



Sample Checklists

Figure 35 - Sample Checklist

SPEAKING	ST	T	P
1. I can introduce myself			
2. I can greet a peer			
3. I can greet an adult			
4. I can ask and tell where someone is from			
5. I can identify myself and spell my name			
6. I can ask and tell the date			
7. I can count and use numbers to 31			
8. I can find out when something occurs			
9. I can ask and give phone numbers			
10. I can ask and tell the time			
11. I can express agreement and disagreement			
12. I can express preference about food, sports, leisure, and home activities			
13. I can ask who does something			
14. I can identify common classroom objects			
15. I can express likes and dislikes about leisure , home, and school activities			
WRITING			
1. I can write statements expressing likes and dislikes about leisure, home, and school activities			
2. I can write a dialogue including greetings, time, and expressions of likes, dislikes of food, sports, leisure, and home activities			
READING			
1. I can read a simple letter expressing likes and dislikes and answer true/false statements in response.			
LISTENING			
1. I can listen to discussions about likes and dislikes and respond to questions.			
2. I can respond to questions about time, health, and numbers			
CULTURE			
1. I can identify countries where my target language is spoken			
2. I can identify formal and informal situations which call for a different form of address			

ST: student, T: teacher, P: parent

Figure 36 - Checklist for Leisure Activities and Sports

4the student box when you can do the following and when you are ready to demonstrate them to your teacher.

I CAN EXCHANGE INFORMATION ABOUT LEISURE ACTIVITIES AND SPORTS	ST	T	DATE
I can ask others what sports they do I can say what sports I do			
I can ask others what they do in their free time I can say what I do in my free time			
I can ask others what kind of music they like I can say what kind of music I like			
I can ask others what cassettes/CDs they have I can say what cassettes/CDs I have			
I can ask others who their favorite singer/group is I can say who my favorite singer/group is			
I can ask others if they listen to the radio I can say if I listen to the radio			
I can ask others what TV programs they watch I can say what TV programs I watch			
I have understood someone talking about their free time			
I have understood a letter someone has written about their free time			
I have designed a poster about my free time and I am ready to present it			
<u>My Assessment</u> I enjoyed..... I was pleased with.... I am good at... I have also....			
<u>Teacher Comment</u>			

Parent's Signature _____

Figure 37 - Checklist for Unit on Family, Elementary Level

Student Name: _____ **Teacher/Class:** _____

	S	T	P
Speaking			
1. I can introduce myself.			
2. I can ask someone their name.			
3. I can list my family members.			
4. I can say their names in a full sentence.			
5. I can give my age.			
6. I can ask someone their age.			
7. I can describe myself.			
8. I can describe others in my family.			
Listening			
1. I can understand a passage read to me about another family.			
2. I can identify a picture when described to me.			
Reading			
1. I can match a written description of a person or a family with the correct picture.			

S: Student, P: Parent, T: Teacher

Developed by participants in the AAA project

Figure 38 - Checklist for Unit on La Comunidad/The Community

Fourth Grade

Student Name: _____ Teacher/Class: _____

	St.	T	P
Listening: I can			
1. understand when someone tells me where they live.			
2. understand when someone tells me their address.			
3. identify community workers by pointing at them.			
4. identify community buildings by matching them with workers.			
5. identify the words country, city, town, inside, outside and street by pointing.			
6. identify places in the community after hearing a description.			
7. follow directions.			
Speaking: I can			
1. say where I live.			
2. say my address.			
3. identify community workers.			
4. name community buildings.			
5. identify where community workers work.			
6. say how many community buildings there are.			
7. identify the words country, city, town, street, inside, and outside.			
8. describe places in the community.			
9. use directional words.			
10. ask for directions.			
Writing: I can			
write a statement explaining where I am going by filling in the blanks in a cloze exercise.			
Reading: I can			
read directions to reach a destination in my community.			
Culture: I can			
compare a home address from my community to one from a Hispanic community.			

Parent Signature: _____ Date: _____

Developed by participants in the AAA project

Figure 39 - Checklist for "Yo" Unit, Third Grade, First Year Spanish

Student Name: _____ Teacher/Class: _____

STUDENT

TEACHER

I CAN:

Listening

- 1. understand and perform these actions when the teacher repeats them: *silencio, sientense, levantense, escuchen, miren.*
- 2. pick out a student who has the characteristics the teacher describes.
- 3. understand when someone says hello.
- 4. understand when asked how I feel.
- 5. understand when asked my name.
- 6. understand when asked my age.
- 7. show a number between 1-10 when someone else says it in Spanish.

Speaking

- 1. say hello to another person.
- 2. answer when someone says hello to me.
- 3. ask how someone is/feels.
- 4. answer how I am/feel when asked.
- 5. tell my name when asked.
- 6. ask someone their name.
- 7. say how old I am.
- 8. say something I like and dislike.
- 9. name 5 body parts.
- 10. know 4 colors which describe me.
- 11. name 4 adjectives that describe me.

YES	NOT YET	YES	NOT YET

Developed by Joyce Lewis, Swift Creek Elementary, Wake County

Figure 40 - Third Grade Objectives. First 9 Weeks. Student and Parent Checklist.

These are some things we have been learning in our Spanish class during the first 9-weeks. Each student should check when they feel they are able to do each of these items. Then they are to take them home and say or show you (their parents) what they have learned. You are asked to initial each item that their child demonstrates. Do not worry about whether pronunciation is correct and do not be concerned if you don't understand what your child is saying. The emphasis is on the process of interaction with your child.

	Student	Parent
- I know what it means to give myself a 1-2-3 evaluation at the end of each class	t	-----
- I can say "My name is _____" in Spanish	-----	-----
- I can ask someone what their name is in Spanish	-----	-----
- I can say how old I am in Spanish.	---	-----
- I can ask someone how old they are in Spanish	----	-----
- I can play the game "Papelito blanco, papelito azul"	----	-----
- I know what to do when I hear these commands:	-----	-----
Siéntense	----	-----
Levántense	-----	-----
Escuchen	----	-----
Miren	-----	-----
Silencio	----	-----
- I can name 5 colors in Spanish	-----	-----
- I know these body parts:	----	-----
cabeza	-----	-----
ojos	----	-----
nariz	-----	-----
manos	----	-----
boca	-----	-----
orejas	-----	-----
pelo	-----	-----
brazo	-----	-----

enjoying these wonderful third grade students and teachers.

Joyce Lewis

Developed by Joyce Lewis, Swift Creek Elementary, Wake County Schools

Figure 41 - Community, 5th Grade Checklist

Name: _____ Date: _____

<p style="text-align: center;">COMMUNITY 5TH GRADE CHECKLIST</p>	<p>3can do</p>	<p>3not yet</p>
<p>I can name the places in a community (bank, store, etc.)</p>		
<p>I can name different means of transportation (car, bus, etc.)</p>		
<p>I can name community helpers</p>		
<p>I can use the verb to walk, to run, to hide, to go, to ask, to phone, to work, to play</p>		
<p>I can compare US communities with Spanish/French communities</p>		
<p>I know the vocabulary necessary for shopping in different stores</p>		
<p>I can understand directions that tell where places are located (in front of, behind, next to, far from)</p>		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 42 - Foods, 5th Grade Checklist

Name: _____ Date: _____

	3CAN DO	3NOT YET
I can name all food groups and give examples of each		
I can classify foods by food groups easily		
I can answer questions about likes/dislikes with food vocabulary		
I can name at least 15 food items		
I can create a “balanced” meal using food objects		
I can order food in Spanish/French		
I can tell someone “I am hungry” and “I am thirsty”		
I can compare/contrast American and Spanish/French foods and eating customs		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 43 - Geography, 5th Grade Checklist

Name: _____ Date: _____

	3can do	3not yet
I can locate Spanish-speaking countries on a map		
I have labeled maps of all Latin American countries		
I can identify major geographical features of Mexico and Brazil		
I know the terms for geographical features in Spanish		
I know how many countries in the world are Spanish speaking		
I understand why Spanish is spoken in these countries		
I can name major resources of Latin American countries		
I can identify some of the famous people in history, government, and the arts from Latin America		
I can tell who the Maya people were, where they lived, and what they believed		
I can tell who the Aztec people were, where they lived, and who conquered them		
I can tell who the Inca people were, where they lived, and who conquered them		
I understand some of the current problems facing Brazil and other countries where the rainforest is being destroyed		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 44 - Time, Numbers, Calendar. 5th Grade Checklist

Name: _____ Date: _____

	3can do	3not yet
I can tell time on the hour		
I can tell time on the 1/4 hour		
I can tell time on the 1/2 hour		
I know how to tell any time		
I can ask someone for the time		
I can count from 1 to 30		
I can count by 10's to 100		
I can say any number from 1 to 1000		
I can say the ordinal numbers 1 to 5		
I can spell the numbers 0 to 10		
I can do math problems in Spanish/French		
I can easily say my phone number		
I can say the days of the week		
I can say the months of the year		
I can say the seasons		
I can say the date, including the year		
I can say my birthday		
I can describe the weather		

Developed by Laura Rogers, Clyde Elementary School, Haywood County