Student Progress Card • Spanish 1A

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** |
| **become acquainted with people:** |  |  |
| **introduce myself (Unidad preliminar)** |  |  |
| **say my name (Unidad preliminar)** |  |  |
| **ask someone his/her name (Unidad preliminar)** |  |  |
| **introduce others** |  |  |
| **ask someone where s/he is from (1A)** |  |  |
| **say where I’m from (1A)** |  |  |
| **ask others questions to learn about them (Unidad preliminar, 1A, 1B, 2A, 2B, 4B, 5A)** |  |  |
| **address people appropriately according to their age and how well I know them:** |  |  |
| **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** |  |  |
| **ask questions to get information (Unidad preliminar, 1A, 2B, 4B, 5A)** |  |  |
| **make comparisons (6A)** |  |  |
| **seek or offer help (7B)** |  |  |
| **extend, accept, or reject an invitation (8A)** |  |  |
| **express politeness and gratitude:** |  |  |
| **make polite comments to people** |  |  |
| **express gratitude (2B, 5B)** |  |  |
| **express my…** |  |  |
| **personal interests, preferences, likes and dislikes (4A, 4B)** |  |  |
| **academic interests (1B)** |  |  |
| **intentions and future plans (6B)** |  |  |
| **wishes and preferences** |  |  |
| **request and give simple opinions (4A)** |  |  |
| **talk about my…** |  |  |
| **current activities (3A)** |  |  |
| **family members (5B)** |  |  |
| **past activities (5A, 5B, 6A)** |  |  |
| **talk about others’…** |  |  |
| **work and activities (1B, 3A, 5B)** |  |  |
| **interests, likes and dislikes (4A)** |  |  |
| **future plans (6B)** |  |  |
| **past activities (5A, 5B, 6A)** |  |  |
| **talk about communities:** |  |  |
| **the interests and future plans of the community at large (6B, 7A, 8B)** |  |  |
| **the interests of Latina/o communities in the U.S. (class and portfolio activities, 8B)** |  |  |
| **past experiences and events (7B, 8A, 9A, 9B)** |  |  |
| **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)** |  |  |
| **sometimes correct myself when I speak** |  |  |
| **say when I don’t understand** |  |  |

Interpretive Communication

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| **I can…** | **Initials** | **1-­‐5** |
| **understand:** |  |  |
| **polite comments** |  |  |
| **various simple transactions (e.g., making purchases, making a date, rejecting an invitation)** |  |  |
| **telephone conversations** |  |  |
| **expressions of people’s:** |  |  |
| **personal interests** |  |  |
| **intentions** |  |  |
| **apologies** |  |  |
| **wishes and preferences** |  |  |
| **future plans** |  |  |
| **descriptions of experiences and events** |  |  |
| **restate key ideas derived from 7-­‐15 minute oral presentations** |  |  |
| **take notes on oral presentations** |  |  |
| **list the topics in a set of TV news clips** |  |  |
| **understand 2-­‐page readings about the Spanish-­‐speaking world,**  **especially Latinas and Latinos in the U.S.** |  |  |

Presentational Communication

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| **I can…** | **Initials** | **1-­‐5** |
| **present a rehearsed oral report, 7-­‐15 minutes long, on a topic**  **related to Latinas/os in the U.S.** |  |  |
| **answer questions about my oral presentation** |  |  |
| **write 2-­‐page reports on topics related to Latinas/os in the U.S.** |  |  |
| **write about my:** |  |  |
| **interests and concerns** |  |  |
| **intentions** |  |  |
| **wishes and preferences** |  |  |
| **opinions** |  |  |
| **write about:** |  |  |
| **the interests of others and of the community at large** |  |  |
| **the future plans of others and of the community at large** |  |  |
| **experiences and events** |  |  |
| **make comparisons in writing** |  |  |
| **edit my work based on material covered in class or in the textbook** |  |  |
| **edit my work for frequent errors** |  |  |