

4th Grade Proficiency Planning Guide: SPANISH

Utah Dual Language Immersion Program

Listening Ability

Proficiency Target: Intermediate Low

How well do 4th Grade Spanish students understand when they listen?

Students can understand sentence-length language, which consists of recombinations of learned utterances in a limited number of content areas (basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions, content of subjects they are studying), particularly if strongly supported by the situational context. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

adapted from the ACTFL Proficiency Guidelines—Listening

When students exhibit Intermediate Low listening proficiency in Spanish, here are some examples of the kinds of things they are able to understand:

| the main idea and a few details (that occur in present, past and future timeframes) |
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| 1. short conversations and oral presentations |
| 2. instructions supported with visuals and/or gestures |
| 3. media presentations on topics familiar to them |
| 4. multi-step instructions on how to do something |
| 5. multi-step directions to get to a location |
| 6. information about subjects they are studying or have studied in school |

Speaking Ability

Proficiency Target: Intermediate Low

How well do 4th Grade Spanish students speak?

The student has a growing ability to create with language and answer questions using simple sentences and some strings of sentences, and to ask questions.

The student has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. The speaker can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. The student handles a limited number of everyday social and subject content interactions and uses a variety of common verbs in present tense to transmit thoughts, although verb formations might not always be accurate. The speaker may use verbs in other time frames (past and future), but they will not be frequent and their accuracy will be highly inconsistent. The person listening to the student may get confused because of grammatical inaccuracies.

adapted from the ACTFL Proficiency Guidelines--Speaking

When students exhibit Intermediate Low speaking ability in Spanish, here are examples of the kinds of things they can do with familiar topics:

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| 1. have a simple conversation on topics of interest |
| 2. express reactions and emotions to others |
| 3. exchange information about school subjects |
| 4. ask questions to gain new information and to keep a conversation going |
| 5. ask for and give examples to help explain something further |
| 6. communicate adequately to take care of daily needs |
| 7. summarize an experience |
| 8. give a presentation on a familiar topic |
| 9. express simple ideas or give an opinion about something being learned |
| 10. tell about something that happens on certain days or at certain events |
| 11. tell about something that happened or will happen (only emerging ability) |

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Reading Ability

Proficiency Target: Novice High

How well do 4th Grade Spanish students read?

These readers can understand fully, and with relative ease, key words and cognates, as well as formulaic phrases, across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages found in their everyday environment. Typically, they are able to understand short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.

adapted from the ACTFL Proficiency Guidelines--Reading

When students exhibit Novice High reading ability in Spanish, here are some examples of the kinds of things they can understand:

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|---|
| 1. basic information on familiar topics |
| 2. information required to complete basic forms |
| 3. short directions and instructions that may be supported by visuals |
| 4. some ideas and information provided in texts |

Writing Ability

Proficiency Target: Novice High

How well do 4th Grade Spanish students write?

These writers are able to meet limited basic practical writing needs relying mainly on practiced material. The language that is produced is generally writer-centered and focused on common, discrete elements of daily life and on the content of subjects the students are learning. Writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

adapted from the ACTFL Proficiency Guidelines--Writing

When students exhibit Novice High writing ability in Spanish, here are some examples of the kinds of things they can do in writing:

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| 1. give basic information about people important to them |
| 2. give basic information about places |
| 3. give basic information about their daily routine |
| 4. give basic information about events (birthday party, an outing) |
| 5. write about self |
| 6. write about something learned at school or in the community |
| 7. write questions to obtain information |



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