

Grade 4 Report Card Rubric

Spanish

Marking Period 2

* = Benchmark (where we want students to be)

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
<p>Thematic Units: Greetings, Numbers (1-100), The Date, Seasons, Weather. The Family. First and third person simple sentence structures (comer, jugar, mirar, llevar, gustar). Review the use of “de” for possession.</p> <p>*It is important to note that many children will need a certain degree of teacher guidance at this stage of their language learning process.</p>			
<p>Student rarely meets the expectations for this marking period.</p>	<p>Student sometimes meets the expectations for this marking period.</p>	<p><u>Demonstrates understanding of vocabulary</u></p> <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 • Uses singular pronouns 	<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 • Consistently uses singular pronouns correctly
		<p><u>Demonstrates communication skills</u></p> <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

		<p><u>Participates in activities</u></p> <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"> • Is able to self-correct and is generally understood by a native speaker • Uses Spanish only during activity • Self-motivates to go beyond required expectations for follow up activities
Learning Behaviors			
Not meeting expectations	Progressing towards meeting expectations	<p><u>Follows directions, classroom rules and procedures</u></p> <ul style="list-style-type: none"> • Generally listens in class • Generally able to focus 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