

## Grade 5 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
<b>Thematic Units: Greetings, Formal and friendly forms-(Tú vs. usted), , Numbers (1-200), Las clases, La Hora First and third person simple sentence structures (e.g., comer, beber, hablar, escribir, estudiar, leer, jugar).</b> *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><b>Demonstrates understanding of vocabulary</b></u> <ul style="list-style-type: none"> <li>• Recognizes familiar spoken and written words and phrases related to target themes</li> <li>• Matches vocabulary orally and in writing with pictures and English meanings</li> <li>• Follows simple directions and commands in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• Infers meaning of unfamiliar spoken and written words or phrases</li> <li>• Identifies and correlates visual cues with basic vocabulary words</li> <li>• Makes connections between languages</li> <li>• Identifies vocabulary words that have been taught and understands new words based on the context of what is heard or read</li> </ul>
		<u><b>Demonstrates communication skills</b></u> <ul style="list-style-type: none"> <li>• Orally exchanges basic information in student-student and teacher-student conversations</li> <li>• Expresses oneself through the use of culturally relevant gestures.</li> <li>• Understands and interprets spoken and written language directly related to themes presented</li> <li>• Is aware of singular verb conjugations in the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and responds to basic questions related to relevant themes</li> <li>• Produces basic sentences orally and in writing</li> <li>• Exhibits spontaneous communication independently</li> <li>• Often uses correct singular verb conjugations in the simple present tense</li> </ul>
		<u><b>Participates in activities</b></u> <ul style="list-style-type: none"> <li>• Engages in songs, chants, and word repetition</li> <li>• Participates in pair activities and role plays</li> <li>• Attempts to use Spanish, but sometimes reverts to English during activity</li> <li>• Completes follow up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Self-corrects and is generally understood by a native speaker</li> <li>• Uses Spanish only during activity</li> <li>• Self-motivates to go beyond required expectations for follow up activities</li> </ul>

		Learning Behaviors	
Not meeting expectations	Progressing towards meeting expectations	<u>Follows directions, classroom rules and procedures</u> <ul style="list-style-type: none"> <li>• Generally listens in class</li> <li>• Generally able to focus on a given task</li> <li>• Generally respects rules, routines, and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently listens in class</li> <li>• Consistently focuses on a given task</li> <li>• Consistently respects rules, routines and procedures</li> </ul>