



SPANISH 2H SYLLABUS
MT. HEBRON HIGH SCHOOL
9440 Old Frederick Road
Ellicott City, MD 21042
2014-2015



Teacher: **Señora Gonzalez**

Contact Information: Classroom: **Room 154** (*Available from 7:00am-3:00pm*)
Office: **World Languages Office** (Room 151)
School Phone Number: **410-313-2880**
E-mail: **hannah_gonzalez@hcpss.org**
Class Web page: **<http://hgonzalezmhhs.weebly.com/>**

COURSE DESCRIPTION: This year you will broaden your knowledge of the formal and informal Spanish language (listening comprehension, speaking, reading and writing). In particular, we will focus on the mastery of the present and past tenses as well as vocabulary relating to school, the community, childhood, holidays, celebrations and sports. In addition, you will have the opportunity to explore diverse cultures, traditions, practices and current social and political movements in Spanish speaking countries. *As this is an honors level course, it is designed to move at a challenging pace.*

REQUIRED MATERIALS:

- ✓ Text: Realidades Dos (*Prentice Hall, 2008*)
- ✓ Reader: *La gran aventura de Alejandro* (*AMSCO School, 1994*)
- ✓ Notebook paper, pens & pencils

EXPECTATIONS:

1. **BELIEVE in your ability to SUCCEED.** “I can’t” is not an acceptable answer. You will find that a good attitude and an open mind will take you far in this class.
2. **Come to class ON TIME and PREPARED TO WORK.** Lateness to class will not be tolerated. Please note: arriving on time to class is not running into the room as the bell is ringing. Being on time means you are in your seat when the bell rings quietly ready to start class.
3. **RESPECT EVERYONE in the room.**
4. **Adhere to all school rules, policies & procedures.**
5. **SPEAK SPANISH!** The American Council on the Teaching of Foreign Languages (ACTFL), “...recommends that **language educators** and their **students** use the target **language** as exclusively as possible (**90% plus**) at *all levels of instruction* during instructional time and, when feasible, beyond the classroom.”¹ **As such, the class will be conducted in Spanish.**

¹ <http://www.actfl.org/>

LEARNING OBJECTIVES/OUTCOMES:

At the start of this course it is expected that students are able to do the following:

- ✓ Listen for the main idea and some details using visual support and be able to answer knowledge and comprehension questions.
- ✓ Memorize short poems, rhymes and literary excerpts for pronunciation practice
- ✓ Follow and understand the essentials of a conversation. Respond appropriately.
- ✓ Communicate (orally & in writing) facts, ideas and express opinions with a good command of the present tense.
- ✓ Identify items and activities in a single picture prompt describing setting and characters continuously for 20-30 seconds.
- ✓ Write a well-organized, coherent essay of at least $\frac{1}{2}$ - $\frac{3}{4}$ page.
- ✓ Read a variety of adapted stories and short articles for overall comprehension (who, what, when, where, why and how). Decipher unknown vocabulary using context clues, cognates, and visual cues. Answer knowledge and comprehension questions about what was read with support.

At the conclusion of this course it is expected that students will be able to do the following tasks in the Spanish language (Adapted from the ACTFL Standards):

- ✓ Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- ✓ Understand and interpret written and spoken language on a variety of topics including school activities, childhood and running errands.
- ✓ Present information, concepts, and ideas to an audience of listeners through class presentations of at least 2 minutes/essays of at least 2 pages.
- ✓ Demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- ✓ Compare of the cultures of Hispanic communities with their own.

CLASS POLICIES:

- ✓ **Absences/Make-Up Policy:** Please refer to the student handbook regarding make up work for excused absences. It is your responsibility to determine the work that you missed during your absence. For all unexcused absences, students will be given the missed work but will receive zero credit. If you leave early for sports or other planned absences you are responsible for that day's assignments as if you were in class. If you are absent for a quiz due to an early dismissal you must make up the quiz within one school day in order to receive credit. Schedule a time to make up the quiz using Calendly (<https://calendly.com/sragonzalez>) ASAP. You also may not miss this class to make up work or perform tasks for another teacher or staff member under any circumstances. A NOTE FOR A/B DAY STUDENTS: If you have an excused absence from class on an A day, you are expected to get any makeup work the following school day (even if it is a B day and you do not have class). Failure to get make-up work on an "off" day will constitute a zero for all missed assignments. Finally, in reference to outside projects/work, ABSOLUTELY NO EXCUSES WILL BE ACCEPTED THE DAY AN ASSIGNMENT IS DUE (BROKEN PRINTER / LACK OF INTERNET CONNECTION / POWER FAILURE). YOU MUST SPEAK WITH ME IN ADVANCE. PLAN ACCORDINGLY.
- ✓ **Discipline Policy:** The following are the consequences you choose to accept in my class for disciplinary action (clean slate at the beginning of each quarter):

1 st offense: warning, possibly a phone call home or to a coach	3 rd offense: disciplinary referral
2 nd offense: after school detention	4 th offense: at the discretion of the administration

- ✓ **Late Work:** Late work will be accepted with a penalty of one letter grade per day. Please note that turning in an assignment after the scheduled class will be reduced as if it was submitted a day late. No late homework will be accepted for credit.
- ✓ **Class Website (<http://hgonzalezmhhs.weebly.com/>):** Students familiarize themselves with our class website and check it several times a week. Important information about the course including homework assignments, quiz dates, notes and study resources will be listed/linked in this useful classroom tool.
- ✓ **Extra Help:** Extra help is available most days before/after school. Schedule a time to meet with Sra. Gonzalez using Calendly (<https://calendly.com/sragonzalez>) or stop by the open door tutoring sessions offered each Tuesday by the *Sociedad Honoraria Hispánica* (no appointment needed).
- ✓ **Bring Your Own Device (BYOD):** Students are permitted to use their mobile devices for educational purposes only. All devices must be stowed during all assessments. Failure to do so will result in an automatic zero. Per school policy, students are not permitted to record video or take photos of anyone in class without prior permission.

GRADES: The Mt. Hebron World Language Department uses the same weighted grading system. The number of points awarded to each assignment depends on the difficulty of the assignment. We will be using an online grade book program called ASPEN. The breakdown of grades is as follows:

- ✓ **10% Homework:** Homework will be assigned each class whether written, oral or study/memorization work. Students will be given credit for the completion of homework assignments regularly. No late homework will be accepted (unless due to an excused absence).
- ✓ **50% Assessments:** Students will be given quizzes on a weekly basis. These assessments are concept specific (For example, health vocabulary or the formation of the present progressive). Quizzes may be either written or oral! Comprehensive tests covering thematic units will be given every few weeks. All exams will include an oral assessment.
- ✓ **30% Assignments:** Throughout the academic year, students will be required to complete a variety of classwork, projects, oral activities, timed writings etc. Formal and informal assignments (writing/oral) will be graded using the appropriate attached rubrics (appropriate to the level).
- ✓ **10% Participation:** Students are expected to actively participate in class every day. Participation is not only attending class, but also coming to class prepared, responding to and asking questions, working cooperatively with other students and remaining on task. Please be aware that the following will significantly lower your participation grade: not being prepared, never speaking in class, not speaking in Spanish, not participating in group activities, talking etc. Remember that refusal to participate in class activities or sleeping in class will result in a zero for participation for each day.

ACADEMIC INTEGRITY: *“It is better to deserve honors and not have them than to have them and not deserve them.” Mark Twain*

Cheating will not be tolerated under any circumstances. This includes copying peers homework or class work, sharing answers during a test/quiz, and plagiarism (please the MHHS Honor Code). Cheating will result in an automatic zero (for both parties if applicable) on that particular

assignment, a written office referral, and a phone call home. **Please note: the use of online and electronic translators are strictly prohibited. Any student caught using one of these devices will receive an automatic zero in accordance with the academic dishonesty policy.**

EXTRACURRICULAR OPPORTUNITIES:

- ✓ **Spanish Tutoring:** Tutors are available after school each Tuesday (2:15-3:00 pm) from SHH. Stop by for extra homework help, to clarify assignments or just to practice.
- ✓ **Spanish Club:** A great opportunity to practice your Spanish- while having fun. Meets monthly. See Señorita Baylor for details.
- ✓ **National Spanish Exam:** The National Spanish Exam is administered each Spring to all interested Spanish students nationwide. The test measures a student's proficiency and achievement in Spanish as a second language with the goal of recognizing student excellence (Mt. Hebron historically has a large number of students who receive awards). Participation looks great on your resume!
- ✓ **Sociedad Honoraria Hispánica:** The Sociedad Honoraria Hispánica is an honor society for high school students enrolled in Spanish and Portuguese and is sponsored by the American Association of Teachers of Spanish and Portuguese. Each Spring, students who have chosen to study Spanish for all four years of high school and maintained excellent grades are included in the induction ceremony. Membership is for life. See me for details.

¡Querer es poder!

I will be the first to acknowledge that learning a second language can be a challenge. All I ask is that you try your best! Although it does take patience and practice, it is possible! Please feel free to come to me at any point when you do not understand or have a question; I am available before/after school as well as by email/phone. If you think you need a tutor do not hesitate to ask before you are too overwhelmed! Extra help is available through the Sociedad Honoraria Hispánica. Lastly, don't forget that you are starting the new school year with a clean slate. Take advantage of the opportunity to excel!

NOTE TO STUDENTS & PARENTS/GUARDIANS:
PLEASE COMPLETE THE BEGIN YEAR
QUESTIONNAIRE ELECTRONICALLY AT
<http://hgonzalezmhhs.weebly.com/parents.html>



ESPAÑOL 2 HONORES

Course Outline

	PERFORMANCE OBJECTIVES:	LANGUAGE STRUCTURES:
UNIT I - QUARTER I <i>School and Extracurricular Activities</i> Realidades 2 (Capítulos 1A-1B)	<ol style="list-style-type: none"> 1. Respond to and initiate greetings and farewells. 2. Share descriptions of people and their personalities 3. Discuss their nationalities and the nationalities of others. 4. Talk about the school day, describe classes and extracurricular activities. 5. Identify people and objects in the classroom. 6. Use ordinal numbers to talk about school schedules. 7. Talk about classroom rules. 8. Express affirmative and negative ideas. 9. Compare people and things. 10. Say what people know and what they know how to do. 11. Say with whom or what people are familiar. 12. Ask and tell for how long something has been going on. 	<ol style="list-style-type: none"> 1. Pronounce and use the Spanish alphabet, sound system, and accents. 2. Review & apply level I grammatical structures to communicate in speaking and in writing. 3. Conjugate stem-changing verbs. 4. Use affirmative and negative words. 5. Use <i>más...que, menos...que, and tan...como</i> to make comparisons. 6. Differentiate between the uses of <i>saber</i> and <i>conocer</i>. 7. Use <i>hace</i> +time expressions to tell how long something has been going on.
UNIT II - QUARTER II <i>Daily Routines and Clothing</i> Realidades 2 (Capítulos 2A-2B)	<ol style="list-style-type: none"> 1. Describe getting ready for a special event. 2. Share information about daily routines. 3. Express how they feel about special events. 4. Talk about paying for purchases. 5. Describe clothing and fashion. 6. Talk about clothing sizes, colors and fabrics. 7. Elicit and provide information regarding shopping experiences. 8. Describe events in the past. 9. Point out specific objects. 10. Avoid repetition when comparing similar things. 	<ol style="list-style-type: none"> 1. Apply rules of reflexive verb conjugation to talk about daily routines. 2. Express possession. 3. Use the preterite of regular verbs to communicate about past experiences. 4. Use singular and plural demonstrative adjectives to point out specific objects and people. 5. Differentiate between the uses of <i>este (-a), ese(-a)</i> and <i>aquel(la)</i>.
UNIT III - QUARTER III <i>Community, Driving, & Errands</i> Realidades 2 (Capítulos 3A-3B)	<ol style="list-style-type: none"> 1. Talk about things they did and where they did them. 2. Explain why they weren't able to do certain things. 3. Discuss things they have bought and where they bought them. 4. Describe open-air markets. 5. Talk about getting to places in town and types of transportation. 6. Talk about good driving habits. 7. Give commands to other people. 8. Order food in a restaurant. <p style="text-align: center;">***National Spanish Exam*** ***<i>La gran aventura de Alejandro</i>***</p>	<ol style="list-style-type: none"> 1. Apply the correct forms of direct object pronouns to avoid repetition. 2. Use the preterite tense forms of <i>ir</i> and <i>ser</i>. 3. Form and use the preterite tense of irregular verbs 4. Give affirmative <i>tú</i> commands using regular and irregular verbs. (Honors students will be able to give both negative and affirmative <i>tú</i> commands.) 5. Give Ud & Uds. commands. 6. Apply and use the correct form of irregular present participles in the present and imperfect progressive to describe what is or was happening.
UNIT IV - QUARTER IV <i>Childhood, Celebrations & Holidays</i> Realidades 2 (Capítulos 4A-4B)	<ol style="list-style-type: none"> 1. Discuss childhood toys and games. 2. Describe what he/she was like as a child. 3. Discuss to or for whom something is done. 4. Describe holiday celebrations. 5. Talk about family and relatives. 6. Talk about how people interact. <p style="text-align: center;">***El asiento caliente*** ***<i>La gran aventura de Alejandro</i>***</p>	<ol style="list-style-type: none"> 1. Apply the imperfect tense of regular and irregular verbs to describe repeated actions in the past. 2. Tell to whom or for whom an action is performed using indirect object pronouns as well as double pronouns. 3. Describe people, places and situations in the past using the imperfect tense. 4. Differentiate between the uses of the imperfect and preterit. 5. Use reflexive pronouns appropriately to show reciprocal actions. 6. Form and use the future and conditional tenses.

SPEAKING & WRITING ASSESSMENTS: The following rubrics will be used to evaluate speaking and writing assignments throughout the year. Many of these assignments will be doubled or tripled in value to reflect the difficulty and length of the tasks.

World Languages Analytic Rubric: Interpersonal & Presentational Speaking

	Basic 1	Developing 2	Proficient 3	Exemplary 4
Language Control <i>How accurate is my language?</i>	I make many errors in grammar & vocabulary choice appropriate for this level, which often prevent communication.	I make some errors in grammar and vocabulary choice appropriate for this level, which sometimes prevent communication.	I make few errors in grammar and vocabulary choice appropriate for this level, which do not prevent communication.	I make few to no errors in grammar and vocabulary choice appropriate for this level
Content of message <i>How much of the message do I deliver?</i>	I did not complete the task. My responses are often inappropriate.	I partially complete the task. My responses are mostly appropriate.	I complete the task. My responses are appropriate, adequately developed and organized.	I complete the task. My responses are appropriate and well developed.

World Languages Analytic Rubric: Interpersonal & Presentational Writing

	Basic 1	Developing 2	Proficient 3	Exemplary 4
Language Control <i>How accurate is my language?</i>	I make many errors in grammar & vocabulary choice appropriate for this level, which often prevent communication.	I make some errors in grammar and vocabulary choice appropriate for this level, which sometimes prevent communication.	I make few errors in grammar and vocabulary choice appropriate for this level, which do not prevent communication.	I make few to no errors in grammar and vocabulary choice appropriate for this level
Content of message <i>How much of the message do I deliver?</i>	I did not complete the task. My content is often inappropriate. My ideas are undeveloped and not organized.	I partially complete the task. My content is mostly appropriate. My ideas are partially developed and somewhat organized.	I complete the task. My content is appropriate. My ideas are adequately developed and organized.	I complete the task. My content is appropriate. My ideas are well developed and well organized.

STUDENT/PARENT/GUARDIAN PLEDGE & INFORMATION SHEET

PLEASE COMPLETE THIS FORM ELECTRONICALLY IF POSSIBLE (LINK BELOW)
<http://hgonzalezmhhs.weebly.com/parents.html>

_____ Student Last Name Student First Name Class/Period

Student Home Address: _____

Student Mode of Transportation:

- Bus
- Parent Automobile
- Student Automobile
- Walking

Parent/Guardian Name(s): _____

Telephone Numbers: (H) _____
(W) _____
(C) _____

E-Mail Address: _____

Is there something specific about your child that you feel I should be aware of (i.e. medications, study habits, likes/dislikes, difficulties in school, learning styles, etc...) Please explain.

By signing this syllabus, the student and parent acknowledge that they have read these policies and understand the penalties for any violations. The student also pledges to:

- ✓ I will speak and write in Spanish every day, knowing that my errors will only help me improve.
- ✓ I will respect my classmates and my teacher, doing everything possible to build others up.
- ✓ I will follow the policies outlined in this syllabus and will accept the consequences if I break school/classroom rules.

Student Signature: _____ Date: _____

Parent(s) Signature: _____ Date: _____

Overview	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>Vocabulary</p> <p><i>What words do I use?</i></p>	<p>I can use a few memorized words or none at all in the target language; I rely on another language primarily.</p>	<p>I can use a <u>very</u> limited number of isolated words that are repetitive.</p>	<p>I can use a limited number of memorized words and phrases in context.</p>	<p>I can use learned words and phrases on familiar topics in context.</p>	<p>I can use a variety of <u>new and previously learned</u> words and phrases on a range of familiar topics.</p> <p>I am beginning to give more details and elaborate.</p>	<p>I can use words and expressions from a <u>wide range</u> of topics and extensive vocabulary <u>within</u> a topic.</p> <p>I can provide details and elaborate.</p>	<p>I can use extensive vocabulary and expressions from a <u>wide range</u> of topics.</p> <p>I can provide substantial details and elaboration.</p>
<p>Language Control & Structure</p> <p><i>How well do I use the language?</i></p>			<p>I am <u>beginning</u> to use basic target language structures with frequent errors, using only memorized phrases.</p>	<p>I can use basic target language structures with some errors, relying heavily on memorized phrases.</p>	<p>I can use basic target language structures with <u>some</u> variety in time frames.</p> <p>I am beginning to create original sentences by combining words and memorized phrases.</p>	<p>I can use basic target language structures with variety in time frames.</p> <p>I am beginning to implement complex structures with frequent errors.</p> <p>I am beginning to use connectors and transitions appropriate for this level to combine strings of sentences.</p>	<p>I can use target language structures with a variety of time frames.</p> <p>I can use complex structures with <u>some</u> errors.</p> <p>I can use connectors and transitions appropriate for this level.</p>
<p>Comprehensibility</p> <p><i>How well am I understood?</i></p>	<p>I am not understood in self-produced target language due to reliance on another language.</p> <p>I am unable to produce sounds unique to the target language.</p>	<p>I can be understood with <u>great</u> difficulty by someone accustomed to language learners, although errors are to be expected.</p> <p>I can pronounce very few sounds unique to the target language with substantial influence from another language.</p>	<p>I can be understood with difficulty by someone accustomed to language learners.</p> <p>I can pronounce in isolation some sounds unique to the target language with some influence from another language.</p>	<p>I can be generally understood by natives accustomed to language learners, but frequent misunderstandings may arise.</p> <p>I can pronounce in isolation many sounds unique to the target language with some influence from another language.</p>	<p>I can be understood by natives accustomed to language learners, although additional effort may be required.</p> <p>I can pronounce many sounds unique to the target language with little to no influence from another language.</p>	<p>I can be generally understood by natives <u>not</u> used to language learners, but there are likely to be gaps in comprehension.</p> <p>I can pronounce most sounds unique to the target language with little to no influence from another language.</p>	<p>I can be understood <u>readily</u> by natives <u>not</u> used to the writing of language learners.</p> <p>I attempt to apply conventions of native speech.</p>

*Continued on next page

Pre-Novice

Novice Low

Novice Mid

Novice High

Intermediate
LowIntermediate
MidIntermediate
High

<p>Comprehension</p> <p><i>How well do I understand the message?</i></p> <p>Interpersonal Speaking Only</p>	<p>I have virtually no comprehension of any kind of spoken message in the target language.</p>	<p>I can occasionally understand isolated words and phrases that I have memorized.</p> <p>I have very limited comprehension of any kind of spoken message.</p> <p>I rely heavily on visual cues, repetition, and/or a slowed rate of speech.</p> <p>I can demonstrate understanding by indicating a choice, responding yes/no, or with an isolated word.</p>	<p>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p> <p>I can understand one <u>phrase</u> at a time.</p> <p>I rely on visual cues, repetition, and/or a slowed rate of speech.</p> <p>I can demonstrate understanding by responding to questions with few words or a memorized answer.</p>	<p>I can recognize pieces of information and sometimes understand the main topic of sentence-length speech, one utterance at a time.</p> <p>I occasionally rely on visual cues, repetition, and/or a slowed rate of speech.</p> <p>I can demonstrate understanding by responding to <u>basic</u> questions with memorized phrases.</p>	<p>I can begin to understand the main idea and basic purpose of a message.</p> <p>I can understand information from sentence-length speech.</p> <p>I rely on redundancy, restatement, paraphrasing, and/or contextual clues.</p> <p>I can demonstrate understanding by responding to <u>basic</u> questions or requests for information with phrases or simple sentences.</p>	<p>I can understand the main idea and basic purpose of a message.</p> <p>I can understand extended speech with frequent gaps in comprehension.</p> <p>I can demonstrate understanding by responding to questions or requests for information.</p>	<p>I can understand simple sentence-length speech, main idea, and purpose with ease and confidence, even in situations with complicating factors.</p> <p>I can usually understand a few details, including events in various time frames, even when something unexpected is expressed.</p> <p>I can demonstrate understanding by responding to questions or requests for information.</p>
<p>Quality of Interaction</p> <p><i>How well do I maintain the conversation?</i></p> <p>Interpersonal Speaking Only</p>	<p>I am unable to maintain any part of a conversation in the target language.</p>	<p>I have great difficulty maintaining a conversation.</p> <p>I speak with frequent hesitation, pauses, and/or repetition.</p>	<p>I can attempt to maintain simple conversation by using isolated words and memorized phrases.</p> <p>I speak with frequent hesitation, pauses, and/or repetition.</p>	<p>I can attempt to maintain simple conversation by relying heavily on learned phrases and short or incomplete sentences.</p> <p>I can ask a few basic questions.</p> <p>I may not be able to sustain sentence-level discourse.</p> <p>I speak with hesitation, pauses, and/or repetition.</p>	<p>I can manage to sustain the conversation by relying on phrases and simple sentences.</p> <p>I can ask a few appropriate questions and attempt to self-correct.</p> <p>I speak with hesitation, pauses, and/or repetition.</p>	<p>I can sustain the conversation by asking some appropriate questions and responding with strings of sentences.</p> <p>I am beginning to reformulate, self-correct, and use circumlocution.</p> <p>I speak with some hesitation, pauses and/or repetition.</p>	<p>I can sustain and advance the conversation with ease and confidence.</p> <p>I can use connected sentences to narrate, argue, or explain.</p> <p>I can reformulate, self-correct, and use circumlocution.</p> <p>I speak with occasional hesitation, pauses and/or repetition.</p>

Overview	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>Vocabulary</p> <p><i>What words do I use?</i></p>	<p>I can use a few memorized words or none at all in the target language; I rely on another language primarily.</p>	<p>I can use a <u>very</u> limited number of isolated words that are repetitive.</p>	<p>I can use a limited number of memorized words and phrases in context.</p>	<p>I can use learned words and phrases on familiar topics in context.</p>	<p>I can use a variety of <u>new and previously learned</u> words and phrases on a range of familiar topics.</p> <p>I am beginning to give more details and elaborate.</p>	<p>I can use words and expressions from a <u>wide range</u> of topics and extensive vocabulary <u>within</u> a topic.</p> <p>I can provide details and elaborate.</p>	<p>I can use extensive vocabulary and expressions from a <u>wide range</u> of topics.</p> <p>I can provide substantial details and elaboration.</p>
<p>Language Control & Structure</p> <p><i>How well do I use the language?</i></p>			<p>I am <u>beginning</u> to use basic target language structures with frequent errors, using only memorized phrases.</p>	<p>I can use basic target language structures with some errors, relying heavily on memorized phrases.</p>	<p>I can use basic target language structures with <u>some</u> variety in time frames.</p> <p>I am beginning to create original sentences by combining words and memorized phrases.</p>	<p>I can use basic target language structures with variety in time frames.</p> <p>I am beginning to implement complex structures with frequent errors.</p> <p>I am beginning to use connectors and transitions appropriate for this level to combine strings of sentences.</p>	<p>I can use target language structures with a variety of time frames.</p> <p>I can use complex structures with <u>some</u> errors.</p> <p>I can use connectors and transitions appropriate for this level.</p>
<p>Comprehensibility</p> <p><i>How well am I understood?</i></p>	<p>I am not understood in self-produced target language due to reliance on another language.</p> <p>I am unable to produce sounds unique to the target language.</p>	<p>I can be understood with <u>great</u> difficulty by someone accustomed to language learners, although errors are to be expected.</p> <p>I can pronounce very few sounds unique to the target language with substantial influence from another language.</p>	<p>I can be understood with difficulty by someone accustomed to language learners.</p> <p>I can pronounce in isolation some sounds unique to the target language with some influence from another language.</p>	<p>I can be generally understood by natives accustomed to language learners, but frequent misunderstandings may arise.</p> <p>I can pronounce in isolation many sounds unique to the target language with some influence from another language.</p>	<p>I can be understood by natives accustomed to language learners, although additional effort may be required.</p> <p>I can pronounce many sounds unique to the target language with little to no influence from another language.</p>	<p>I can be generally understood by natives <u>not</u> used to language learners, but there are likely to be gaps in comprehension.</p> <p>I can pronounce most sounds unique to the target language with little to no influence from another language.</p>	<p>I can be understood <u>readily</u> by natives <u>not</u> used to the writing of language learners.</p> <p>I attempt to apply conventions of native speech.</p>

*Continued on next page

	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>Delivery & Fluency</p> <p><i>How well do I deliver my message?</i></p> <p>Presentational Speaking Only</p>	<p>I don't have enough language to effectively deliver my message.</p>	<p>I have great difficulty in delivering my message.</p> <p>I speak with frequent hesitation, pauses, and/or repetition.</p>	<p>I can attempt to deliver my message by using isolated words and memorized phrases.</p> <p>I speak with frequent hesitation, pauses, and/or repetition.</p>	<p>I can attempt to deliver my message by relying heavily on learned phrases and short or incomplete sentences.</p> <p>I may not be able to sustain sentence-level discourse.</p> <p>I speak with hesitation, pauses, and/or repetition.</p>	<p>I can manage to deliver my message by relying on phrases and simple sentences.</p> <p>I can attempt to self-correct.</p> <p>I speak with hesitation, pauses, and/or repetition.</p>	<p>I can deliver my message by using strings of sentences.</p> <p>I am beginning to reformulate and self-correct.</p> <p>I speak with some hesitation, pauses and/or repetition.</p>	<p>I can deliver my message with ease and confidence.</p> <p>I can use connected sentences to narrate, argue, or explain.</p> <p>I can reformulate and self-correct.</p> <p>I speak with occasional hesitation, pauses and/or repetition.</p>

World Languages: Holistic Rubric for Student Growth: Interpersonal & Presentational Writing

Howard County Public Schools

Overview	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>Vocabulary</p> <p><i>What words do I use?</i></p>	I can use a few memorized words or none at all in the target language; I rely primarily on another language.	I can use a <u>very</u> limited number of isolated words that are repetitive.	I can use a limited number of memorized words and phrases in context.	I can use learned words and phrases on familiar topics in context.	I can use a variety of <u>new and previously learned</u> words and phrases on a range of familiar topics.	I can use words and expressions from a <u>wide range</u> of topics and expanded words <u>within</u> a topic.	I can use expanded words and expressions from a <u>wide range</u> of topics.
<p>Language Control & Structure</p> <p><i>How well do I use the language?</i></p>	If applicable, I can copy isolated basic strokes <u>with support</u> .	If applicable, I can copy basic characters with some accuracy.	<p>I am <u>beginning</u> to use basic target language structures with frequent errors.</p> <p>If applicable, I can produce basic characters with some accuracy from memory.</p>	<p>I can use basic target language structures with some errors.</p> <p>If applicable, I can produce basic characters with accuracy from memory.</p>	<p>I can use basic target language structures with <u>some</u> variety in time frames.</p> <p>I can <u>begin</u> to implement complex structures with frequent errors.</p> <p>If applicable, there may be errors in the formation and use of non-alphabetic symbols.</p>	<p>I can use target language structures with variety in time frames.</p> <p>I can use complex structures with <u>some</u> errors.</p> <p>If applicable, there may be errors in the formation and use of non-alphabetic symbols.</p>	<p>I can use target language structures with a variety of time frames.</p> <p>I can use a variety of complex structures with <u>few or no</u> errors.</p> <p>If applicable, there may be errors in the formation and use of non-alphabetic symbols.</p>
<p>Complexity of Written Expression</p> <p><i>How elaborate is my use of language?</i></p>	<p>I can copy or transcribe words <u>with support</u>.</p> <p>There is no complexity in self-produced target language.</p>	I can use familiar words, phrases, or incomplete sentences to complete lists, forms, charts, or organizers.	<p>I can use memorized language structures to create phrases or simple sentences.</p> <p>I can supply information within a given structure (form, chart, organizer).</p>	<p>I can <u>recycle</u> learned vocabulary and structures to <u>create</u> simple sentences and questions on very familiar topics, but I may not be able to sustain sentence-level writing all the time.</p> <p>I can <u>create</u> original lists, short messages, postcards, and simple notes.</p>	<p>I can create original sentences with <u>some reliance</u> on memorized phrases.</p> <p>I can describe or explain with <u>some</u> details and elaboration.</p> <p>I can use complete sentences with <u>some</u> connectors and transitions appropriate for this level.</p>	<p>I can create original sentences with <u>little reliance</u> on memorized phrases.</p> <p>I can create paragraph-length discourse with connectors and transitions appropriate for this level.</p> <p>I can describe or explain with details and elaboration, and <u>begin</u> to provide clarification or justification.</p>	<p>I can create complex sentences <u>without</u> reliance on memorized phrases.</p> <p>I can create multiple paragraph discourse with <u>a variety of</u> connectors.</p> <p>I can narrate, argue, or explain with details, elaboration, clarification, or justification.</p>
<p>Comprehensibility</p> <p><i>How well am I understood?</i></p>	I am not understood in self-produced target language due to reliance on another language.	I can be understood with <u>great</u> difficulty by someone accustomed to language learners, although errors are to be expected.	I can be understood with difficulty by someone accustomed to language learners.	I can be generally understood by natives accustomed to the writing of language learners, but gaps in comprehension may occur.	I can be understood by natives accustomed to the writing of language learners, although additional effort may be required.	I can be generally understood by natives <u>not</u> used to the writing of language learners, but there are likely to be gaps in comprehension.	I can be understood <u>readily</u> by natives <u>not</u> used to the writing of language learners.

Overview	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>Vocabulary Input</p> <p><i>What words do I understand?</i></p>	<p>I can recognize few to no words with visual cues.</p>	<p>I can <u>recognize</u> a few memorized words and phrases within learned and well-practiced topics.</p>	<p>I can recognize and begin to understand familiar words and phrases including cognates and borrowed words within learned and well-practiced topics.</p>	<p>I can understand words, phrases, and sentences within short and simple texts in learned and well-practiced topics.</p>	<p>I can understand sentences within short and simple texts in a familiar context.</p>	<p>I can understand sentences within texts on a variety of topics.</p> <p>I can understand simple personal questions to perform a task.</p>	<p>I can easily understand sentences within texts on a variety of topics.</p> <p>I can sometimes follow stories and descriptions about events and experiences.</p>
<p>Comprehension</p> <p><i>How well do I understand the message?</i></p>	<p>I have virtually no comprehension of any kind of written message.</p>	<p>I have very limited comprehension of any kind of written message.</p> <p>I can occasionally understand isolated words and phrases that I have memorized.</p> <p>I rely heavily on visual cues and cognates.</p>	<p>I can recognize and understand some basic information in words and phrases that I have memorized when I can associate them with things I already know.</p> <p>I rely on visual cues and cognates.</p>	<p>I can begin to understand the main idea and basic purpose of what I read including simple messages.</p> <p>I occasionally rely on visual cues and cognates.</p>	<p>I can sometimes understand the main idea and purpose of what I read including messages on familiar topics.</p>	<p>I can understand the main idea and purpose of what I read including messages.</p> <p>I can understand simple personal questions and/or texts for personal enjoyment.</p>	<p>I can easily understand the main idea and purpose of what I read including more complex messages.</p> <p>I can understand a few supporting details about what I read.</p> <p>I am beginning to understand text in various time frames.</p>

Overview	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>Vocabulary Input</p> <p><i>What words do I understand?</i></p>	I can recognize few to no words with visual cues.	I can <u>recognize</u> a few memorized words and phrases within learned and well-practiced topics.	I can recognize and begin to understand familiar words and phrases including aural cognates and borrowed words within learned and well-practiced topics.	I can often understand words, phrases, and simple sentences or questions within learned and well-practiced topics.	I can understand <u>some</u> information conveyed in questions, simple messages, and presentations within a familiar context.	I can understand messages and presentations on a variety of familiar topics.	I can understand messages and presentations on a variety of topics. I can recognize expanded words and expressions from a wide range of topics.
<p>Comprehension</p> <p><i>How well do I understand the message?</i></p>	I have virtually no comprehension of any kind of spoken message.	<p>I can occasionally understand isolated words and phrases that I have memorized.</p> <p>I have very limited comprehension of any kind of spoken message.</p> <p>I rely heavily on visual cues, repetition, and/or a slowed rate of speech.</p>	<p>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p> <p>I can understand one <u>phrase</u> at a time.</p> <p>I rely on visual cues, repetition, and/or a slowed rate of speech.</p>	<p>I can recognize pieces of information and sometimes understand the main topic of sentence-length speech, one utterance at a time.</p> <p>I occasionally rely on visual cues, repetition, and/or a slowed rate of speech.</p>	<p>I can begin to understand the main idea and basic purpose of a message.</p> <p>I can understand information from sentence-length speech.</p> <p>I rely heavily on redundancy, restatement, paraphrasing, and/or contextual clues.</p>	<p>I can understand the main idea and basic purpose of a message.</p> <p>I can understand extended speech with frequent gaps in comprehension.</p> <p>I rely on redundancy, restatement, paraphrasing, and/or contextual clues.</p>	<p>I can understand simple sentence-length speech, main idea, and purpose with ease and confidence, even in situations with complicating factors.</p> <p>I can usually understand a few details, including events in various time frames, even when something unexpected is expressed.</p> <p>I can demonstrate understanding by responding to questions or requests for information.</p>