

Student Progress Card • Spanish 2

Name _____

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 his/her initials in the “Initials” column. Remember you can sign up to meet CTL conversation partners at <http://tutoring.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 materials is the online version of this progress card at the Spanish Language Program website: <http://spanlang.stanford.edu>.

Interpersonal Communication

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

Interpretive Communication

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

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