

Student Progress Card • Spanish 13

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) |
|---|--------------|
| increasingly employ appropriate (oral and written) presentational language | |
| prepare oral and written presentations using authentic materials | |
| give less-rehearsed presentations, using only brief notes, of 20-30 minutes in length | |
| answer questions about the presentation extemporaneously | |
| give an audiovisual presentation using computer software (such as PowerPoint) | |
| present oral analyses of authentic texts (both oral and written) and of class discussions | |
| compare and analyze extemporaneously | |
| sometimes to hypothesize and conjecture 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 a research paper of at least 10 pages and cite my sources | |
| 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) |
|---|--------------|
| connect and synthesize information gathered when I listen to extensive and complex oral interactions between speakers (of the type that I myself can carry out) | |
| follow and summarize shifting topics in a conversation | |
| evaluate and take notes on language use (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and documentary and feature films | |
| comprehend academic and professional presentations on a variety of topics by speakers from a variety of regions | |
| anticipate and contrast arguments conveyed in oral presentations | |
| take detailed notes on oral and written texts (e.g., articles, academic or professional presentations, news reports) | |
| read authentic texts (texts designed for Spanish-speakers and not necessarily for language learners) and: | |
| analyze and synthesize the main ideas and supporting data | |
| answer all fact-based and all analytical reading comprehension questions | |
| connect knowledge from texts with knowledge in a variety of areas | |
| demonstrate some understanding for the cultural nuances of meaning in the text | |
| identify more subtle nuances of tone and stance typical of formal, professional or academic writing | |
| compare different regional varieties and social registers (e.g., slang versus formal speech) of Spanish | |
| become increasingly aware of phrases and other language use typical of formal, academic writing | |
| research topics (using the Internet, library materials, newspapers, etc.) related to my academic and professional fields of interest | |

Interpersonal Communication

| I can... | Yes (1-5) |
|---|--------------|
| support my opinions | |
| discuss academic and professional topics | |
| with respect to argumentation, I can... | |
| engage in interactive argumentation | |
| anticipate an argument | |
| contrast arguments | |
| use tú and usted appropriately | |
| address other Spanish-speakers appropriately according to their age, position or title, or according to other social rules | |
| vary my use of language with other Spanish-speakers according to their age, how well I know them, their professional position, and other social rules | |
| communicate... | |
| respect | |
| politeness | |
| gratitude | |
| friendliness | |
| distance | |
| clarify and restate information | |
| listen for tone (e.g., humor, sarcasm) and react appropriately | |
| seek support and feedback from others | |
| self-monitor and evaluate my language development | |
| correspond in the following ways: | |
| correspond professionally with someone I know | |
| write a simple cover letter for a résumé | |
| write a simple résumé | |
| write invitations and thank you letters when appropriate | |
| 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 | |