Student Progress Card • Spanish 2A

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** |
| address people appropriately according to their age and  how well I know them (Unidad preliminar) |  |  |
| make polite comments to people (e.g., “Dinner was  delicious,” or “Thank you for inviting me.”) |  |  |
| initiate conversations with strangers and acquaintances |  |  |
| appropriately introduce new topics in a conversation |  |  |
| interact with strangers and acquaintances on the  telephone |  |  |
| express emotions such as sympathy, admiration, anger or  surprise (12A) |  |  |
| ask for favors |  |  |
| give, accept, or reject apologies (8A) |  |  |
| offer assistance (7B) |  |  |
| complain |  |  |
| suggest or give advice (10A) |  |  |
| express opinions |  |  |
| express (lack of) agreement (10B) |  |  |
| express future plans |  |  |
| share doubts |  |  |
| clarify and restate information |  |  |
| make comparisons |  |  |
| search for an apartment: |  |  |
| describe the type of apartment I’d like |  |  |
| describe the type of roommate I’d like |  |  |
| inquire about the rent and terms of payment |  |  |
| talk about the weather (10A) |  |  |
| make travel arrangements (11A, 13A): |  |  |
| purchase airline tickets |  |  |
| inquire about fares |  |  |
| inquire about possible destinations |  |  |
| ask for a round-­‐trip or a one-­‐way ticket |  |  |

Interpretive Communication

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| **I can…** | **Initials** | **1-­‐5** |
| understand: |  |  |
| weather reports (10A) |  |  |
| service transactions (e.g., purchasing airline tickets, searching for an  apartment) |  |  |
| requests for favors |  |  |
| expressions emotions such as sympathy, admiration, anger or surprise |  |  |
| apologies |  |  |
| complaints |  |  |
| opinions |  |  |
| advice or suggestions |  |  |
| (lack of) agreement |  |  |
| doubt |  |  |
| summarize key points and main ideas in 10-­‐30 minute oral presentations  on an unfamiliar topic |  |  |
| take notes on 10-­‐20 minute oral presentations |  |  |
| using some transition words, list topics and some details in TV news clips |  |  |
| understand 3-­‐page readings about the Spanish-­‐speaking world and  contemporary issues |  |  |
| read internet and newspaper articles on subjects of interest to me |  |  |
| compare the treatment of current events in the Spanish-­‐speaking and  English-­‐speaking worlds |  |  |

Presentational Communication

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| **I can…** | **Initials** | **1-­‐5** |
| present a rehearsed oral report, 15-­‐20 minutes long, on an academic topic reflecting my knowledge of the Spanish-­‐speaking world, especially with  respect to topics in my field of study or current events |  |  |
| ask and answer questions about oral presentations |  |  |
| use more formal language characteristic of academic presentations |  |  |
| present information based on my research |  |  |
| write a 2-­‐3 page paper on an academic topic reflecting my knowledge of the Spanish-­‐speaking world, especially with respect to topics in my field of  study or current events |  |  |
| quote others in my reports |  |  |
| explain an argument in writing |  |  |
| support an opinion |  |  |
| prepare written assignments using texts intended for Spanish-­‐speakers |  |  |
| edit my work based on material covered in class |  |  |
| edit my work for frequent errors |  |  |