

Student: _____

Arlington County Spanish Partial Immersion Program

Date: _____

Class: _____

Speaking Objectives

Grade 1

Skill Components

Component Descriptors

Comments

<p>Comprehension</p> <p>1 2 3 4 5 (circle one)</p> <p>low high</p>	<p>Comprehends speech at a normal rate of speed</p> <p><input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Much of the time</p> <p><input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> With non-verbal cues only</p>	
<p>Fluency</p> <p>1 2 3 4 5 low high</p>	<p><input type="checkbox"/> Uses native-like flow of speech</p> <p><input type="checkbox"/> Uses fluent connected speech</p> <p><input type="checkbox"/> Uses fluent connected speech, occasionally disrupted by search for correct form of expression</p> <p><input type="checkbox"/> Speech is connected but frequently disrupted by search for correct form of expression</p> <p><input type="checkbox"/> Uses simple sentences</p> <p><input type="checkbox"/> Uses phrases and "chunks"</p> <p><input type="checkbox"/> Uses one-word/two-word utterances</p> <p><input type="checkbox"/> Silence</p>	
<p>Vocabulary</p> <p>1 2 3 4 5 low high</p>	<p><input type="checkbox"/> Uses varied and descriptive language, possibly including native-like phrasing and/or idiomatic expressions</p> <p><input type="checkbox"/> Uses vocabulary sufficient to communicate in most social and academic contexts, with some varied and descriptive language</p> <p><input type="checkbox"/> Uses vocabulary sufficient to communicate in most social and academic contexts</p> <p><input type="checkbox"/> Uses vocabulary sufficient to express basic needs and feelings; responds to simple questions, with limited or no use of first language</p> <p><input type="checkbox"/> Uses only basic vocabulary with possible heavy use of first language</p> <p><input type="checkbox"/> Uses isolated words or sentence fragments</p> <p><input type="checkbox"/> Uses native language only</p>	
<p>Grammar</p> <p>1 2 3 4 5 low high</p>	<p>Uses basic grammar; makes some errors which obscure meaning (Check only those areas that need work.)</p> <p><input type="checkbox"/> Present tense <input type="checkbox"/> Past tense <input type="checkbox"/> Future tense <input type="checkbox"/> No oral production</p> <p><input type="checkbox"/> Gender agreement <input type="checkbox"/> Singular/Plural <input type="checkbox"/> Subject-verb agreement <input type="checkbox"/> Complex verbal structures</p> <p><input type="checkbox"/> Negations</p> <p><input type="checkbox"/> Adjective placement <input type="checkbox"/> Direct object pronouns <input type="checkbox"/> Prepositions <input type="checkbox"/> Articles</p>	

Total (optional): _____

Developed by Arlington Public Schools, Arlington, VA, 1997

Student: _____
 Class: _____

Arlington County Spanish Partial Immersion Program
Speaking Objectives
Grade 2

Date: _____

Skill Components

Component Descriptors

Comments

<p>Comprehension</p> <p>1 2 3 4 5 (circle one) low high</p>	<p>Comprehends speech at a normal rate of speed</p> <p>___ Always ___ Most of the time ___ Much of the time</p> <p>___ Sometimes ___ Rarely ___ With non-verbal cues only</p>	
<p>Fluency</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses native-like flow of speech</p> <p>___ Uses fluent connected speech</p> <p>___ Uses fluent connected speech, occasionally disrupted by search for correct form of expression</p> <p>___ Speech is connected but frequently disrupted by search for correct form of expression</p> <p>___ Uses simple sentences</p> <p>___ Uses phrases and "chunks"</p> <p>___ Uses one-word/two-word utterances</p> <p>___ Silence</p>	
<p>Vocabulary</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses varied and descriptive language, possibly including native-like phrasing and/or idiomatic expressions</p> <p>___ Uses vocabulary sufficient to communicate in most social and academic contexts, with some varied and descriptive language</p> <p>___ Uses vocabulary sufficient to communicate in most social and academic contexts</p> <p>___ Uses vocabulary sufficient to express basic needs and feelings; and retell or respond in familiar contexts with limited or no use of first language</p> <p>___ Uses only basic vocabulary with possible use of first language</p> <p>___ Uses isolated words or sentence fragments</p> <p>___ Uses native language only</p>	
<p>Grammar</p> <p>1 2 3 4 5 low high</p>	<p>Uses basic grammar; makes few errors which obscure meaning (Check only those areas that need work.)</p> <p>___ Present tense ___ Past tense ___ Future tense ___ No oral production</p> <p>___ Gender agreement ___ Singular/Plural ___ Subject-verb agreement ___ Complex verbal structures</p> <p>___ Negations</p> <p>___ Adjective placement ___ Direct object pronouns ___ Prepositions ___ Articles</p>	

Total (optional): _____

Student: _____

Arlington County Spanish Partial Immersion Program

Date: _____

Class: _____

Speaking Objectives

Grade 3

Skill Components

Component Descriptors

Comments

<p>Comprehension</p> <p>1 2 3 4 5 (circle one) low high</p>	<p>Comprehends speech at a normal rate of speed</p> <p>___ Always ___ Most of the time ___ Much of the time</p> <p>___ Sometimes ___ Rarely</p>	
<p>Fluency</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses native-like flow of speech ___ Uses fluent connected speech ___ Uses fluent connected speech, occasionally disrupted by search for correct form of expression ___ Speech is connected but frequently disrupted by search for correct form of expression ___ Uses simple sentences ___ Uses phrases and "chunks"</p>	
<p>Vocabulary</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses varied and descriptive language, possibly including native-like phrasing and/or idiomatic expressions ___ Uses vocabulary sufficient to communicate in most social and academic contexts, with some varied and descriptive language ___ Uses vocabulary sufficient to communicate in social and academic contexts ___ Uses vocabulary sufficient to communicate in most social and academic contexts ___ Use vocabulary sufficient to express needs and feelings, and retell or respond in familiar contexts with limited or no use of first language ___ Uses only basic vocabulary with possible use of first language ___ Uses isolated words or sentence fragments</p>	
<p>Grammar</p> <p>1 2 3 4 5 low high</p>	<p>Controls present tense, gender, and number agreement (Check only those areas that need work.)</p> <p>___ Present tense ___ Past tenses ___ Future tense ___ Complex verbal structures ___ Gender agreement ___ Singular/Plural ___ Subject-verb agreement ___ Negations ___ Adjective placement ___ Direct object pronouns ___ Prepositions ___ Articles</p>	

Total (optional): _____

Student: _____

Arlington County Spanish Partial Immersion Program

Date: _____

Class: _____

Speaking Objectives

Grade 4

Skill Components

Component Descriptors

Comments

<p>Comprehension</p> <p>1 2 3 4 5 (circle one) low high</p>	<p>Comprehends speech at a normal rate of speed</p> <p>___ Always ___ Most of the time ___ Much of the time</p> <p>___ Sometimes ___ Rarely</p>	
<p>Fluency</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses native-like flow of speech</p> <p>___ Uses fluent connected speech</p> <p>___ Uses fluent connected speech, occasionally disrupted by search for correct form of expression</p> <p>___ Speech is connected but frequently disrupted by search for correct form of expression</p> <p>___ Uses simple sentences</p>	
<p>Vocabulary</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses varied and descriptive language, possibly including native-like phrasing and/or idiomatic expressions</p> <p>___ Uses vocabulary sufficient to communicate in most social and academic contexts, with some varied and descriptive language</p> <p>___ Uses vocabulary sufficient to communicate in most social and academic contexts</p> <p>___ Use vocabulary sufficient to express needs and feelings, and retell or respond in familiar contexts with limited or no use of first language</p> <p>___ Uses only basic vocabulary with possible use of first language</p>	
<p>Grammar</p> <p>1 2 3 4 5 low high</p>	<p>Uses appropriate tenses, pronouns, gender and number agreement, and adjective placement</p> <p>(Check only those areas that need work.)</p> <p>___ Present tense ___ Past tenses ___ Future tense ___ Complex verbal structures</p> <p>___ Gender agreement ___ Singular/Plural ___ Subject-verb agreement ___ Negations</p> <p>___ Adjective placement ___ Direct object pronouns ___ Prepositions ___ Articles</p>	

Total (optional): _____

Developed by Arlington Public Schools, Arlington, VA, 1997

Student: _____

Arlington County Spanish Partial Immersion Program

Date: _____

Class: _____

Speaking Objectives

Grade 5

Skill Components

Component Descriptors

Comments

<p>Comprehension</p> <p>1 2 3 4 5 (circle one) low high</p>	<p>Comprehends speech at varying rates of speed and in a variety of contexts</p> <p>___ Always ___ Most of the time ___ Much of the time</p> <p>___ Sometimes ___ Rarely</p>	
<p>Fluency</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses native-like flow of speech</p> <p>___ Uses fluent connected speech</p> <p>___ Uses fluent connected speech, occasionally disrupted by search for correct form of expression</p> <p>___ Speech is connected but frequently disrupted by search for correct form of expression</p> <p>___ Uses simple sentences</p>	
<p>Vocabulary</p> <p>1 2 3 4 5 low high</p>	<p>___ Uses sophisticated vocabulary in a variety of contexts</p> <p>___ Uses varied and descriptive language, possibly including native-like phrasing and/or idiomatic expressions</p> <p>___ Uses vocabulary sufficient to communicate in most social and academic contexts with some varied and descriptive language</p> <p>___ Uses vocabulary sufficient to communicate in most social and academic contexts</p> <p>___ Use vocabulary sufficient to express needs and feelings, and retell or respond in familiar contexts with limited or no use of first language</p> <p>___ Uses only basic vocabulary with possible use of first language</p>	
<p>Grammar</p> <p>1 2 3 4 5 low high</p>	<p>Uses appropriate tenses, pronouns, gender and number agreement, negation, articles, prepositions, and adjective placement</p> <p>(Check only those areas that need work.)</p> <p>___ Present tense ___ Past tenses ___ Future tense ___ Complex verbal structures</p> <p>___ Gender agreement ___ Singular/Plural ___ Subject-verb agreement ___ Negations</p> <p>___ Adjective placement ___ Direct object pronouns ___ Prepositions ___ Articles</p>	

Total (optional): _____

Developed by Arlington Public Schools, Arlington, VA, 1997