

Grade 4 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
<p>Thematic Units: Greetings, Numbers (1-500), The Family, Adjectives, Food, Spain. First and third person simple sentence structures (Syntalk- Book C-comer, beber, jugar, mirar, llevar, gustar, escribir, ir, ser). 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