

Grade 4 Report Card Rubric

Spanish

Marking Period 1

* = Benchmark (where we want students to be)

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
Thematic Units: Greetings/ Personal Identification, Numbers (1-50), The Date, Birthdays, First and third person simple sentence structures (comer, jugar, mirar), The use of “de” for possession.			
*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.	<u>Demonstrates understanding of vocabulary</u> <ul style="list-style-type: none"> • Recognizes familiar spoken and written words and phrases related to target themes • Matches vocabulary orally and in writing with pictures, and English meanings • Follows simple directions and commands in target language 	<ul style="list-style-type: none"> • Infers meaning of unfamiliar spoken and written words or phrases • Identifies and correlates visual cues with basic vocabulary words • Makes connections between languages
		<u>Demonstrates communication skills</u> <ul style="list-style-type: none"> • Orally exchanges basic information in student-student and teacher-student conversation • Expresses oneself through the use of culturally relevant gestures • Understands and interprets spoken and written language directly related to themes presented. 	<ul style="list-style-type: none"> • Asks and responds to basic questions related to relevant themes • Produces basic sentences orally and in writing. • Exhibits spontaneous communication independently.
		<u>Participates in activities</u> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<u>Follows directions, classroom rules and procedures</u> <ul style="list-style-type: none"> • Generally listens in class • Generally focuses on a given task • Generally respects rules, routines, and procedures 	<ul style="list-style-type: none"> • Consistently listens in class • Consistently focuses on a given task • Consistently respects rules, routines and procedures