyecto 8-1:
Proyecto 8-1 #AyerComí. Create a video of yourself describing the meal you made or ate

Proyecto 8-1:
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Proyecto 8-1:
Proyecto 8-1 #AyerComí. Create a video of yourself describing the meal you made or ate

Conor Stephens November 16, 2018 5:10 pm EST   Lucas Bass November 16, 2018 5:04 pm EST   Jillian broz November 16, 2018 4:56 pm EST

Proyecto 8-1:
Proyecto 8-1 #AyerComí. Create a video of yourself describing the meal you made or ate

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Proyecto 8-1 #AyerComí. Create a video of yourself describing the meal you made or ate

Proyecto 8-1:
Proyecto 8-1 #AyerComí. Create a video of yourself describing the meal you made or ate

STEP 4. Reflexionar

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Students are encouraged to reflect honestly on their progress at the end of every unit.

Proyecto 8-5 Reflexión. Now that you have completed Unit 8, reflect on your learning. Answer the questions below.

Paso 1. Select the learning objective(s) from the unit that you feel the most confident about. Select all that apply.

☐ **Objective 1:** Use the context of an audio/visual text to help predict content.

☐ **Objective 2:** Identify basic information in a TV commercial about a meal-kit delivery service.

☐ **Objective 3:** Discuss foods, eating habits, and basic meal preparation.

☐ **Objective 4:** Express food preferences and discuss likes and dislikes.

☐ **Objective 5:** Express ideas in the past.

☐ **Objective 6:** Explore and compare some typical comfort foods and what they mean in the Spanish-speaking world.

☐ **Objective 7:** Pronounce the letter sounds **b**, **d**, **g**, and **v** in Spanish; Use fillers to help your spoken speech sound more natural.

☐ **Objective 8:** Describe a meal you made or ate.

Paso 2. Now, provide 1-2 thoughts on any specific challenges you're facing with respect to the learning objectives for this unit and what you will do to overcome them.

á   0 Word(s)

Rubrics and Instructor Grading Panel

Contraseña offers rubrics that tie to the learning objectives in each unit with detailed rubrics that define expected performance levels, by category, for every **proyecto**. Both sets of rubrics are embedded within the **Publicar** page of the **proyecto**, making them aware of all expectations related to the assessment task, and helping them to evaluate their own work as they progress.

Users of *Contraseña* praise the rubrics for ensuring the application of consistent standards, promoting objectivity and fairness in grading, and making the grading process enjoyable and efficient!

All grades entered in the Grading Panel Rubric transfer automatically to the course gradebook.

Criterion	Points 100	Exceeds expectations	Meet expectations (Strong)	Meet expectations (Minimal)	Doesn't meet expectations
Project is complete and contains all the required elements.	10	(10) Project includes **all components** indicated in the instructions. Project is **extremely well developed** with abundant details about the meal are included.	(9-8) Project includes **most components** indicated in the instructions. Project is **mostly well developed** with several details about the meal are included.	(7-6) Project is **missing some components** and/or doesn't fully meet the requirements indicated in the instructions. **Some or few specific details** about the meal are included.	(5-0) Project **excludes essential components** and/or doesn't address the requirements indicated in the instructions.
Discourse markers and fillers are used to avoid English and to sound more natural.	10	(10) **Appropriate discourse markers** are used fluently to maintain a natural flow of speech and to avoid use of English. No long pauses to think what to say next.	(9-8) **Appropriate discourse markers** are used fluently to maintain a natural flow of speech and to avoid use of English. Few long pauses to think what to say next.	(7-6) **Some or a few appropriate discourse markers** are used fluently to maintain a natural flow of speech and to avoid use of English. Some long pauses to think what to say next.	(6-0) **Very few to none appropriate discourse markers** are used fluently to maintain a natural flow of speech. Many long pauses to think what to say next. Student resorts to English.
Words with letters *b, d, g,* and *v* are pronounced appropriately.	10	(10) All *b, d, g,* and *v* sounds are **pronounced naturally**. Student makes a **strong effort** to follow general Spanish rules of pronunciation.	(9-8) **Most** *b, d, g,* and *v* sounds are **pronounced quite naturally**. Student makes an effort to follow general Spanish rules of pronunciation. A few mispronounced sounds but they rarely impede comprehensibility.	(7-6) **Several** *b, d, g,* and *v* sounds are **mispronounced and need attention**. Student makes some effort to follow general Spanish rules of pronunciation. Speech is comprehensible most times.	(6-0) **Most to all** *b, d, g,* and *v* sounds are **mispronounced and need attention**. Speech is mostly incomprehensible.
Active unit vocabulary items are included and appropriately used.	30	(30-24) A variety of vocabulary **words from this and previous *Contraseña* units** is used to give the reader a vivid picture about the topic.	(24-22) A variety of vocabulary **words from the relevant unit** is used to appropriately describe the topic. Very few errors that do not impede communication.	(22-19) **A limited number** of vocabulary **words from the relevant units is used and/or has errors**. The project would have been stronger if the student had more accurate command of the relevant vocabulary.	(19-0) Few to none of the relevant vocabulary **words are used, often with incorrect translations**, or English words. The student doesn't have the vocabulary resources necessary to complete the task.
Verbs like *gustar* are used appropriately.	20	(20-18) **Abundant samples** of the target grammar are included and they are all used **accurately** and **appropriately**. Grammar includes very few errors for the level. Attempt to use wide range of uses and/or forms of the target verbs.	(18-17) **Several samples** of the target grammar are included and they are used **accurately** and **appropriately most times**. There are a few errors, but these errors aren't consistent and don't greatly impede comprehensibility.	(17-16) **Some samples** of the target grammar are included and/or they are used **accurately** and **appropriately sometimes**. These errors sometimes impede comprehensibility.	(16-0) **Insufficient or incorrect samples** of the target grammar are included. Student shows **lack of control**. These errors may cause significant portions of the project to be incomprehensible.

Unit Inputs and Final Projects

UNIT	INPUT (TEXTO)		PROYECTO
1	Reading	Two online profiles with visual support	Create your profile on *LingroFolio*.
2	Video	Three sample introductions	Interview a Spanish speaker or a classmate.
3	Reading	Daily planner and text message thread	Create your weekly calendar and summarize your own schedule.
4	Video	Campus selfie tour	Create a video describing your campus and/or where you study.
5	Reading	Award nomination letter and email	Write a nomination letter about someone you admire.
6	Audio	Description of family, with visual support delivered via carousel	Describe your own family.
7	Reading	Campus student organization e-newsletter, with visual support delivered via carousel	Create an ad for a club dedicated to fitness and sports.
8	Video	Promotional ad for meal-kit delivery service to your home	Describe a meal you made or ate.
9	Reading	University health care center infographic on good health and well being	Create an infographic advocating for an aspect of mental or physical well-being.
10	Audio	Career center ad, with visual support delivered via carousel	Create an ad describing a profession
11	Reading	Online clothing service style survey, with visual support delivered via carousel	Create a style guide based on someone's preferences
12	Video	An episode of an audio blog on ecotourism in Mexico	Create a video about your favorite ecotourism destination.
13	Reading	An excerpt from a graphic novel about immigration, self-discovery and cultural heritage	Create your own ending to *Finita's* story.
14	Reading & Video	Promotional video Celebrating 60 years of the Museo de Arte Moderno de Buenos Aires	Narrate a timeline explaining the historical setting of a work of art.
15	Reading & Audio	Monterroso's short story,"Eclipse," with visual and aural support delivered via carousel	Write a short story exploring the reinterpretation of a historical event.
16	Video	Short film from Spain: Yo tb tq	Create a dialogue that can lead to misinterpretation.
17	Reading & Video	BBC article about how Mexicans see themselves, with video and visual support delivered via carousel	Create a video about your identity and an analysis of a stereotype you have experienced.
18	Reading & Audio	Spoken-word poem by Nuyorican poet J.F. Seary, with text support	Read aloud and analyze a poem that expresses an aspect of the poet's cultural identity.
19	Reading	*Viaje a la universidad* (fragmento) de Francisco Jiménez	Retell an anecdote about a life-changing experience and then write a summary.
20	Video	Aarón Escudero: ser gitano e *influencer,* así se derriban estereotipos	Describe an influencer and write a report about the role of influencers in your culture.
21	Reading	La leyenda de la yerba mate	Describe a multi-step event and write a short story about a custom and/or tradition in the Hispanic world.
22	Video	¿Qué es la flexibilidad laboral? Una charla entre Jaime García Cantero, director de contenidos de la sección *El País Retina* y Alejandra Martínez, una experta en flexibilidad laboral.	Express a viewpoint with supporting ideas and write an essay about telecommuting.
23	Reading	El grafiti para combatir la injusticia social	Critique a work of art and write a review.
24	Video	¿Puede la cocina cambiar el mundo? Una charla TED presentada por el famoso cocinero peruano Gastón Acurio en Nueva York.	Make a persuasive presentation about a food security problem and write a persuasive essay about sustainable solutions to address it.

Exploración cultural sections include additional CI: a short narrative and quotes from four cultural correspondents from different countries.