

3rd Grade Proficiency Planning Guide: SPANISH
Eanes ISD Spanish Immersion Program

Listening Ability

Proficiency Target: Novice High

How well do 3rd Grade Spanish students understand when they listen?

Students are able to understand short, learned utterances and some sentence length utterances, particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions, statements, high frequency commands and courtesy formulae. At this level, students may require repetition, rephrasing and/ or a slowed rate of speech for comprehension.

adapted from the ACTFL Proficiency Guidelines—Listening

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

- short simple conversations about daily life, routines and other familiar topics
- short, simple descriptions of people
- Short simple messages and announcements
- Information pertaining to subject area and content
- directions and instructions limited to one or two steps
- Simple stories that follow a logical order and are supported by props, visuals and /or gestures

Speaking Ability

Proficiency Target: Novice High

How well do 3rd Grade Spanish students speak?

They are able to successfully manage a number of uncomplicated communicative tasks in straightforward social situations. Conversation pertains to predictable topics such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs, in addition to the content from subjects they are learning. These speakers respond to simple, direct questions or requests for information. When they inquire about something, their questions tend to be formulaic rather than tailor-made to the context.

These speakers are able to express themselves by relying heavily on learned phrases or recombinations of these phrases and what they hear from their speaking partner. Their language, which consists mostly of short and sometimes incomplete sentences in present time, may only partially communicate what it intended. First language may strongly influence pronunciation, as well as vocabulary and syntax, as they attempt to personalize their language. Frequent misunderstandings may arise but, with repetition or rephrasing, sympathetic speaking partners who are used to non-natives can generally understand these speakers.

adapted from the ACTFL Proficiency Guidelines--Speaking

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

- ask and give basic information about people
- ask and give basic information about places
- ask and give basic information about their daily routine
- ask and give basic information events (birthday party, an outing)
- ask questions to gain new information
- exchange information with other people about what to do, where to go and when to meet
- tell what happens at a particular kind of event (birthday party, sports event)
- tell how to do something (ex. play a game, make food, solve a math problem)
- give simple directions to a location

