

# Spanish – Kindergarten through 5<sup>th</sup> grade

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard Students will:	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
<i>Kindergarten – 2<sup>nd</sup> grade:</i>					
Demonstrates comprehensible speech and appropriate responses.	Actively listens and follows speaker with heavy cueing; responds non-verbally with basic information and teacher guidance; produces a few words with guidance.	Actively listens and follows speaker with some cueing; greets and respond to simple greetings and farewells; perform specific simple, classroom commands; comprehends some courtesy phrases (e.g., please, thank you); names specific colors, specific days of the week and identifies them on a calendar; evidences limited comprehension of language to introduce and describe themselves, family members or pets; recognizes specific farm animals, some of their movements, sounds and where they live; limited comprehension and responses to either/or questions or open-ended questions; expresses likes and dislikes with cueing.	Actively listens and follows speaker with minimal cueing; greets and responds to simple greetings and farewells; performs some simple classroom commands; comprehends some courtesy phrases (e.g., please, thank you); names some colors, some days of the week and identifies them on a calendar; attempts to imitate feelings, match feelings with pictures and ask classmates how they feel; comprehends and produces some language to introduce and describe themselves, family members or pets; names some farm animals, their movements, sounds and where they live; comprehends open-ended questions and produces one-word	Actively listens and follows speaker; greets and responds to simple greetings and farewells; performs simple classroom commands (e.g., sit down, stand up, line up, get your pencil, etc.); identifies courtesy phrases (e.g., please, thank you); names the colors, days of the week and identifies them on a calendar; imitates feelings, matches feelings with pictures and asks classmates how they feel; comprehends and produces language to introduce and describe themselves, family members and pets; names farm animals, their movements, sounds and where they live; comprehends open-ended questions and produces one-word answers;	Sustains uninterrupted participation without support; initiates conversation in Spanish; performs tasks beyond simple classroom commands (e.g., close the door, turn out the lights); leads the class in saying the date; responds orally and in detail to questions about feelings, personal information, animals names, movements, sounds and where they live; produces phrases or sentences to open-ended questions; expresses likes and dislikes with details.

			answers with minimal cueing; expresses likes and dislikes with minimal cueing.	expresses likes and dislikes.	
Evidence understanding on a variety of topics.	Limited responses to common classroom questions or commands.	Greets and responds to some simple greetings and farewells; recognizes specific common objects by responding non-verbally; orally supplies specific missing word(s) in a song, rhyme, game or story at the correct time; performs brief skits with cueing and support to demonstrate comprehension of some simple stories; comprehends specific greetings, farewells and statements of feelings; listens to, imitates and uses gestures in specific, simple songs, rhymes and stories; identifies beginning letters of specific posted Spanish words; distinguishes difference between specific binary opposites; limited response to open-ended questions; recognizes specific English cognates.	Greets and responds to most simple greetings and farewells; recognizes some common objects by responding non-verbally; orally supplies some missing word(s) in a song, rhyme, game or story at the correct time; performs brief skits with minimal support to demonstrate comprehension of simple stories; comprehends greetings, farewells and some statements of feelings; listen to, imitate and use gestures in some simple songs, rhymes and stories; identifies beginning letters of some posted Spanish words; demonstrates comprehension of main idea or principal message of some personal anecdotes, songs, rhymes, fairy tales or texts that have been read aloud; distinguishes difference between some binary opposites; comprehends some simple questions and	Greets and responds to simple greetings and farewells; recognizes common objects by responding non-verbally; orally supplies missing word(s) in a song, rhyme, game or story at the correct time; performs brief skits to demonstrate comprehension of simple stories; comprehends greetings, farewells and statements of feelings; listens to, imitates and uses gestures in simple songs, rhymes and stories; identifies beginning letters of posted Spanish words; demonstrates comprehension of main idea or principal message of personal anecdotes, songs, rhymes, fairy tales and texts that have been read aloud; distinguishes difference between binary opposites; comprehends simple questions and commands on classroom topics by	Produces courtesy phrases without prompting; produces fluid speech to name common objects, lyrics of a song, rhyme, game or story at the correct time; produces speech to describe pictures and simple stories; produces speech to describe feelings; listens to, imitates and uses gestures in simple songs, rhymes and stories; identifies and produces two letter syllables of posted Spanish words; produces simple retells of main idea or principal message of personal anecdotes, songs, rhymes, fairy tales and texts that have been read aloud; distinguishes difference between binary opposite; comprehends and answers compound questions; performs and clarifies classroom commands.

			commands on classroom topics by responding correctly either orally or physically; recognizes some English cognates.	responding correctly either orally or physically; recognizes many English cognates.	
<i>3<sup>rd</sup> grade – 5<sup>th</sup> grade:</i>					
Demonstrates comprehensible speech and appropriate responses when reading aloud or speaking.	Actively listens and follows speaker with heavy cueing; responds non-verbally with basic information with guidance; produces a few words with cueing and guidance.	Actively listens and follows speaker with some cueing; gives specific commands or instructions to classmates and teacher with cueing; identifies themselves or members of their extended family with cueing and support; comprehends and uses a few high frequency words; expresses some likes and dislikes on a specific topic; comprehends and answers either/or questions.	Actively listens and follows speaker with minimal cueing; gives some simple commands or instructions to classmates and teacher; attempts to ask and respond to questions in simple conversations about peers and teachers (e.g., How are you? Where do you live? How many ___ in your family?); identifies and describes themselves or members of their extended family with support; comprehends and uses some high frequency words; expresses some likes and dislikes on a variety of topics; comprehends some open-ended questions and produces one-word answers with support.	Actively listens to and follows speaker; gives most simple commands or instructions to a classmate or teacher (e.g., stand up, sit down, come here, raise your hand please, write your name); asks and responds to most questions in simple conversations about self, family members and relationships (e.g., How are you? Who are your family members? How many ___ in your family?); identifies and describes themselves and members of their extended family with minimal support; comprehends and uses most high frequency words; expresses likes and dislikes on a variety of topics; comprehends open-ended questions and produces one-word answers.	Sustains uninterrupted participation without support; gives commands and instructions to a classmate or teacher (e.g., stand up, sit down, come here, raise your hand please, write your name); asks and responds to questions in simple conversations about self, family members and relationships (e.g., How are you? Who are your family members? How many ___ in your family?); identifies and describes themselves and members of their extended family; creates short narratives; comprehends and uses high frequency words; expresses detailed likes and dislikes on a variety of topics; comprehends open-ended questions and produces clarifying sentences.

<p>Evidence understanding on a variety of topics.</p>	<p>Evidences difficulty comprehending classroom instructions; derives minimal meaning from text; responds with basic information with guidance.</p>	<p>Comprehends specific classroom instructions; decodes specific new vocabulary with cueing; recognizes specific cognates and derives some meaning from a given text with guidance; comprehends specific question words; reads aloud a specific passage with some correct interaction and pronunciation; acts out written narratives with cueing; listens to specific short narrative texts and retells main storyline using English with support; comprehends main idea of specific oral announcements or texts with cueing; uses some basic print and punctuation conventions with guidance.</p>	<p>Comprehends some classroom instructions; decodes some new vocabulary using contextual clues and drawing on words and phrases from prior studies; identifies some cognates and derives some meaning from a given text; comprehends some question words; reads aloud a familiar passage with some correct interaction and pronunciation; listens to or reads some short narrative texts and demonstrates comprehension by answering some oral and written questions with one word answers; retells main storyline using some English; comprehends main idea of some oral announcements or texts by using contextual clues; attempts to read and prepare a simple activity involving a series of steps; uses most basic print and punctuation conventions.</p>	<p>Comprehends most classroom instructions; decodes new vocabulary using contextual clues and drawing on words and phrases from prior studies; identifies cognates and word families and derives meaning from a given text; comprehends most question words; reads aloud a familiar passage with correct interaction and pronunciation; acts out written narratives; listens to or reads short narrative texts and demonstrates comprehension by answering oral or written questions with phrases or sentences; retells main storyline using phrases with some support; comprehends main idea of an oral or written announcement or text by using contextual clues; reads and prepares a simple activity involving a series of steps; uses basic print and punctuation conventions.</p>	<p>Comprehends classroom instructions; decodes familiar and unfamiliar vocabulary with or without contextual clues; identifies cognates and derives meaning from a given text; creates comprehension questions; reads aloud familiar and unfamiliar passages with correct interaction and pronunciation; reads and listens to short narrative text and retells main storyline with compound sentences; comprehends main idea of an oral or written announcement or text by using contextual clues; reads and prepares an activity involving many steps; uses basic print and comprehension conventions.</p>
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