

## ***Exhibition Descriptor***

## ***Second Language Component***

**Purpose:** The ability to communicate in a second language in today's world is beneficial, especially in California. The study of a second language offers the student professional and personal opportunities, and enhances the ability to think critically and globally. The expectation is that Anzar students, having studied a minimum of two years of a second language, will be able to demonstrate evidence of both their writing and speaking ability.

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**There are two options for completion of the second language component.**

**Option 1:** All students taking Spanish as a second language or ESL for 2 years will be expected **to create and present an illustrated short story** in the second year of their language study as a final project for the class. During a formally scheduled period of that class at the end of the year, each student will present their short story. A bilingual judge will score the presentation. After the student completes the presentation the judge will ask 3-5 comprehension questions based on the content of the story. The student will answer to the best of their ability in the second language. ***Distinction will be granted for students whose projects exceed the requirements and show an exceptional mastery of the content.***

**Option 2:** A student with a higher level of fluency in a second language may present one section of another graduation exhibition in the second language. This presentation should be a continuous and meaningful part of the overall exhibition. The overall length of the language component presentation will be at least 2-4 minutes. It is permissible for the student to read from prepared notes. After the student completes the presentation the judges will ask 3-5 spontaneous questions in the second language, based on the content of the oral presentation. For either option, in order to receive a score of *Acceptable* or *With Distinction* the student must be comprehensible in the second language, both in the oral presentation and in the answers to judges' questions. The presentation must reflect what the student has learned in their second language classes, with the use of appropriate vocabulary that is consistent with their level of language study. The presentation and any supporting notes or materials must be created by the student.