

Student Progress Card • Spanish 12

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 can...	Yes (1-5)
usually employ appropriate (oral and written) presentational language	
prepare oral and written presentations using authentic materials	
give less-rehearsed presentations, using only brief notes, of 15-20 minutes in length	
answer some questions about the presentation extemporaneously	
present oral analyses of authentic texts (both oral and written) and of class discussions	
summarize extemporaneously	
sometimes compare and analyze extemporaneously	
in both oral and written texts, sometimes employ appropriate rhetorical strategies such as demonstrating cause and effect, or comparing and contrasting	
write reports in response to oral texts	
write 5-page papers in expository prose	
write persuasive papers stating and supporting an opinion	
correct my writing more often than I used to	
use a dictionary to check my choice of words or phrases	
edit my papers for common mistakes	
edit my academic papers not only in terms of mistakes but also to employ style and register appropriate for academic work	

Interpretive Abilities

I can...	Yes (1-5)
identify ideas and details in oral interactions between speakers (of the type that I myself can carry out)	
follow and restate shifting topics in a conversation	
analyze and reflect upon the meaning of extended texts such as academic lectures, and documentary and feature films	
comprehend academic presentations on a variety of topics by speakers from a variety of regions	
analyze arguments conveyed in oral presentations	
take notes on oral and written texts (e.g., articles, presentations, news reports)	
read authentic texts (texts designed for Spanish-speakers and not necessarily for language learners) and:	
read to gain information	
analyze the main ideas and supporting data	
answer all fact-based and most analytical reading comprehension questions	
develop a global understanding of the reading, beyond initial impressions	
connect knowledge from texts with my academic field and content area of focus (e.g., culture, international relations, etc.) when appropriate	
using charts or outlines, represent the sequence of events in narratives	
recognize different regional varieties and social registers (e.g., slang versus formal speech) of Spanish	
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 for tone (e.g., humor, sarcasm)	
seek support and feedback from others	
self-monitor and evaluate my language development	
correspond with a pen pal my age	
correspond professionally with someone I know	
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	