

Student Progress Card • Spanish 11

Name: _____

How your progress card works: The attached checklist is designed to help you track your development in Spanish. As you learn to do each item, check the (√) the “Yes” column. Your instructor or native conversation partner may concur with your assessment by placing his/her initials in the “Yes” column, or they may suggest areas for you to continue to work on.

Alternatively, you may instead wish to indicate your level of confidence in your ability to carry out each objective: do this by using a scale of 1 to 5, 5 being best, when you check off items in the “Yes” column.

Presentational Abilities

I have...	Yes (1-5)
become aware of and begun to employ appropriate (oral and written) presentational language	
I can...	
prepare oral and written presentations using authentic materials	
give rehearsed presentations, using some notes, of 10-15 minutes in length	
answer questions about the presentation topic	
orally summarize main points of authentic texts (both oral and written) and of class discussions	
often summarize extemporaneously	
write short reports in response to oral texts	
write 3-page papers in expository prose	
write a persuasive paper stating and supporting an opinion	
correct my writing much more often than I used to be able to	
use a dictionary to check my choice of words or phrases	
edit my papers for common mistakes	

Interpretive Abilities

I can...	Yes (1-5)
list important ideas and supporting data in oral interactions between speakers (of the type that I myself can carry out)	
follow shifting topics in a conversation	
understand the main ideas and significant details of extended texts such as news and radio broadcasts	
understand the main ideas and significant details of live oral presentations	
take notes on oral and written texts (e.g., articles, presentations, news reports)	
summarize arguments conveyed in oral presentations	
read authentic texts (texts designed for Spanish-speakers and not necessarily for language learners) and:	
scan the reading to locate information	
skim to gain a sense of the organization and content	
exhibit an unreflected (“off the top of my head”) understanding of what I read	
synthesize information about the reading by using charts or outlines	
answer most fact-based and some analytical reading comprehension questions	
begin to recognize different regional varieties and social registers (e.g., slang versus formal speech) of Spanish	
begin to identify the tone and stance that is typical of formal, academic writing	
research information (using the Internet, library materials, newspapers, etc.) on academic topics, including my field of interest or content area of focus	

Interpersonal Communication

I can...	Yes (1-5)
discuss my...	
opinions	
views of events	
hopes	
fears	
doubts	
exchange information about my content area of focus (culture, international relations, etc.)	
use tú and usted appropriately	
address other Spanish-speakers appropriately according to their age, position or title, or according to other social rules	
use formal or informal language with other Spanish-speakers according to their age and how well I know them	
communicate...	
respect	
politeness	
gratitude	
friendliness	
clarify and restate information	
listen to and imitate how others speak	
seek support and feedback from others	
self-monitor and evaluate my language development	
correspond with friends (and family members)	
correspond with an individual or agency to request information, for instance:	
write to a local consulate to request tourist information	
write to a news service, Web site or news group to request information an a social or political event	
exchange information about my content area of focus (culture, international relations, etc.) using the Internet	
often correct myself when speaking	
respond to the work of my peers	