Grade 2 Report Card Rubric
Spanish
Marking Period 3

* = Benchmark (where we want students to be)

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
Thematic Units: Greetings, Numbers (1-50),Family, Animals, Months- Date, The Classroom objects, The Alphabet, Mexico, Simple verb usage ("Symtalk" Book A) *It is important to note that many children will need a certain degree of teacher guidance at this stage of their language learning process.			
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	**Demonstrates understanding of vocabulary** • Recognizes familiar spoken words and phrases related to target themes • Matches vocabulary with pictures • Follows simple directions and commands in target language	• Infers meaning of unfamiliar spoken words or phrases • Identifies and correlates visual cues with basic vocabulary words • Makes connections between the target language and their native language
		Demonstrates communication skills • Orally exchanges basic information in student-student and teacher-student conversation. • Expresses self through the use of culturally relevant gestures. • Understands and interprets spoken language directly related to themes presented	• Asks and responds to basic questions related to relevant themes • Produces basic sentences orally • Exhibits spontaneous communication independently
		Participates in activities • Engages in songs, chants, and word repetition. • Participates in pair activities and role plays • Attempts to use Spanish, but sometimes reverts to English during activity • Completes follow up activities	• Self-corrects and is generally understood by a native speaker • Exclusively uses Spanish during activity • Self-motivates to go beyond required expectations for follow up activities
		Learning Behaviors	
Not meeting expectations	Progressing towards meeting expectations	**Follows directions, classroom rules and procedures** • Generally listens in class • Generally able to focus on a given task • Generally respects rules, routines, and procedures	• Consistently listens in class • Consistently focuses on a given task • Consistently respects rules, routines and procedures