

Student Progress Card • Spanish 1

Name _____

How your progress card works: This attached checklist is designed to help you track your development in Spanish. As you learn to do each item, check (√) 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 the best, when you check off items in the “Yes” column.

Please note: The numbers in parentheses indicate page numbers with relevant information to help you, but there may be other sources of information in other parts of your textbook, at http://spanlang.stanford.edu/first_year/spanish1.html, or in supplementary materials provided by your instructor.

Interpersonal Communication

I know phrases I can use to...	Yes (1-5)
meet people:	
introduce myself (2, 25)	
say my name (2, 25)	
ask someone his/her name (3, 25)	
introduce others (3-4)	
greet and take leave of people:	
greet friends (2-3, 25)	
greet friends, strangers and acquaintances appropriately (2-3, 25, 45)	
say good-bye to friends (3, 25)	
take leave of friends, strangers and acquaintances appropriately (3, 25)	
ask friends, strangers and acquaintances "How are you?" appropriately (see http://spanlang.stanford.edu/first_year/interpersonal1.html)	
say how I am (see http://spanlang.stanford.edu/first_year/interpersonal1.html)	
talk about myself	
state my major (7, 13, 25-26)	
say where I'm from (2, 4-5, 25)	
ask someone where s/he is from (2, 4-5, 25)	
talk about my activities (39-41, 53, 58, 79, 105-109)	
talk about my interests, likes and dislikes (10-12, 26, 70, 106)	
express my future plans (73-74)	
talk about past activities (89-90)	
ask others questions to learn about them (13, 45-46, 115, 143, 149, 184)	
describe my family members (112-113, 118-121, 137) and others in terms of:	
their physical features (139, 144, 159)	
their personalities (14-15, 26, 144, 159)	
their work and activities (30-39, 53, 56-57, 61-62, 79, 106)	
their interests, likes and dislikes (10-12, 60-61, 106)	
their past activities (81-84, 96-100)	
ask questions to get information (13, 25-26, 115)	
use the telephone (see http://spanlang.stanford.edu/first_year/interpersonal1.html):	
answer a phone call	
say whether the recipient of the call is home	
initiate a phone call	
ask for the person to whom I wish to speak	
tell someone it's the wrong number	
say good-bye (3, 25)	
express gratitude (see http://spanlang.stanford.edu/first_year/interpersonal1.html)	
say when I don't understand (25)	
sometimes correct myself as I speak	

Interpretive Abilities

I can...	Yes (1-5)
understand:	
introductions	
greetings	
good-byes	
simple questions, such as "How are you?" or "Where are you from?"	
simple answers	
request for information	
information requested	
expressions of gratitude	
list ideas in oral presentations	
identify topics in a set of TV news clips	

Interpretive Abilities (written texts)

I can...	Yes (1-5)
understand 1-page readings if I'm familiar with the topic and vocabulary	
glean biographical information from written texts	
understand information in...	
bus, train or plane schedules	
movie, TV or theater listings	
public signs	

Presentational Abilities (oral)

I can...	Yes (1-5)
present a rehearsed oral report on any one of the following topics: my autobiography, family, interests, favorite sports, favorite recipes, recent trips...	
answer questions about my oral presentation	

Presentational Abilities (written)

I can...	Yes (1-5)
write a 1-page report on such topics as: my autobiography, family, interests, favorite sports, favorite recipes, recent trips...	
edit my work for frequent errors	