**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_**

**Key:** Students move through three levels of language control in each proficiency level.

**CC Conceptual Control** – Student has an idea of what is expected in the proficiency level but cannot yet put

it into practice.

**PC Partial Control** –Student is able to demonstrate some characteristics of the proficiency level, but cannot

sustain usage.

 **FC Full Control** –Student is able to independently and consistently demonstrate characteristics of the

proficiency level.



**AZ Strand Interpersonal Communication:** Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

**Performance Toward Proficiency Target: Novice Low**

Students are able to communicate on some very familiar topics using single words and phrases that have been practiced and learned.

*When students exhibit Novice Low Interpersonal Communication performance in Spanish, here are some examples of what students can do:*

|  |  |  |
| --- | --- | --- |
| **Jan.** | **May** | **TARGETS** |
|  |  | I can greet my peers. |
|  |  | I can introduce myself to someone. |
|  |  | I can answer a few simple questions. |

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**AZ Strand Presentational Speaking:** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

**Performance Toward Proficiency Target: Novice Low**

Students are able to present information about self and other familiar topics using single words or practiced phrases.

*When students exhibit Novice Low presentational speaking performance in Spanish, here are some examples of what students can do:*

|  |  |  |
| --- | --- | --- |
| **Jan.** | **May** | **TARGETS** |
|  |  | I can recite words and phrases I have learned. |
|  |  | I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. |
|  |  | I can introduce myself to a group. |
|  |  | I can recite short memorized phrases, parts of poems, and rhymes. |

****

 **AZ Strand Presentational Writing:** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.

**Performance Towards Proficiency Target: Novice Low**

Students are able to copy some familiar words, characters, or phrases.

*When students exhibit Novice Low writing performance in Spanish, here are some examples of what students can do:*

|  |  |  |
| --- | --- | --- |
| **Jan.** | **May** | **TARGETS** |
|  |  | I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer. |
|  |  | I can write words and phrases that I have learned. |
|  |  | I can label familiar people, places, and objects in pictures and posters. |



**AZ Strand Interpretive Listening:** Understand, interpret, and analyze what is heard on a variety of topics.

**Performance Towards Proficiency Target: Novice Low**

Students are able to recognize a few familiar words or phrases.

*When students exhibit Novice Low listening performance in Spanish, here are some examples of what students can do:*

|  |  |  |
| --- | --- | --- |
| **Jan.** | **May** | **TARGETS** |
|  |  | I can occasionally identify the sound of a character or a word. |
|  |  | I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures. |

**AZ Strand Interpretive Reading:** Understand, interpret, and analyze what is read or viewed on a variety of topics.

**Performance Towards Proficiency Target: Novice Low**

Students are able to recognize a few letters or characters and learned words and phrases.

*When students exhibit Novice Low reading performance in Spanish, here are some examples of what students can do:*

|  |  |  |
| --- | --- | --- |
| **Jan.** | **May** | **TARGETS** |
|  |  | I can recognize a few letters or characters. |
|  |  | I can connect some words, phrases, or characters to their meaning. |