Student Progress Card • Spanish 1

Name

How your progress card works: The checklists that follow are designed to help you track your development in interpersonal, interpretive, and presentational communication in Spanish. As you learn to do each item, you may rate your level of confidence (1 to 5, 5 being highest) in the right-hand column.

Your instructor, your Center for Teaching and Learning (CTL) language conversation partner, and/or your native conversation partner may concur with your assessment by placing their initials in the “Initials” column.

Remember you can sign up to meet CTL conversation partners at <https://studentlearning.stanford.edu> and you should also plan on visiting your instructor’s office hours regularly for conversation during the quarter.

Chapter numbers where each item may be found in your textbook are indicated in parentheses. Another excellent source of practice can be found among the supplementary materials in your Canvas course.

Interpersonal Communication

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| **I know a phrase or phrases I can use to…** | **Initials** | **1-­‐5** |
| meet people: |  |  |
| introduce myself (Unidad preliminar) |  |  |
| say my name (Unidad preliminar) |  |  |
| ask someone his/her name (Unidad preliminar) |  |  |
| introduce others |  |  |
| express gratitude (2B, 5B) |  |  |
| greet and take leave of people: |  |  |
| greet friends (Unidad preliminar) |  |  |
| greet friends, strangers, and acquaintances appropriately (Unidad preliminar) |  |  |
| say good-­‐bye to friends (Unidad preliminar) |  |  |
| take leave of friends, strangers, and acquaintances appropriately (Unidad preliminar) |  |  |
| ask friends, strangers, and acquaintances, “How are you?” appropriately |  |  |
| say how I am |  |  |
| talk about myself and others: |  |  |
| state my major (1B) |  |  |
| say where I’m from (1A) |  |  |
| ask someone where s/he is from (1A) |  |  |
| talk about my activities (3A) |  |  |
| talk about my interests, preferences, likes and dislikes (4A, 4B) |  |  |
| make comparisons (6A) |  |  |
| request and give simple opinions (4A) |  |  |
| express my future plans (6B) |  |  |
| talk about past activities (5A, 5B, 6A) |  |  |
| ask others questions to learn about them (Unidad preliminar, 1A, 1B, 2A, 2B, 4B, 5A) |  |  |
| describe my family members (5B) and others in terms of: |  |  |
| their work and activities (1B, 3A, 5B) |  |  |
| their interests, likes and dislikes (4A), |  |  |
| their future plans (6B) |  |  |
| their past activities (5A, 5B, 6A) |  |  |
| go to a restaurant (2B): |  |  |
| ask for a table for x people (2B) |  |  |
| order a meal from a menu (2B) |  |  |
| call for a waiter or waitress (2B) |  |  |
| ask for the bill (2B) |  |  |
| participate in an open-­‐air market (4A) |  |  |
| make purchases (3B) |  |  |
| get an attendant’s attention |  |  |
| ask for prices (4A) |  |  |
| react to prices with exclamatory remarks |  |  |
| bargain for a better price |  |  |
| express satisfaction or dissatisfaction with a product |  |  |
| use the telephone (6B): |  |  |
| answer a phone call (6B) |  |  |
| say whether the recipient of the call is home (6B) |  |  |
| initiate a phone call (6B) |  |  |
| ask for the person to whom I wish to speak (6B) |  |  |
| tell someone it’s the wrong number (6B) |  |  |
| say good-­‐bye (Unidad preliminar, 6B) |  |  |
| ask questions to get information (Unidad preliminar, 1A, 2B, 4B, 5A) |  |  |
| sometimes correct myself when I speak |  |  |
| say when I don’t understand |  |  |

Interpretive Communication

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| **I can…** | **Initials** | **1-­‐5** |
| Understand oral texts: |  |  |
| introductions |  |  |
| greetings |  |  |
| good-­‐byes |  |  |
| simple questions such as, “How are you?” or “Where are you  from?” |  |  |
| simple answers |  |  |
| simple requests for information |  |  |
| information requested |  |  |
| expressions of gratitude |  |  |
| list ideas in oral presentations |  |  |
| identify topics in a set of TV news clips |  |  |
| Understand written texts: |  |  |
| 1-­‐page readings if I’m familiar with the topic and vocabulary |  |  |
| Understand information in: |  |  |
| bus, train or plane schedules (6B) |  |  |
| movie, TV or theatre listings |  |  |
| public signs |  |  |
| glean biographical information from written texts |  |  |

Presentational Communication

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| **I can…** | **Initials** | **1-­‐5** |
| Present oral texts: |  |  |
| a rehearsed oral report (5-­‐10) minutes about my autobiography,  family, interests, favorite sports, favorite recipes, or recent trips especially as they intersect with the Spanish-­‐speaking world |  |  |
| answer questions about my oral presentation |  |  |
| Present written texts: |  |  |
| 1-­‐page reports on such topics as my autobiography, family,  interests, favorite sports, favorite recipes, or recent trips |  |  |
| a brief, formal message (6B) |  |  |
| edit my work for frequent errors |  |  |