

2nd and 3rd Grade

	1 Requiring Support <i>Student requires consistent support to enable progress towards the grade level/developmental expectations</i>	2 Progressing <i>Student demonstrates gradual progress toward grade level/developmental expectations through multiple exposures and some instructional support</i>	3 Achieving <i>Student independently and consistently demonstrates successful mastery of the grade level/developmental expectations through instruction and practice</i>	4 Extending <i>Student independently extends beyond achieving the grade level/developmental expectations by consistently applying their learning through innovative approaches in a variety of situations</i>
I actively participate in class by using the language.	Student is not an active participant in class activities.	Student needs encouragement to participate in class activities.	Student participates in class activities	Student consistently participates in class activities. Student often volunteers to use the language independently.
I can interpret the language in order to determine meaning.	The student cannot interpret the language in print and/or audio texts and therefore is unable to demonstrate understanding through related performance-based tasks.	The student needs additional support in order to interpret the language in print and/or audio texts. He/She may make frequent errors when demonstrating understanding through related performance-based tasks.	The student is able to interpret the language in print and/or audio texts and can complete related performance-based tasks to demonstrate understanding.	The student consistently demonstrates the ability to interpret language in print and/or audio texts. He/She is able to use strategies to determine meaning, and make connections in order to interpret more advanced language.
I can use the language in a conversation.	The student is unable to engage in two-way communication (written or oral) with the language, even when given additional cues.	The student is able to engage in two-way communication (written or oral) when given additional verbal and/or visual cues. He/She is unable to participate in a fluid conversation.	The student is able to engage in two-way communication (written or oral) and may or may not need additional cues. He/She is able to participate in a fluid conversation.	The student consistently engages in two-way communication (written or oral) without hesitation. He/She can answer spontaneous questions and add to the conversation with additional details and/or questions.
I can use the language to present information.	<u>Written:</u> Student is unable to use rehearsed language to create basic sentences. <u>Oral:</u> Student is unable to use rehearsed language to present information.	<u>Written:</u> Student needs assistance when using rehearsed language to create basic sentences. Student may make language errors that impede communication. <u>Oral:</u> Student needs assistance when using rehearsed language to present information. Student may make language errors that impede communication.	<u>Written:</u> The student is able to use rehearsed language to present information using basic sentences. Any language errors made do not impede communication. <u>Oral:</u> The student is able to use rehearsed language to present information in basic sentences. Any language errors made do not impede communication.	<u>Written:</u> The student is consistently able to use rehearsed language to present information using strings of sentences. He/She adds supporting details to the presentation. <u>Oral:</u> The student is consistently able to use rehearsed language to present information in basic sentences. He/She adds supporting details to the presentation.
I can demonstrate knowledge and understanding of Hispanic culture.	The student is unable to demonstrate an understanding of cultural products and practices through related performance-based tasks.	The student needs additional support to demonstrate an understanding of cultural products and practices through related performance-based tasks. He/She may or may not be able to make comparisons between the target culture and his/her own.	The student is able to demonstrate an understanding of cultural products and practices through related performance-based tasks. He/She is able to make clear comparisons between the target culture and his/her own; though additional prompting may be needed at times.	The student is able to demonstrate an understanding of cultural products and practices through related performance-based tasks. He/She is able to make clear comparisons between the target culture and his/her own.