

3rd Grade Spanish SBRC Rubric

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]	1(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio)	Applies orthographic rules to segment and combine syllables including diphthongs 4 out of 5 times..	Uses orthographic rules to segment and combine syllables including diphthongs 3 out of 5 times	Uses orthographic rules to segment and combine syllables including diphthongs With teacher assistance
	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.
	1(C) 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.	Decode words applying knowledge of syllables que-,qui, as in queso and quito, gue-, gui- as in guiso and juguete, güe, güi as in pingüino and agüita. 4 out of 5 times.	Decode words applying knowledge of 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.	Decode words applying knowledge syllables que-,qui, as in queso and quito, gue-, gui- as in guiso and juguete, güe, güi as in pingüino and agüita. with teacher assistance.
	1(D) develop automatic recognition of 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 reads and identifies words with the same sounds represented by different letters with automaticity.	Reads and identifies words with the same sounds represented by different letters with automaticity 3 out of 5 times	Reads words with the same sounds represented by different letters with teacher assistance.
	1(E) reads 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
	1(F) identify the stressed syllable (sílabá tónica)	Independently identifies the stressed syllable ((sílabá tónica)	Identifies the stressed syllable ((sílabá tónica) 3 out of 5 times	With teacher assistance identifies the stressed syllable ((sílabá tónica)
	1(G) decode words with an orthographic accent (día, También, después)	Independently decodes words with an orthographic accent (día, También, después)	Decodes words with an orthographic accent (día, También, después) 3 out of 5 times	With teacher assistance decodes words with an orthographic accent (día, También, después)
	1(H) 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.
	1(I) Monitor accuracy in decoding words that have the same sound represented by different letters	Decodes words that have the same sound represented by different letters 4 out of 5 times	Decodes words that have the same sound represented by different letters 3 out of 5 times	With teacher assistance decodes words that have the same sound represented by different letters.
Comprehends a variety of text drawing on useful strategies as needed [Reading/Beginning Reading Skills/Strategies]	2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs.	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.

	2(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, and independently responds on topic when asked a question.
	2(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).111	States the purpose for reading and identifies three ways to make an adjustment when understanding breaks down.	Identifies different purposes for reading and identifies one way to make an adjustment when understanding breaks down.	Identifies different purposes for reading with teacher support.
Reads grade level text with fluency and comprehension	3(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Reads with appropriate pacing, intonation and expression and explains main ideas and events.	Reads with pacing that interferes with comprehension and recalls main ideas and events.	Decodes grade level material with support and recalls main ideas and events.
Determines the meaning of unfamiliar words then uses them when reading and writing	4(A) identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots;	Predicts the meaning of unfamiliar words using simple prefixes and suffices.	Understands the meaning of simple prefixes and suffixes.	Recognizes simple prefixes or suffixes in words
[Reading/Vocabulary Development]	4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; (e.g., vino-la, bebida vino-del verbo venir)	Uses context to independently identify the relevant meaning of unfamiliar words or multiple-meaning	Uses context to identify the relevant meaning of unfamiliar words and multiple-meaning words.	Uses context to identify the relevant meaning of unfamiliar words with teacher assistance.

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		words and homographs.		
	4(C) identify and use antonyms, synonyms, and homophones; (e.g. tubo, tuvo)	Identifies and can use synonyms, antonyms, and homophones.	Identifies synonyms, Antonyms and homophones	Identifies synonyms, antonyms, and homophones with teacher assistance.
	4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);	Identify and apply playful uses of language 4 out of 5 times.	Identify playful uses of language 3 out of 5 times.	Identify playful uses of language with teacher assistance.
	4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Alphabetize words to the third letter and independently uses a dictionary when needed.	Alphabetize words to the second letter and understands the parts of an entry and how to use them for the given purpose	Alphabetize to the first letter and locate a given word in the dictionary using knowledge of the alphabet.
Analyzes and makes inferences about varied literary text and uses text evidence to support	THEME AND GENRE 5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Independently paraphrase the themes and supporting details of fables, legends, myths, and stories.	Paraphrase the themes and provide some supporting details of fables, legends, myths, and stories.	Paraphrase the themes and some supporting details with teacher assistance.
	THEME AND GENRE 5(B) compare and contrast the settings in myths and traditional folktales.	Independently compare and contrast the settings in myths and traditional folktales 4 out of 5 times.	Compare and contrast the settings in myths and traditional folktales 3 out of 5 times.	Compare and contrast the settings in myths and traditional folktales with teacher assistance.
	POETRY 6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	Independently describe the characteristics of various poetry (narrative/ lyrical/ humorous/ free verse) and how they create imagery.	Describe the characteristics of various poetry 3 out of 5 times.	Describe the characteristics of various poetry with teacher assistance.
	DRAMA 7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	Independently explain the elements of plot and character as presented in dialogue.	Explain some the elements of plot and character.	Explain the elements of plot and character with teacher assistance.
	FICTION 8(A) sequence and summarize the plot's main events and explain their influence on future events;	Independently sequence and summarize the plot's main events and explain their influence on future events.	Sequence and summarize the plot's main events.	Sequence and summarize the plot's main events with teacher assistance.
	FICTION 8(B) describe the interaction of characters including their relationships and the changes they undergo;	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 8(C) identify whether the narrator or speaker of a story is first or third person.	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 9(A) explain the difference in point of view between a <u>biography and autobiography.</u>	Independently determine explain the difference in point of view between a biography and autobiography.	Determine whether a text is a biography or autobiography 3 out of 5 times.	Determine whether a text is a biography or autobiography with teacher assistance.

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	SENSORY LANGUAGE 10(A) identify language that creates a graphic, visual experience and appeals to the senses.	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	11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order reading log or journal; participate in book talks).	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 with teacher assistance.
Analyzes and makes inferences about varied informational text and uses text evidence to support	CULTURE AND HISTORY 12(A) identify the topic and locate the author's stated purposes in writing the text.	Independently identify the topic and locate the author's stated purpose.	Identify the topic and attempt to locate the author's stated purpose.	Identify the topic and author's stated purpose with teacher assistance.
	EXPOSITORY 13(A) identify the details or facts that support the main idea;	Independently identify the details or facts that support the main idea.	Identify the details or facts that loosely support the main idea.	Identify the details or facts that support the main idea with teacher assistance.
	EXPOSITORY 13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	Independently draw conclusions from facts presented in text and support those assertions with textual evidence.	Draw conclusions from facts presented in text.	Draw conclusions from facts presented in text with teacher support.
	EXPOSITORY 13(C) identify explicit cause and effect relationships among ideas in texts;	Independently identify explicit cause and effect relationships among ideas in texts.	Identify cause and effect relationships in texts.	Identify cause and effect relationships in texts with teacher assistance.
	EXPOSITORY TEXT 13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of 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.
	PERSUASIVE 14(A) identify what the author is trying to persuade the reader to think or do	Independently identify what the author is trying to persuade the reader to think or do.	Attempts to identify what the author is trying to persuade the reader to think or do.	Identify what the author is trying to persuade the reader to think or do with teacher assistance.
	PROCEDURAL 15(A) follow and explain a set of 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) locate and use specific information in graphic features of text.	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 own or others' desired outcome to enhance comprehension;	Establishes purpose for reading based on desired outcomes to enhance comprehension.	Compares different purposes for reading a variety of texts.	States the purpose for reading.
	FIG19 (B) ask literal, interpretive, and evaluative questions of text;	Asks and answers different types of questions; and finds evidence in the text to support questions and answers.	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.
	Fig19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);	Identifies difficulties, articulates need to solve the problem and identifies the appropriate strategy to solve the problem	Identifies difficulties and articulates need to solve the problem, but does not use strategies independently to solve the problem; may	Identifies difficulties, but does not articulate need to solve problem or articulate the problem area.

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		(i.e. using meaning, visual, or structural cues.	need teacher guidance.	
	FIG19 (D) make inferences about text and use textual evidence to support understanding;	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs.	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.
	FIG19 (E) summarize information in text, maintaining meaning and logical order; and	Retells elements of the text in logical sequence with some extension to overall theme, message, or background knowledge.	Retells all key elements of the text in logical sequence.	Randomly retells some elements of the text.
	FIG19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	Links background knowledge and examples from the text to enhance comprehension and/or interpretation.	Relates background knowledge/experience to text.	Talks about what text reminds them of, but cannot explain how it relates to the text.

WRITING

Uses elements of the writing process to compose text	17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	Detailed evidence shows time spent planning drafts by considering genre and audience (graphic organizers, logs, journals).	Some evidence that shows time spent planning drafts by considering genre and audience (graphic organizers, logs, journals).	Little to no time spent planning drafts by considering genre and audience (graphic organizers, logs, journals).
	17(B) develop drafts by categorizing ideas and organizing them into paragraphs;	Develop drafts by categorizing ideas and organizing them into paragraphs.	Some evidence shows development of drafts by categorizing ideas and organizing them into paragraphs.	Little to no evidence shows development drafts by categorizing ideas and organizing them into paragraphs.
	17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	Revise drafts for coherence, organization, use of simple/compound sentences, and audience.	Attempts to revise drafts for coherence, organization, use of simple/compound sentences, and audience.	Attempts to revise drafts by adding or deleting a word, phrase, or sentence.
	17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	Edits drafts for grammar, mechanics, and spelling using a rubric.	Attempts to edit drafts for grammar, mechanics, and spelling using a rubric.	Little to no time spent editing drafts for grammar, mechanics, and spelling.
	17(E) publish written work for a specific audience.	Publish written work for a specific audience.	Attempts to publish written work for a specific audience.	No effort is made to publish written work for a specific audience.
Writes literary texts to express feelings and ideas	18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	Writes imaginative stories that build the plot to a climax and contain details about the characters and setting.	Writes imaginative stories that move through a developed sequence of events that contains details about character and setting.	Writes imaginative stories that include a beginning, middle, and end.
	18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	Independently write poems that convey sensory details using	Write poems that convey sensory details and attempts to use	Write poems that convey sensory details and attempts to use

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		rhyme, meter, and patterns of verse.	rhyme, meter, and patterns of verse.	rhyme, meter, and patterns of verse with teacher assistance.
Writes about personal experiences	19(A) write about important personal experiences.	Independently write important personal experiences that move through a developed sequence of events.	Attempts to write important personal experiences that move through a developed sequence of events.	Writes about personal experiences with teacher assistance.
Writes expository texts to communicate ideas and information	20(A) create brief compositions that: establish a central idea in a topic sentence; include supporting sentences with facts, details and explanations; contain a concluding statement;	Write brief compositions that: establish a central idea in a topic sentence; include supporting sentences with facts, details and explanations; contain a concluding statement.	Creates a single paragraph with a topic sentence and supporting facts or details	Writes multiple sentence descriptions that include a topic and details.
	20(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);	Write letters tailored to a specific audience for a specific purpose and uses appropriate conventions.	Writes to an audience around a topic and includes the parts of a letter.	Writes to an audience with loosely related facts, details, or opinions.
	20(C) write responses to literary or expository texts that demonstrate an understanding of the text.	Demonstrates understanding of the text by listing details from the story related to a topic sentence.	Demonstrates a basic understanding of the text by listing details from the story.	Retells the literary work or expository text.
Writes persuasive texts to influence the attitudes of a specific audience	21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	Independently write persuasive essays for an appropriate audience that establishes position and includes supporting details.	Write persuasive essays for an audience, establish a position, include details.	Write brief persuasive essays that establish a position with teacher assistance.

CONVENTIONS

Understands and uses correct functions of grammar when speaking and writing [Conventions]	22 (A) understand and use the following parts of speech in the context of reading, writing, and speaking: regular and irregular verbs (past/present/future/perfect tenses in the indicative mode); nouns (singular/plural/common/proper); adjectives descriptive, (dorado, limiting, este, ese, aquel); article (un, una, la, el, los, las)adverbs (e.g. time: antes, después manner cuidadosamente); prepositions and prepositional phrases, possessive pronouns (e.g., su, sus, mi, mis, suyo))coordinating conjunctions (e.g., y, o, pero) time-order transition that include a conclusion (e.g. finalmente, por último)	Independently use and understand the function of various parts of speech 4 out of 5 times.	Use and understand the function of various parts of speech 3 out of 5 times.	Use and understand the function of various parts of speech with teacher assistance.
	22(B) use the complete subject and the complete predicate in a sentence;	Independently use the complete subject and the complete predicate in a sentence 4 out of 5 times.	Use the complete subject and the complete predicate in a sentence 3 out of 5 times.	Use the complete subject and the complete predicate in a sentence with teacher assistance.
	22(C) use complete simple and compound sentences	Independently use complete simple and compound sentences 4 out 5 times.	Use complete simple and compound sentences 3 out 5 times	Use complete simple and compound sentences with teacher assistance

Writes legibly and uses appropriate capitalization and punctuation [Handwriting,	23(A) write legibly in cursive script with spacing between words in a sentence;	Write legibly in cursive, allowing margins and correct spacing between letters in a word and words in a sentence.	Writes without attending to proper letter formation. Uses spacing between words in a sentence.	Writes combining cursive and manuscript
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Capitalization, Punctuation]	23(B) use capitalization for: geographical names and places; historical periods; and official titles of people;	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.
	23(C) recognize and use punctuation marks including commas	Recognizes and uses punctuations marks including commas.	Recognizes punctuations marks and commas.	Recognizes basic punctuation and uses commas randomly in writing.
	23(D) use correct mechanics including paragraph indentations or "sangrias."	Independently use correct mechanics including paragraph indentations 4 out of 5 times.	Use correct mechanics including paragraph indentations 3 out of 5 times.	Use correct mechanics including paragraph indentations with teacher assistance.
Uses sounds, spelling patterns, and high frequency words to spell correctly	24(A) Spell words with increased accuracy using orthographic rules including, words that use syllables with hard /r/ spelled as "r" or "rr" as in ratón or carro, word that use syllables with soft /r/ spelled as "r" and always between two vowels as in pero, perro, words that use syllable with silent "h" (e.g. ahora, alhomada) 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. 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. Words using "n" before "v" (e.g. invitación) "m" before "b" (e.g. cambiar) and "m" before "p" (e.g. comprar)	Independently spells words correctly using knowledge of orthographic rules 4 out of 5 times.	Spells words correctly using knowledge of orthographic rules 3 out of 5 times.	Use knowledge of orthographic rules to spell words with teacher assistance.
	24(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
	24(C) spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capces, raíz, raices)	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
	24(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
	24 (E) Write with increased accuracy using accent marks including:words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g. feliz, canción) words that have a prosodic or orthographic accent on the second to last syllable (palabras graves) e.g. casa árbol	Independently writes words with accent marks including words with prosodic or orthographic accent marks 4 out of 5 times.	Writes words with accent marks including words with prosodic or orthographic accent marks 3 out of 5 times	writes words with accent marks including words with prosodic or orthographic accent marks with teacher assistance.
	24(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras	Is familiar with words that have an orthographic	Is familiar with words that have an orthographic accent on	Is familiar with words that have an orthographic accent

	esdrújulas) (e.g., último, cómico, mecánico)	accent on the third to last syllable (palabras esdrújulas) e.g. 4 out of 5 times	the third to last syllable (palabras esdrújulas) e.g. 3 out of 5 times	on the third to last syllable (palabras esdrújulas) with teacher assistance
	24(G) become familiar with the concept of hiatus diphthongs and the implications for orthographic accents (e.g., le-er, rí-o, quie-ro, vio)	Is familiar with the concept of hiatus diphthongs and the implications of orthographic accents 4 out of 5 times	Is familiar with the concept of hiatus diphthongs and the implications of orthographic accents 3 out of 5 times	Is familiar with the concept of hiatus diphthongs and the implications of orthographic accents with teacher assistance
	24 (H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo)	Independently uses accents on words commonly used in questions and exclamations 4 out of 5 times	Uses accents on words commonly used in questions and exclamations 3 out of 5 times	Uses accents on words commonly used in questions and exclamations with teacher assistance
	24 (I) Differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más)	Differentiates the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más 4 out of 5 times	Differentiates the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más 3 out of 5 times	Differentiates the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más with teacher assistance
	24 (J) Mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)	Independently marks accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá) 4 out of 5 times	Marks accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá) 3 out of 5 times	Mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá) with teacher assistance
	24 (K) Use print and electronic resources to find and check correct spellings	Independently use print and electronic resources to correct spelling.	Attempts to use print and electronic resources to correct spelling.	Use print and electronic resources to correct spelling with teacher assistance