

Essential Learning: Conversational Speaking

I can exchange information and interact with others in everyday situations.

Score 4.0	<p>In addition to Level 3 skills and current vocabulary, I can incorporate previously learned vocabulary, logically continue the conversation, and use pronunciation similar to a fluent speaker. Student asks questions and answers with complex, grammatically correct, compound sentences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use previously learned and additional vocabulary in my responses. <input type="checkbox"/> I can ask and respond using simple sentences and questions and begin experimenting with more complex sentences. <input type="checkbox"/> I use correct pronunciation and would be understood by a fluent speaker. <input type="checkbox"/> I can answer appropriately and add detail in response to my partner's prompt/question. <input type="checkbox"/> I am accurate with practiced language and structures but may lose accuracy as I experiment with more complex sentences. <input type="checkbox"/> I can speak with confidence, include a natural flow and use appropriate inflection and intonation. 	Sample Tasks
	3.5	I am able to do all of level 3 requirements and demonstrate partial success at level 4.
Score 3.0	<p>I can talk with a partner about familiar topics using practiced simple sentences. I can handle short social interactions in everyday situation by asking and answering simple questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use current vocabulary and expressions for familiar objects and actions. <input type="checkbox"/> I can ask and respond to highly predictable questions with simple sentences. <input type="checkbox"/> I can be understood by my teacher and peers. <input type="checkbox"/> I can answer appropriately in response to my partner's prompt/question <input type="checkbox"/> I can be mostly accurate with practiced language and structures. <input type="checkbox"/> I can speak with confidence. 	Student can engage in open conversation on a specific subjects beyond using memorized phrases but by answering with personalized answers and asking questions in response to another's answer. EJ: ¿Qué te gusta hacer? A mí me gusta leer revistas. Te gusta leer <i>Time</i> ?
	2.5	I am able to do all of level 2 requirements and demonstrate partial success at level 3.
Score 2.0	<p>I can talk with a partner on very familiar topics using a variety of words and phrases that I have practiced.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use a small number of words and expressions for common objects and actions. <input type="checkbox"/> I can ask and respond with some phrases. <input type="checkbox"/> I speak with pronunciation that makes it difficult for my teacher and peers to understand me <input type="checkbox"/> I can understand some highly practiced language. I often need to hear things again or use visual/contextual clues. <input type="checkbox"/> I demonstrate a based knowledge of some grammatical concepts, but do not use verbs in all my phrases. <input type="checkbox"/> I speak with some hesitation indicating I still need to think about my words. 	Student can participate in conversation on familiar topics using vocabulary and simple sentences practiced and memorized from class. EJ: ¿Qué te gusta hacer? Me gusta leer libros. No me gusta leer libros.
	1.5	I am able to meet some of the level 2 requirements..
Score 1.0	<ul style="list-style-type: none"> <input type="checkbox"/> I can speak with some words that can be recognized as Spanish. <input type="checkbox"/> I ask and respond with only single words and sometimes use English. <input type="checkbox"/> I speak with pronunciation that is not understood by my teacher and peers. <input type="checkbox"/> I cannot understand some highly practiced language. I need to hear things again or use visual/contextual clues at all times in order to understand. <input type="checkbox"/> I can not demonstrate grammatical accuracy because I am using single words or incomplete phrases. <input type="checkbox"/> I speak with much hesitation indicating I still need to think about what I am trying to say. 	Student can participate in conversation on familiar topics using vocabulary and phrases practiced and memorized from class. EJ: ¿Gusta hacer? Leer libro. Yo no libro.
	0.5	I participate in the assessment, but I do not meet requirements for level 1.
Score 0.0	I choose not, or I am unable, to produce the target language.	

Essential Learning: Presentational Speaking

I can present information about my life, people, places or things.

Score	Learning Progression	Sample Tasks/Vocabulary/Structures
4.0	<p>I speak in complex, grammatically correct and/or compound sentences incorporating vocabulary outside the section's list and interact with the audience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use previously learned and additional vocabulary in my responses. <input type="checkbox"/> I can present information on familiar topics with simple sentences and begin experimenting with more complex sentences. <input type="checkbox"/> I use correct pronunciation and would be understood by a fluent Spanish speaker. <input type="checkbox"/> I speak with language that is specifically related to the prompt and that adds to my listeners ability to understand. <input type="checkbox"/> I am very accurate with practiced language and structures but may lose accuracy as I experiment with more complex sentences. <input type="checkbox"/> I speak with confidence, include a natural flow and use appropriate inflection and intonation. 	<p>Student combines previous structures in a new way. Student attempts to use known vocabulary in a new way. Student uses structures outside the expectation of class.</p>
3.5	<p>I speak correctly in compound sentences, incorporating vocabulary outside the section's list.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am able to meet all of level 3 requirements and demonstrate partial success at level 4. 	
3.0	<p>I can present basic information on familiar topics using language I have practiced using simple sentences with only minor errors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use current vocabulary and expressions for familiar objects and actions. <input type="checkbox"/> I can present information on familiar topics with simple sentences. <input type="checkbox"/> I can be understood by my teacher and peers. <input type="checkbox"/> I speak using language that is appropriately related to the prompt. <input type="checkbox"/> I can be mostly accurate with practiced language and structures. <input type="checkbox"/> I speak with confidence. 	<p>Student uses sentences with a conjugated verb in a way that clearly communicates his intended idea. "The car is on top of the road" "He is tall and funny" "Take the milk from the fridge"</p>
2.5	<p>My speech is a mix of phrases and complete sentences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am able to do all of level 2 requirements and demonstrate partial success at level 3. 	
2.0	<p>I can present information about myself and some other very familiar topics using a variety of memorized phrases.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use a small number of memorized words and expressions for common objects and actions. <input type="checkbox"/> I can present information on familiar topics with some isolated words and phrases. <input type="checkbox"/> I speak with pronunciation that makes it difficult for my teacher and peers to understand me. <input type="checkbox"/> I speak using language that is loosely related to the prompt. <input type="checkbox"/> I can not demonstrate grammatical accuracy because I am using single words or incomplete phrases. <input type="checkbox"/> I speak with some hesitation indicating I still need to think about my words. 	<p>Students uses phrases in a way that communicate his intended idea. "Car on road" "He tall" "Milk in fridge"</p>
1.5	<p>I am able to meet some of the level 2 requirements..</p>	
1.0	<ul style="list-style-type: none"> <input type="checkbox"/> I can speak with some words that can be recognized as Spanish. <input type="checkbox"/> I ask and respond with only single words and sometimes use English. <input type="checkbox"/> I speak with pronunciation that is not understood by my teacher and peers. <input type="checkbox"/> I cannot understand some highly practiced language. I need to hear things again or use visual/contextual clues at all times in order to understand. <input type="checkbox"/> I can not demonstrate grammatical accuracy because I am using single words or incomplete phrases. <input type="checkbox"/> I speak with much hesitation indicating I still need to think about what I am trying to say. 	
0.5	<p>I participate in the assessment, but I do not meet requirements for level 1.</p>	
0.0	<ul style="list-style-type: none"> <input type="checkbox"/> I choose not, or I am unable, to produce any of the target language. 	

Essential Learning: Listening

I can understand ideas in things I hear.

Score	Requirements	Sample Tasks
4.0	<p>I can demonstrate all requirements of level 3 and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can understand enough of the selection to be able to predict meanings or contexts and may be able to use knowledge of target culture. <input type="checkbox"/> I can infer information about scope, audience, and the speaker. <input type="checkbox"/> I can infer the purpose or intent. 	<p>(4) Pull evidence from text to prove or disprove assumptions about the information in the selection</p> <p>(4) Chose a probable meaning for unfamiliar vocabulary based on context clues</p> <p>(4) Answer questions which require inference rather than specific recall</p>
3.5	Student demonstrates all of level 3 requirements and partial success at level 4.	
3.0	<p>I can understand words, phrases, and language that I have practiced to determine meaning in a listening selection.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can understand the main idea. <input type="checkbox"/> I can combine details to determine the meaning of important information. <input type="checkbox"/> I can provide reasoning to support my ideas. 	<p>(3) Summarize in English</p> <p>(3) Interpret the selection by drawing a picture or chart</p> <p>(3) Identify the "main idea" for the text</p> <p>(3) Answer questions referring to the main idea</p> <p>(3) Why, how questions</p>
2.5	I am able to do all of level 2 requirements and demonstrate partial success at level 3.	
2.0	<p>I can understand current vocabulary and structures in order to be able to answer simple questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can understand simple details from practiced topics. <input type="checkbox"/> I can identify the subject. <input type="checkbox"/> I can make a reasonable assumption about the type of media. 	<p>(2) Literal recall questions</p> <p>(2) T/F Questions</p> <p>(2) Answer basic comprehension questions written in L1</p> <p>(2) Who, what, when, where questions</p>
1.5	I am able to meet some of the level 2 requirements.	
1.0	<p>I can understand a limited amount of vocabulary in the selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify vocabulary or categorize the selection <input type="checkbox"/> I can identify the meaning of familiar vocabulary or cognates. 	
0.5	I participate in the assessment, but I do not meet requirements for level 1.	
0.0	<input type="checkbox"/> I choose not, or I am unable, to produce any of the target language.	

Essential Learning: Reading			
<i>I can understand ideas in things I read.</i>			
Score 4.0	I can demonstrate all requirements of level 3 and... <ul style="list-style-type: none"> <input type="checkbox"/> I can understand enough of the selection to be able to predict meanings or contexts and may be able to use knowledge of target culture. <input type="checkbox"/> I can infer information about scope, audience, and the speaker. <input type="checkbox"/> I can infer the purpose or intent. 		Sample Tasks (4) Apply information from reading selection to his own life or situation (4) Pull evidence from text to prove or disprove assumptions about the information in the selection (4) Chose a probable meaning for unfamiliar vocabulary based on context clues
	3.5	Student demonstrates all of level 3 requirements and partial success at level 4.	
Score 3.0	I can understand words, phrases, and language that I have practiced to determine meaning in a reading selection. <ul style="list-style-type: none"> <input type="checkbox"/> I can understand the main idea. <input type="checkbox"/> I can combine details to determine the meaning of important information. <input type="checkbox"/> I can provide evidence from the selection to support my ideas. 		(3) Summarize in English (3) Interpret the selection by drawing a picture or chart (3) Identify the "main idea" for the text (3) Answer questions referring to the main idea (3) Why, how questions
	2.5	I am able to do all of level 2 requirements and demonstrate partial success at level 3.	
Score 2.0	I can understand current vocabulary and structures in order to be able to answer simple questions. <ul style="list-style-type: none"> <input type="checkbox"/> I can understand simple details from practiced topics. <input type="checkbox"/> I can identify the subject. <input type="checkbox"/> I can make a reasonable assumption about the type of media. 		(2) Literal recall questions (2) T/F Questions (2) Answer basic comprehension questions written in L1 (2) Who, what, when, where questions
	1.5	I am able to meet some of the level 2 requirements.	Sample Tasks
Score 1.0	I can understand a limited amount of vocabulary in the selection <ul style="list-style-type: none"> <input type="checkbox"/> Identify vocabulary or categorize the selection <input type="checkbox"/> I can identify the meaning of familiar vocabulary or cognates. 		
	0.5	I participate in the assessment, but I do not meet requirements for level 1.	
Score 0.0	<input type="checkbox"/> I choose not, or I am unable, to produce any of the target language.		

Essential Learning: Presentational Writing

I can write information in real world situations.

Score	Requirements	Sample Tasks
4.0	<p>I can demonstrate all requirements of level 3 in addition to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use previously learned and additional vocabulary in my writing. <input type="checkbox"/> I can write about familiar topics with simple sentences and begin experimenting with more complex sentences. <ul style="list-style-type: none"> <input type="checkbox"/> Apply targeted structures as outlined by the prompt <input type="checkbox"/> I can write in a way that would be understood by a native speaker. <input type="checkbox"/> I write with language that is specifically related to the prompt and that adds to my readers ability to understand. <input type="checkbox"/> I am very accurate with practiced language and structures but may lose accuracy as I experiment with more complex sentences. <input type="checkbox"/> I present information in my writing in a logical way and use transitions to add to my reader's understanding. 	<p>(4) Open-ended assignment requiring the structure in several different situations</p> <p>(4) Write a story</p> <p>(4) Write an informative text</p>
	<p>3.5 I am able to do all of level 3 requirements and demonstrate partial success at level 4.</p>	
3.0	<p>I can write short messages and notes on familiar topics related to everyday life. My writing is in sentences, has no major spelling errors, and uses reasonably correct verb conjugations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use current vocabulary and expressions for familiar objects and actions. <input type="checkbox"/> I can write about familiar topics in simple practiced sentences. <ul style="list-style-type: none"> <input type="checkbox"/> Apply targeted structures as outlined by the prompt <input type="checkbox"/> I can be understood by my teacher and peers. <input type="checkbox"/> I write using language that is appropriately related to the prompt. <input type="checkbox"/> I can be mostly accurate with practiced language and structures that influence the meaning of my writing. <input type="checkbox"/> I present information in my writing in a logical order. 	<p>(3) Communicate via interpersonal written correspondence (email/text)</p> <p>(3) Answer a topic question</p> <p>(3) Can apply a reading selection to his own life</p>
	<p>2.5 I am able to do all of level 2 requirements and demonstrate partial success at level 3.</p>	
2.0	<p>I can write some phrases on familiar topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use a small number of current vocabulary and expressions for common objects and actions. <input type="checkbox"/> I can write about some familiar topics with some isolated words and phrases. <input type="checkbox"/> My writing is difficult for my teacher and peers to understand. <input type="checkbox"/> I write using language that is loosely related to the prompt. <input type="checkbox"/> I have some grammatical errors that influence the meaning of my writing. <input type="checkbox"/> I present information in a way that is not always logical. 	<p>(2) Given some words, can rework into a sentence</p> <p>(2) Can finish a sentence based on a picture prompt</p> <p>(2) Fill in a conjugation chart</p>
	<p>1.5 I am able to meet some of the level 2 requirements..</p>	
1.0	<p>I can write a list on familiar topics.</p>	
	<p>0.5 I participate in the assessment, but I do not meet requirements for level 1.</p>	
0.0	<p>I choose not to or I am unable to produce any of the target language.</p>	

Essential Learning: Interculturality

I can understand the interaction between the use of language skills and cultural knowledge.

Score	Sample Tasks
<p>Score 4.0</p> <p>I can understand and identify similarities and differences between cultures, explain how these aspects influence my culture, and apply this knowledge to my life.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how these aspects influence my culture. <input type="checkbox"/> I can describe situations in my life that can be improved by my cultural knowledge. <input type="checkbox"/> I can identify how items and behaviors help me understand how the world is viewed. 	<p style="text-align: center;">Sample Tasks</p> <p>The further you are from the original colonies the larger the indigenous populations exist. When we see the molas created by the indigenous populations of Panama. It is easy to see their connection to nature in their artesanías</p>
3.5	I am able to do all of level 3 requirements and demonstrate partial success at level 4.
<p>Score 3.0</p> <p>I can understand and identify similarities and differences between cultures, and explain how and why beliefs values and behaviors are the way they are.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compare similarities and differences between cultures. <input type="checkbox"/> I can explain how some beliefs and values are related to age, gender, social class and ethnicity. <input type="checkbox"/> I can explain how or why people behave in different cultures. <input type="checkbox"/> I can explain how or why items exist in a culture. 	<p>People in Spain use tapas but people in Latin America don't use Tapas. There may not be a Taqueria in Argentina, Chile or Spain.</p> <p>People in Latin American countries are predominantly catholic due to Spanish Colonization.</p>
2.5	I am able to do all of level 2 requirements and demonstrate partial success at level 3.
<p>Score 2.0</p> <p>I acknowledge cultural differences and can provide basic facts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the items and/or behaviors in detail. <input type="checkbox"/> I can categorize items and behaviors to certain locations in the world. 	<p>US citizens need to use a passport to travel to Panama but not to Puerto Rico. Tallas and casitas are two handicrafts made in Puerto Rico. Many people sell these handicrafts to tourists. I can identify the Artesanías from country to country.</p>
1.5	I am able to meet some of the level 2 requirements.
<p>Score 1.0</p> <p>Name simple cultural facts (examples)</p>	<p>Puerto Rico is in the Caribbean. Spain is in Europe.</p>
0.5	I participate in the assessment, but I do not meet requirements for level 1.
<p>Score 0.0</p> <p>I choose not or I am not able to demonstrate and cultural understanding.</p>	<p>Student refuses to take initial assessment, cheats, or never makes up assessment.</p>