

2nd Grade Spanish Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	AS	IPS
READING				
Uses sounds & spelling patterns to decode written language [Reading/Beginning Reading Skills/Phonics]	2(A) decode words in context and in isolation by applying the letter-sound relationships in different syllabic structures; open (CV) and closed syllable (CVC) diphthongs(viernes, pie fui), hiatus (e.g. fideo, poeta) consonant blends (e.g. bra/bra-zo, glo/glo-bo	Decodes two---syllable nonsense words and regular multi-syllabic words.	Decodes one-syllable nonsense words and regular two---syllable words.	Decodes mono-syllabic words.
	2(B) use orthographic rules to segment and combine syllables including vowel diphthongs;(e.g. pue-de, sien-te, va-ca).	Independently uses orthographic rules to segment and combine syllables including vowel diphthongs (e.g. pue-de, sien-te, va-ca)	Independently uses orthographic rules to segment and combine syllables including vowel diphthongs (e.g. pue-de, sien-te, va-ca) 3 out of 5 times	With teacher Assistance can use orthographic rules to segment and combine syllables including vowel diphthongs (e.g. pue-de, sien-te, va-ca)
	2(C) decode words with silent "h" with increasing accuracy.	Uses knowledge of silent "h" to decode words while reading	Uses knowledge of silent "h" to decode words while reading 3 out of 5 times	With teacher assistance can decode words with silent "h" while reading.
	2(D) become familiar with words that use syllables que-,qui, as in queso and quito, gue-, gui- as in guiso and juguete, güe, güi as in pingüino and agüita.	Is familiar with words that use syllables que-,qui, as in queso and quito, gue-, gui- as in guiso and juguete, güe, güi as in pingüino and agüita.	Is familiar with words that use syllables que-,qui, as in queso and quito, gue-, gui- as in guiso and juguete, güe, güi as in pingüino and agüita 3 out of 5 times	With Teacher assistance can decode words that use syllables que-,qui, as in queso and quito, gue-, gui- as in guiso and juguete, güe, güi as in pingüino and agüita
	2(E) decode words that have the same sounds represented by different letters with increased accuracy (e.g. "r" and "rr" as in ratón and perro, "ll" and "y" as in llave and yate, "g" and "j" as in gigante and jirafa, "c", "k", and "q" as in casa, kilo and quince etc...	Independently decodes words that have the same sounds represented by different letters with increased accuracy (e.g. "r" and "rr" as in ratón and perro, "ll" and "y" as in llave and yate, "g" and "j" as in gigante and jirafa, "c", "k", and "q" as in casa, kilo and quince etc...	At times can decode words that have the same sounds represented by different letters with increased accuracy (e.g. "r" and "rr" as in ratón and perro, "ll" and "y" as in llave and yate, "g" and "j" as in gigante and jirafa, "c", "k", and "q" as in casa, kilo and quince etc... 3 out of 5 times	With teacher assistance can decode words that have the same sounds represented by different letters with increased accuracy (e.g. "r" and "rr" as in ratón and perro, "ll" and "y" as in llave and yate, "g" and "j" as in gigante and jirafa, "c", "k", and "q" as in casa, kilo and quince etc...
	2(F) read words with common prefixes (e.g., in-,des-) and suffixes (e.g.,-mente,-dad,-oso)	Independently reads words with common prefixes and suffixes	Reads words with common prefixes and suffixes 3 out of 5 times.	With teacher assistance Reads common prefixes and suffixes
	2(G) identify and read abbreviations (e.g., Sr., Dra)	Independently identifies and reads abbreviations.	Identifies and Reads abbreviations 3 out of 5 times.	With teacher assistance identifies and reads abbreviations
	2(H) identify the stressed syllable (sílabo tónica)	Independently identifies the stressed syllable ((sílabo tónica)	Identifies the stressed syllable ((sílabo tónica) 3 out of 5 times	With teacher assistance identifies the stressed syllable ((sílabo tónica)
	2(i) decode words with an orthographic accent (papá, avión)	Independently decodes words with an orthographic accent (papá, avión)	Decodes words with an orthographic accent (papá, avión) 3 out of 5 times	With teacher assistance decodes words with an orthographic accent (papá, avión)
2(J) use knowledge of the meaning of base words to identify and read compound words (sacapuntas, abrelata, salvavida)	Independently applies knowledge of the meaning of base words to identify and read compound words.	Applies the knowledge of the meaning of base words to identify and read compound words. 3 out of 5 times	With teacher assistance uses the meaning of base words to identify and read compound words.	
Comprehends a variety of text drawing on useful strategies as needed	3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	Makes predictions, interpretations and/or draws conclusions and justifies response with	Makes predictions, interpretations, and/or draws conclusions, but does	Does not make predictions, interpretations, or draw conclusions

[Reading/Beginning Reading Skills/Strategies]		information from the text; some teacher prompting may be necessary	not justify response with information from the text	
	3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	Student listens critically, responds appropriately, and asks questions that add clarification as well as new ideas to the topic.	Student asks appropriate questions on a topic to better understand it.	Maintains focus on a given topic, independently and responds on topic when asked a question.
	3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	States the purpose for reading identifies three ways to make an adjustment with understanding breaks down.	Identifies different purposes for reading and identifies one way to make an adjustment with understanding breaks down.	Identifies different purposes for reading with teacher support.
Reads grade level text with fluency and comprehension	(4) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Reads with appropriate expression and pacing.	Reads with pacing that interferes with comprehension.	Decodes grade level material with support.
Reads on target level	EDL2 Reading Level			

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Determines the meaning of new words then uses them when reading and writing [Reading/Vocabulary Development]	5(A) use prefixes and suffixes to determine the meaning of words; e.g. componer/descomponer obedecer/desobedecer)	Predicts the meaning of unfamiliar words using simple prefixes and suffixes.	Understands the meaning of simple prefixes and suffixes.	Recognizes simple prefixes or suffixes in words
	5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	Uses context to independently identify the relevant meaning	Uses context to identify the relevant meaning of unfamiliar	Clarifies meaning of unfamiliar words by using context clues
	5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	Identifies and can explain common synonyms and antonyms.	Identifies common synonyms or antonyms.	Describes words as same or opposite.
	5(D) alphabetize a series of words and use a dictionary or a glossary to find words.	Independently alphabetizes words and uses a dictionary or glossary when needed.	Alphabetizes words to the 1 st or 2 nd letter and uses a dictionary or glossary to find words.	Alphabetizes words and locates a given word in the dictionary using knowledge of the alphabet with teacher assistance.
Analyzes and makes inferences about varied literary text and uses text evidence to support	THEME AND GENRE 6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and	Independently identify the moral theme in a well-known story or fable and personal experiences.	Identify a lesson learned in a well-known story or fable and personal experiences.	Identify a lesson learned in a well-known story or fable and personal experiences with teacher assistance.
	THEME AND GENRE 6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	Independently explain the function of recurring phrases in traditional folk and fairy tales 4 out of 5 times.	Explain the function of recurring phrases in traditional folk and fairy tales 3 out of 5 times.	Explain the function of recurring phrases in traditional folk and fairy tales with teacher assistance.
	POETRY 7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry.	Independently respond to and use rhythm, rhyme, and alliteration in poetry.	Respond to poetry using 2 out of the 3 elements.	Responds to poetry with teacher assistance.
	DRAMA 8(A) identify the elements of dialogue and use them in informal plays.	Independently identify elements of dialogue and use them in informal plays.	Identify elements of dialogue in informal plays.	Identify elements of dialogue in informal plays with teacher assistance.
	FICTION 9(A) describe similarities and differences in the plots and settings of several works by the same author;	Independently describe similarities and differences in the plots and settings of several works by the same author.	Describe similarities and differences in the plots and settings in at least two works by the same author.	Describe similarities and differences in the plots and settings in at least two works by the same author with teacher assistance.
	FICTION 9(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	Describes characters in works of fiction and the reasons for their actions and feelings.	Describes characters in works of fiction and his/her feelings.	Identifies characters in works of fiction.
	LITERARY NONFICTION 10(A) distinguish between fiction and nonfiction.	Independently determine whether a story is fiction or nonfiction.	Determine whether a story is fiction or nonfiction 3 out of 5 times.	Determine whether a story is fiction or nonfiction with teacher assistance.
	SENSORY LANGUAGE 11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	Independently recognizes sensory details 4 out of 5 times.	Recognizes sensory details 3 out of 5 times.	Recognizes sensory details with teacher assistance.
Reads independently for sustained periods of time and demonstrates understanding	1 2(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	Independently reads for a sustained period of time and can paraphrase what the reading was about.	Independently reads for a sustained period of time and attempts to paraphrase what the reading was about.	Inconsistently reads for a sustained period of time and can paraphrase what the reading was about

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				with teacher assistance.
Analyzes and makes inferences about varied informational text and uses text evidence to support	CULTURE AND HISTORY 13(A) identify the topic and explain the author's purpose in writing the text.	Independently identify the topic and explain the author's purpose.	Identify the topic and attempt to explain the author's purpose.	Identify the topic with teacher assistance.
	EXPOSITORY 14(A) identify the main idea in a text and distinguish it from the topic;	Independently identify the topic and distinguish it from the topic.	Attempts to identify the topic and distinguish it from the topic.	Identify the topic and distinguish it from the topic with teacher assistance.
	EXPOSITORY 14(B) locate the facts that are clearly stated in a text;	Independently identify important facts or details in text.	Identify facts or details in text.	Identify facts or details in text with teacher assistance.
	EXPOSITORY 14(C) describe the order of events or ideas in a text;	Independently retells the order of events in a text using support from the text.	Recalls/retells the beginning, middle, or end of story.	Recalls/retells basic concepts of story with teacher assistance.
	EXPOSITORY 14(D) use text features (e.g., tables of contents, index, headings) to locate specific information in text.	Independently use a variety of text features to locate specific information in text.	Use at least two different text features to locate information in text.	Use text features to locate information in text with teacher assistance.
	PROCEDURAL 15(A) follow written multi-step directions;	Independently follow written multi-step directions with picture cues.	Follow 3 out of 5 steps of written directions with picture cues.	Follow written directions with picture cues and teacher assistance.
	PROCEDURAL 15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	Use common graphic features to assist in the interpretation of text 4 out of 5 times.	Use common graphic features to assist in the interpretation of text 3 out of 5 times.	Use common graphic features to assist in the interpretation of text with teacher assistance.
Knows when and how to apply a flexible range of reading strategies	FIG19 (A) establish purposes for reading selected texts based upon content to enhance comprehension;	Compares different purposes for reading a variety of texts.	States the purpose for reading.	Identifies different purposes for reading.
	FIG19 (B) ask literal questions of text;	Can ask and answer questions and begin to provide evidence from the text.	Beginning to ask and answer questions; unable to support with evidence from the text.	Unable to ask or answer questions; gives inappropriate or off topic responses.
	Fig19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);	Identifies difficulties and articulates need to solve the problem, but does not use strategies independently to solve the problem; may need teacher guidance.	Identifies difficulties, but does not articulate need to solve problem or articulate the problem area.	Does not identify difficulties or problem areas.
	FIG19 (D) make inferences about text using textual evidence to support understanding;	Makes predictions, interpretations and/or draws conclusions and justifies response with information from the text; some teacher prompting may be necessary.	Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text.	Does not make predictions, interpretations, or draw conclusions.
	FIG19 (E) retell important events in stories in logical order; and	Retells all key elements of the text in logical sequence.	Randomly retells some elements of the text.	Unable to retell elements of the text.

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	FIG19 (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Relates background knowledge/experience to text.	Talks about what text reminds them of, but cannot explain how it relates to the text.	Does not make connections to the text.
WRITING				
Uses elements of the writing process to compose text	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Detailed evidence shows time spent generating ideas and brainstorming (draw, share ideas, list key ideas).	Some evidence that shows time spent generating ideas and brainstorming.	Little to no time spent generating ideas and brainstorming.
	17(B) develop drafts by sequencing ideas through writing sentences;	Develop drafts by sequencing ideas through writing sentences.	Some evidence shows development of drafts by sequencing ideas through writing sentences.	Little to no evidence shows development drafts by sequencing ideas through writing sentences.
	17(C) revise drafts by adding or deleting words, phrases, or sentences;	Revise drafts by adding or deleting a word, phrase, or sentence.	Attempts to revise drafts by adding details or sentences.	Attempts to revise drafts by adding details or sentences with teacher assistance.
	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Edits drafts for grammar, punctuation, and spelling using a rubric.	Attempts to edit drafts for grammar, punctuation, and spelling using a rubric.	Little to no time spent editing drafts for grammar, punctuation, and spelling.
	17(E) publish and share writing with others.	Publish and share writing with others.	Attempts to publish and share writing with others.	No effort is made to publish and share writing with others.
Writes literary texts to express feelings and ideas	18(A) write brief stories that include a beginning, middle, and end; and	Writes brief narratives that move through a logical sequence of events and includes clear beginning, middle, and end with transitions.	Writes brief narratives with a simple sequence of events and includes clear beginning, middle, and end.	Writes multiple sentences describing a story.
	18(B) write short poems that convey sensory details.	Independently write short poems that convey sensory details.	Write short poems that attempt to convey sensory details.	Attempts to write short poems with teacher assistance.
Writes expository texts to communicate ideas	19(A) write brief compositions about topics of interest to the student;	Independently writes brief compositions about topics of interest to the student.	Writes multiple sentences that describe a topic of interest (real object, person, place, or event)	Uses words, phrases or a sentence to describe a topic of interest.
	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	Independently write short letters with a chronological or logical sequence and includes appropriate conventions including, date, salutation, and closing.	Write short letters with a chronological or logical sequence and attempts appropriate conventions.	Writes loosely related ideas around a topic and includes some parts of a friendly letter.
	19(C) write brief comments on literary or informational texts.	Independently write brief comments on literary or informational texts.	Attempts to write brief comments on literary or informational texts.	Write brief comments on literary or informational texts with teacher assistance.
Writes persuasive texts to influence the attitudes of a specific audience	20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community	Independently write brief persuasive statements about important issues.	Attempts to write brief persuasive statements about important issues.	Write brief persuasive statements about important issues with teacher assistance.
CONVENTIONS				

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Understands and uses correct functions of grammar when speaking and writing [Conventions]	21 (A) understand and use the following parts of speech in the context of reading, writing, and speaking: verbs (pas/present/future); nouns (singular/plural/common/proper); adjectives descriptive, (Viejo, maravilloso); article (un, una, la, el)adverbs (e.g. time: antes, despues manner cuidadosamente); prepositions; pronouns (eg. el su) time-order transition words;	Identifies and understands the parts of speech in reading, writing and speaking.	Identifies and uses some parts of speech when speaking, reading and writing	With teacher assistance can identify and use parts of speech in reading, speaking and writing.
	21 (B) distinguish among declarative, exclamatory, imperative and interrogative sentences.	Independently distinguish among declarative, exclamatory, and interrogative sentences.	Identify declarative, exclamatory, imperative and interrogative sentences.	Identify declarative, exclamatory, imperative, and interrogative sentences with teacher assistance
Writes legibly and uses appropriate capitalization and punctuation [Handwriting, Capitalization, Punctuation]	22 (A) write legibly leaving appropriate margins for readability;	Creates readable documents with legible handwriting and appropriate margin spacing.	Attempts to write legibly when forming letters, words, and sentences	Prints letters, words, and sentences without attending to proper spacing.
	22(B) use capitalization for: proper nouns, the salutation and closing of a letter; and	Capitalizes the first word of a sentence, proper nouns, months and days of the week; the salutation and closing of a letter.	Capitalizes the first word of a sentence and proper nouns.	Uses capitalization randomly in writing.
	22(C) understand that months and days of the year are not capitalized	Understands and does not capitalize months and days of the year.	Capitalizes the months and days of the year 3 out of 5 times	With teacher assistance understands that months and days of the year are not capitalized
	22(D) recognize and use punctuation marks, including: beginning and ending punctuation in sentences;	Recognizes and uses beginning and ending punctuation marks in sentences	Recognizes the correct usage of punctuation. Correctly uses ending punctuation marks.	Uses punctuation randomly in writing.
	22 (E) identify read and write abbreviations (eg, Srta, Dr.)	Identifies reads and writes abbreviations (eg, Srta, Dr.)	Identifies reads and writes abbreviations (eg, Srta, Dr.) 3 out of 5 times	With teacher assistance Identifies reads and writes abbreviations (eg, Srta, Dr.)
Uses sounds, spelling patterns, and high frequency words to approximate correct spelling	23(A) become familiar with words using orthographic patterns including syllables with hard/r/, soft /r/, silent h, que-, qui-, as in queso and quito que-, gui-, as in guiso and juguete queso and quito güe and güi as in paraguero and agüita. Words that have the same sound represented by different letters. Words using "n" before "v", "m" before "b" and "m" before "p"	Is familiar with words using using orthographic patterns including syllables with hard/r/, soft /r/, silent h, que-, qui-, gue-, gui-, güe and güi etc..	Is familiar with words using orthographic patterns including syllables with hard/r/, soft /r/, silent h, que-, qui-, gue-, gui-, güe and güi etc.. 3 out of 5 times	Is familiar with words using orthographic patterns including syllables with hard/r/, soft /r/, silent h, que-, qui-, gue-, gui-, güe and güi etc.. with teacher assistance
	23(B)spell words with consonant blends (e.g. bra/bra-zo, glo/glo-bo)	Independently Spells words with consonant blends (e.g. bra/bra-zo, glo/glo-bo)	Spells words with consonant blends (e.g. bra/bra-zo, glo/glo-bo) 3 out of 5 times	Spells words with consonant blends (e.g. bra/bra-zo, glo/glo-bo) with teacher assistance

	23(C) spell the plural form of words ending in “z” by replacing the “z” with “c” before adding –es (e.g., lapiz, lápices, feliz, felices)	Can spell the plural form of words ending in “z” by replacing the “z” with “c” before adding –es	Can spell the plural form of words ending in “z” by replacing the “z” with “c” before adding –es 3 out of 5 times	Can spell the plural form of words ending in “z” by replacing the “z” with “c” before adding –es with teacher assistance
	23(D) use knowledge of syllabic sounds, word parts, word segmentation and syllabication to spell.	Uses knowledge of syllabic sounds, word parts, sound segmentation and syllabication to spell words 4 out of 5 times	Uses knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell words 3 out of 5 times	Uses knowledge of syllabic sounds, word parts, word segmentation and syllabication to spell words with teacher assistance
	23(E) Spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g. feliz, canción)	Spells words that have a prosodic accent or orthographic accent on the last syllable (palabras agudas) (e.g. feliz, canción) 4 out of 5 times	Spells words that have a prosodic accent or orthographic accent on the last syllable (palabras agudas) (e.g. feliz, canción) 3 out of 5 times	Spells words that have a prosodic accent or orthographic accent on the last syllable (palabras agudas) (e.g. feliz, canción) with teacher assistance
	23 (F) Become familiar with words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) e.g. casa árbol	Is familiar with words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) e.g. casa árbol 4 out of 5 times	Is familiar with words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) e.g. casa árbol 3 out of 5 times	Is familiar with words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) e.g. casa árbol with teacher assistance
	23(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde como)	uses accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde como) 4 out of 5 times	uses accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde como) 3 out of 5 times	uses accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde como) with teacher assistance
	23(H) mark accents appropriately when conjugating verbs in the simple past in the indicative model (e.g., corrió, jugó)	Can mark accents appropriately when conjugating verbs in the simple past in the indicative model (e.g., corrió, jugó) 4 out of 5 times	Can mark accents appropriately when conjugating verbs in the simple past in the indicative model (e.g., corrió, jugó) 3 out of 5 times	Can mark accents appropriately when conjugating verbs in the simple past in the indicative model (e.g., corrió, jugó) with teacher assistance
	23(I) Identify read and write abbreviations (e.g. Sra. Dra)	Independently Identifies, reads and writes abbreviations (e.g. Sra. Dra)	Identifies, reads and writes abbreviations (e.g. Sra. Dra) 3 out of 5 times	Identifies, reads and writes abbreviations (e.g. Sra. Dra) with teacher assistance
	23(J) Use resources to find correct spellings	Can independently use resources to find correct spellings	Attempts to use resources to find correct spellings	Uses resources to find correct spellings with teacher assistance

