

Spanish – 6th through 8th grade

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard Students will:	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
Demonstrate comprehensible speech.	Demonstrate comprehensible pronunciation in speech cueing and supports.	Produces speech that contains common errors that are familiar to speakers of multiple languages; spells phonetically and correctly produces some common words.	Pronounces many proper nouns, action verbs and pronouns; spells many targeted common words correctly; uses most basic print and punctuation conventions; composes and records messages with supports; fills in some text based on words from known song or story; writes some simple descriptive sentences with supports.	Pronounces proper nouns, action verbs and pronouns; spells targeted common words correctly; produces and uses basic print and punctuation conventions; composes and records a message (e.g., advertisement, weather report; phone message, etc.); orally summarizes the plot of a folktale (i.e., beginning, middle, end); fills in text based on words from known song or story; writes simple descriptive sentences with supports.	Meets Level 4 expectations with a greater command of language structures, vocabulary and idioms than is expected of grade level peers.
Evidence understanding on a variety of topics.	Derives minimal meaning from text; responds with basic information with guidance.	Understands and responds to questions regarding meaning of simple texts on familiar topics; able to process and respond to questions with concrete facts from non-fiction texts.	Decodes new vocabulary with cueing; recognize some cognates and derives some meaning from a given text with guidance; reads aloud a passage with some correct interaction and pronunciation; listens to specific short narrative texts and retells main storyline; comprehends	Decodes new vocabulary by using contextual clues and drawing on words and phrases from prior studies; identifies cognates and derives meaning from a given text; reads aloud a familiar passage with correct interaction and pronunciation; reads or listens to short narrative	Meets Level 4 expectations with a greater command of language structures, vocabulary and idioms than is expected of grade level peers.

			main idea of an oral announcement or text with cueing; uses some basic print and punctuation conventions with guidance.	texts and retells main storyline; comprehends main idea of an oral or written announcement or text by using contextual clues; reads and prepares a simple activity involving a series of steps; uses basic print and punctuation conventions.	
Provide responses based on a variety of topics.	Provide responses with guidance.	Provides yes and no responses to abstract questions and basic responses to concrete questions; occasionally expands on concrete responses.	Gives and responds to some simple commands or instructions to/from classmates and teacher with cueing; relates a favorite pastime; describes specific daily routines; gives timeframe for when a specific activity is performed; identifies themselves or members of their extended family; uses specific prepositional phrases to identify location of places and things; expresses some likes and dislikes on a specific topic.	Responds to simple commands or instructions from a classmate and teacher (e.g., stand up, sit down, come here, raise your hand please, write your name); relates favorite pastimes; describes animals, their movements and their habitats; asks and responds in simple conversations to questions about self, family members and relationships (e.g., How are you? Who are your family members? How many ___ in your family?); identifies and describe themselves and members of their extended family; uses prepositional phrases to identify locations of places and things; express likes and dislikes on a variety of topics.	Meets Level 4 expectations with a greater command of language structures, vocabulary and idioms than is expected of grade level peers.