



Middle School Spanish

Purpose

The rubrics provide a guide to teachers on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments are utilized to provide detailed data regarding student progress

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6th Grade World Languages

Statement	Exceeds	Secure	Developing	Beginning
Carries on person-to-person communication in target language.	*Asks complex questions or gives complex commands in the target language.	Answers recall questions or commands in the target language.	Answers either/or questions or give simple commands in the target language.	Repeats target phrases immediately after hearing them.
Understands spoken target language.	*Responds correctly to multiple, complex commands in the target language.	Responds correctly to a complex command in target language.	Responds correctly to a simple command in target language.	Imitates a command action.
Understands written target language.	*Creates multiple written commands.	Performs a complex written command or answers a complex written question.	Performs a simple written command or answers a simple written question.	Performs a written command with teacher's model or answers a written question by repeating modeled answer.
Presents information, concepts, or ideas to listeners or readers.	*Presents extended story in the target language to target language speakers or learners not in the classroom.	Gives extended information, writes or tells an extended story in the target language.	Gives basic information, writes or tells a basic story in the target language.	Copies written in the target language.
Demonstrates knowledge of target language culture.	*Demonstrates knowledge of target culture eating practices.	Gives target language name for foods from the target culture.	Names foods from the target culture.	Recognizes foods from the target culture.
Uses target language to learn new information.	*Presents historical or cultural information learned with the target language.	Recalls historical or cultural information learned with the target language.	Recognizes historical or cultural information learned with the target language.	Answers yes/no questions about historical or cultural information learned with the target language.

Compares own language with target language.	*Demonstrates standard transition in the target language.	Names a cognate and false cognate in the target language.	Recognizes a cognate or false cognate in the target language.	Recognizes differences in written target language compared to English.
Compares own culture with target culture.	*Teaches a target cultural practice.	Demonstrates a target cultural practice.	Recognizes a target cultural practice.	Imitates a target cultural practice.
Uses target language at school and beyond.	*Shares extended target language phrases with target language speakers.	Shares basic and extended target language phrases with teacher and family members.	Shares basic target language phrases with teacher and family members.	Shares basic target language phrases with teacher.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

7th & 8th Spanish

Statement	Exceeds	Secure	Developing	Beginning
Carries on person-to-person communication in Spanish.	*Creates conversations in Spanish above grade level proficiency.	Communicates in Spanish basic conversations.	Shows little communication ability.	Does not carry on person-to-person communication.
Understands spoken Spanish.	*Evaluates and responds to spoken Spanish above grade level proficiency.	Identifies and responds to spoken Spanish.	Shows little understanding of spoken Spanish.	Does not understand spoken Spanish.
Understands written Spanish.	*Evaluates and responds to written Spanish above grade level proficiency.	Reads, interprets, and analyzes written Spanish.	Shows little understanding of written Spanish.	Does not understand written Spanish.
Presents information, concepts, and ideas to listeners or readers.	*Constructs clear explanation and understanding of Spanish.	Conveys clear explanation or understanding of Spanish.	Presents unclear information, concepts, and ideas.	Does not present information, concepts, and ideas to listeners or readers.
Demonstrates knowledge of Hispanic culture.	*Demonstrates above grade level understanding of Hispanic culture.	Demonstrates an understanding of cultural differences.	Demonstrates little understanding of Hispanic culture.	Does not demonstrate knowledge of Hispanic culture.
Uses Spanish to learn information.	*Evaluates new information gained through Spanish.	Identifies new information gained through Spanish.	Uses Spanish to learn information.	Does not use Spanish to learn information.
Compares own language and culture with Spanish language and culture.	*Creates comparisons between cultures.	Identifies comparisons between cultures.	Minimally compares own language and culture with Spanish language and culture.	Does not compare own language and culture with Spanish language and culture.

Uses Spanish language at school and beyond.	*Seeks uses of the language within the school and beyond.	Uses the language both within and beyond the school setting.	Minimally uses Spanish language at school and beyond.	Does not use Spanish language at school and beyond.
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Spanish I

Statement	Exceeds	Secure	Developing	Beginning
Carries on person-to-person communication in Spanish.	*Creates conversations in Spanish above grade level proficiency.	Communicates in Spanish basic conversations.	Shows little communication ability.	Does not carry on person-to-person communication.
Understands spoken Spanish.	*Evaluates and responds to spoken Spanish above grade level proficiency.	Identifies and responds to spoken Spanish.	Shows little understanding of spoken Spanish.	Does not understand spoken Spanish.
Understands written Spanish.	*Evaluates and responds to written Spanish above grade level proficiency.	Reads, interprets, and analyzes written Spanish.	Shows little understanding of written Spanish.	Does not understand written Spanish.
Presents information, concepts, and ideas to listeners or readers.	*Constructs clear explanation and understanding of Spanish.	Conveys clear explanation or understanding of Spanish.	Presents unclear information, concepts, and ideas.	Does not present information, concepts, and ideas to listeners or readers.
Demonstrates knowledge of Hispanic culture.	*Demonstrates above grade level understanding of Hispanic culture.	Demonstrates an understanding of cultural differences.	Demonstrates little understanding of Hispanic culture.	Does not demonstrate knowledge of Hispanic culture.
Uses Spanish to learn information.	*Evaluates new information gained through Spanish.	Identifies new information gained through Spanish.	Uses Spanish to learn information.	Does not use Spanish to learn information.
Compares own language and culture with Spanish language and culture.	*Creates comparisons between cultures.	Identifies comparisons between cultures.	Minimally compares own language and culture with Spanish language and culture.	Does not compare own language and culture with Spanish language and culture.

Uses Spanish language at school and beyond.	*Seeks uses of the language within the school and beyond.	Uses the language both within and beyond the school setting.	Minimally uses Spanish language at school and beyond.	Does not use Spanish language at school and beyond.
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The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*