<table>
<thead>
<tr>
<th>marca de chocolate</th>
<th>sabor (flavor)</th>
<th>ingredientes/ sabores adicionales</th>
<th>textura</th>
<th>evaluación (rating)</th>
<th>¿Te apetece?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>chocolate con leche</td>
<td>sal marina, caramelo, nueces</td>
<td>cremoso, crujiente, divino, pegajoso</td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td></td>
<td>chocolate negro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>chocolate blanco</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>chocolate extra negro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>chocolate con leche</td>
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<td></td>
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<tr>
<td></td>
<td>chocolate extra negro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taste testing activity created by Bethanie Drew :: aventurasnuevas.wordpress.com :: 2017
CACAO
La semilla de los dioses

Orgullosamente mexicano y considerado antiguamente como una bebida de los dioses por su valor estimulante, el cacao ahora encabeza la lista de alimentos con propiedades antioxidantes y proporciona múltiples beneficios al organismo.

ORIGEN
De las regiones tropicales de América, se dice que posiblemente la cultura olmeca se la responsable de su domesticación hace tres mil años.

CARACTERÍSTICAS
Árbol del cacao (Theobroma cacao)
- 5 a 10 m de altura
- Llega a medir el árbol
- 22 especies ubicadas en Sudamérica

SABÍAS QUE...
Costa de Marfil es el principal productor de cacao con 1.4 millones de toneladas y México ocupa el octavo lugar en producción con 27 mil toneladas.

300 componentes que benefician al organismo

De la semilla se pueden extraer
- Licor
- Mantequilla
- Cocoa en polvo

PRINCIPALES COMPONENTES
- Antioxidantes
- Magnesio
- Hierro
- Cromo
- Anandamida
- Calcio
- Vitamina C
- Fibra

BENEFICIOS AL ORGANISMO
- Regula la cantidad de azúcar en la sangre
- Se cree que tiene propiedades afrodisíacas
- Alivia el estrés
- Previene males cardiovasculares y cerebrovasculares
- Ayuda a disminuir el colesterol malo (LDL) y aumenta el bueno (HDL)
- Hidrata el cabello
- Disminuye la celulitis

Fuentes: SAGARPA, Mejor con salud; México Mágico, iMujer salud; Vanidades, biodiversidad.gob.mx
I. **Key Word Recognition.** Find in the article the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases:

[Note to instructor: Select “content” words/phrases that convey meaning related to the text as opposed to words/phrases such as prepositions and conjunctions. Alternative format: Ask students to provide 8-10 words that relate to a specific topic or content area addressed in the text, such as nutrition.]

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

II. **Main Idea(s).** Using information from the article, provide the main idea(s) of the article in English.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

III. **Supporting Details.**
1. Circle the letter of each detail that is mentioned in the article (not all are included!).
2. Write the letter of the detail next to where it appears in the text.
3. Write the information that is given in the article in the space provided next to the detail below.

[Note to instructor: Provide 5 correct details that support the main idea(s) and 3 distracters.]

A. XXXXX - ____________________________________________________________
B. XXXXX - ____________________________________________________________
C. XXXXX - ____________________________________________________________
D. XXXXX - ____________________________________________________________
E. XXXXX - ____________________________________________________________
F. XXXXX - ____________________________________________________________
G. XXXXX - ____________________________________________________________
H. XXXXX - ____________________________________________________________
IV. Organizational Features. How is this text organized? Choose all that apply and explain briefly why you selected each organizational feature—what were the clues in the text?

[Note to instructor: Provide 2 correct answers and 3 distracters. Possible options may include: Chronological, pros and cons, cause/effect, compare/contrast, biography/autobiography, storytelling, description, problem and solution.]

A. XXXXX
B. XXXXX
C. XXXXX
D. XXXXX
E. XXXXX

Justification from text: ______________________________________________________________________________________

V. Guessing Meaning from Context. Based on this passage write what the following three words/expressions probably mean in English.

[Note to instructor: Provide three words that the student may not be likely to know but should be able to understand from the context. Provide the entire phrase in which the word/expression appears as well as a way to find it in the text such as the number/line of the paragraph in which it appeared.]

1. XXXXXXXX - ______________________________________________________________________________________
2. XXXXXXXX - ______________________________________________________________________________________
3. XXXXXXXX - ______________________________________________________________________________________

VI. Inferences. “Read/listen/view between the lines” to answer the following questions, using information from the text.

[Note to instructor: For Pre-Advanced and Advanced learners, create questions that require students to infer meaning by reading/listening/viewing between the lines. Write two open-ended questions such as: “Why do you think that...?”; “Why does the author say that...?”; “Why is it important that...?; What might be the effect of...?”; which require inferencing on the part of the student. Questions may be in the target language. Specify which language students are to use and indicate that they must use information from the text in their responses. Note that some adaptations to this task may be necessary for lower-level learners, who may need more guidance in using inferencing skills. For Novice-level learners, you might give them a statement and ask them to list any evidence from the text that would help them to determine whether it is true or false, drawing on inferencing skills. For Intermediate-level learners, you could give them three inferences and ask them to select the best inference of the three by providing evidence from the text to support their selection, drawing on inferencing skills.]

1. ______________________________________________________________________________________
2. ______________________________________________________________________________________
VII. Author’s Perspective. Select the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

[Note to instructor: Provide one correct answer and two distracters. Possible options may include clinical/scientific, moral/religious, humanistic, factual, historical, comic, etc. Specify which language students are to use in their justifications.]

A. XXX
B. XXX
C. XXX

Justification from text: ______________________________________________________

VIII. Comparing Cultural Perspectives. Answer the following questions:

[Note to instructor: Below are some possible types of questions, which may be written in the target language. Be sure to make reference to cultural products/practices, and perspectives in some of your questions. Specify which language students are to use.]

- What are the cultural similarities and differences between XXX and XXX?
- How do the practices/products in the article reflect the target culture perspectives?
- What did you learn about the target culture from this article?
- How would this article have been different if it were written for a US audience?

IX. Personal Reaction to the Text. Using specific information from the text, describe your personal reaction to the article, using the target language. Be sure to provide reasons that support your reaction.

[Note to instructor: This last section is designed to elicit a personal reaction from the student in the target language. This can be a bridge to the interpersonal task that will follow. However, this reaction is not assessed on the interpretive rubric.]
## Appendix F Integrated Performance Assessment (IPA) Rubrics

### Interpretive Mode Rubric: A Continuum of Performance*

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accomplished Comprehension</td>
<td>Strong Comprehension</td>
<td>Minimal Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Limited Comprehension</td>
</tr>
<tr>
<td><strong>LITERAL COMPREHENSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Recognition</td>
<td>Identifies all key words appropriately within context of the text.</td>
<td>Identifies majority of key words appropriately within context of the text.</td>
<td>Identifies half of key words appropriately within the context of the text.</td>
</tr>
<tr>
<td>Main idea detection</td>
<td>Identifies the complete main idea(s) of the text.</td>
<td>Identifies the key parts of the main idea(s) of the text but misses some elements.</td>
<td>Identifies some part of the main idea(s) of the text.</td>
</tr>
<tr>
<td>Supporting detail detection</td>
<td>Identifies all supporting details in the text and accurately provides information from the text to explain these details.</td>
<td>Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.</td>
<td>Identifies some supporting details in the text and may provide limited information from the text to explain these details.</td>
</tr>
<tr>
<td><strong>INTERPRETIVE COMPREHENSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational features</td>
<td>Identifies the organizational feature(s) of the text and provides an appropriate rationale.</td>
<td>Identifies the organizational feature(s) of the text; rationale misses some key points.</td>
<td>Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.</td>
</tr>
<tr>
<td>Guessing meaning from context</td>
<td>Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.</td>
<td>Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.</td>
<td>Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.</td>
</tr>
<tr>
<td>Inferences (Reading/listening/viewing between the lines)</td>
<td>Infers and interprets the text’s meaning in a highly plausible manner.</td>
<td>Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner.</td>
<td>Makes a few plausible inferences regarding the text’s meaning.</td>
</tr>
<tr>
<td>Author’s perspective</td>
<td>Identifies the author’s perspective and provides a detailed justification.</td>
<td>Identifies the author’s perspective and provides a justification.</td>
<td>Identifies the author’s perspective but justification is either inappropriate or incomplete.</td>
</tr>
<tr>
<td>Cultural perspectives</td>
<td>Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.</td>
<td>Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.</td>
<td>Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.</td>
</tr>
</tbody>
</table>

Evidence of Strengths: Examples of Where You Could Improve:

*The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See Implementing Integrated Performance Assessment, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

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