Student Progress Card • Spanish 2

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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

|  |  |  |
| --- | --- | --- |
| **I know a phrase or phrases I can use to…** | **Initials** | **1-5** |
| become acquainted with people (Unidad preliminar) |  | 5 |
| address people appropriately according to their age and  how well I know them (Unidad preliminar) |  | 5 |
| make polite comments to people (e.g., “Dinner was  delicious,” or “Thank you for inviting me.”) |  | 5 |
| ask questions to get information (1A, 2B, 4B, 5A) |  | 5 |
| seek or offer help (7B) |  | 5 |
| suggest or give advice (10A) |  | 5 |
| extend, accept, or reject an invitation (8A) |  | 5 |
| express… |  |  |
| intentions, wishes and future plans (6B, 11B, 12B) |  | 5 |
| apologies (8A) |  | 5 |
| agreement and disagreement (10B) |  | 5 |
| wishes and preferences (11B, 12A, 12B) |  | 5 |
| opinions (7B, 10B, 12A, 12B) |  | 4 |
| emotions such as sympathy, admiration, anger or  surprise (12A) |  | 4 |
| comparisons (3A, 8B, 9A) |  | 5 |
| talk about my own and others’… |  |  |
| interests and concerns (7A) |  | 4 |
| personality traits and physical features (12A) |  | 2 |
| health conditions (10A) |  | 2 |
| past experiences (7B, 8A, 9A, 9B, 10B) |  | 4 |
| talk about communities in terms of… |  |  |
| weather patterns and conditions (10A) |  | 4 |
| health conditions (10A) |  | 3 |
| the interests of others and of the community at large  (7A, 8B, 10B, 12B) |  | 5 |
| the future plans of others and of the community at  large (6B, 12B) |  | 5 |
| the interests of Latina/o communities in the U.S. (class  and portfolio activities, 8B, 10B) |  | 5 |
| past experiences and events (7B, 8A, 9A, 9B) |  | 4 |
| sometimes correct myself when I speak |  | 5 |

Interpretive Communication

|  |  |  |
| --- | --- | --- |
| **I can…** | **Initials** | **1-5** |
| understand: |  |  |
| polite comments |  | 5 |
| various simple transactions (e.g., making purchases, making a date, rejecting an invitation) |  | 5 |
| telephone conversations |  | 5 |
| weather reports |  | 5 |
| expressions of people’s: |  |  |
| personal interests |  | 5 |
| intentions |  | 5 |
| apologies |  | 5 |
| wishes and preferences |  | 4 |
| future plans |  | 5 |
| comparisons |  | 5 |
| descriptions of experiences and events |  | 5 |
| restate key ideas derived from 7-15 minute oral presentations |  | 3 |
| take notes on oral presentations |  | 5 |
| list the topics in a set of TV news clips |  | 5 |
| understand 2-page readings about the Spanish-speaking world,  especially Latinas and Latinos in the U.S. |  | 5 |

Presentational Communication

|  |  |  |
| --- | --- | --- |
| **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. |  | 2 |
| answer questions about my oral presentation |  | 5 |
| write 2-page reports on topics related to Latinas/os in the U.S. |  | 5 |
| write about my: |  |  |
| interests and concerns |  | 5 |
| intentions |  | 4 |
| wishes and preferences |  | 4 |
| opinions |  | 5 |
| write about: |  |  |
| the interests of others and of the community at large |  | 5 |
| the future plans of others and of the community at large |  | 4 |
| experiences and events |  | 5 |
| make comparisons in writing |  | 5 |
| edit my work based on material covered in class or in the textbook |  | 4 |
| edit my work for frequent errors |  | 5 |