



Course Name: Spanish II

Contact Information

JMS (515)278-0476

Ben Spencer	Nancy Swalve	Kelli Warren
ben.spencer@johnston.k12.ia.us	nswalve@johnston.k12.ia.us	kelli.warren@johnston.k12.ia.us

How students will be graded on academics

In Spanish 2, we will be using proficiency scales to measure student progress toward meeting the priority standards of the course. Students will engage in self-assessment, goal setting, and tracking their progress throughout the course using proficiency scales specific to the priority standards' content/skills within the unit of study. Below are district definitions of each level of proficiency followed by how each level of proficiency translates into a letter grade on a student report card and transcript.

Johnston District Proficiency Scale				
Insufficient Evidence*	Beginning Success Toward the Standard	Progressing Toward the Standard	Meeting the Standard	Extending the Standard
IE	BEG	PRG	MET	EXT
The student has not provided sufficient evidence at this time to determine the level of proficiency on this standard.	The student has demonstrated partial success on the foundational skills of the standard.	The student has demonstrated foundational skills building toward the cognitive level of the standard.	The student has demonstrated the content and skills at the cognitive level of the standard.	The student has demonstrated the standard in a more cognitively complex way; extending their thinking and making application beyond the standard.



Proficiency Level	Percentage	Letter Grade
Extended (EXT)	100%	A
Meeting (MTG)	95%	A
Partially Meeting (PMT)	85%	B
Progressing (PRG)	75%	C
Beginning (BEG)	65%	D
Insufficient Evidence (IE)	50%	F

If I Don't Get Points, How Will I Know My Grade?

- A Level of Proficiency will be provided for each priority standard for this course. The Level of Proficiency will be determined by the body of evidence collected for each priority standard.
- Students are required to submit evidence of learning for all priority standards to receive a final grade for this course.
- The Level of Proficiency for all priority standards are then averaged to determine the overall letter grade for the course.
- World Language has four priority standards that carry different weights based on the class level.
 - Interpretive Reading (25%)
 - Interpretive Listening (25%)
 - Interpersonal and Presentational Writing (25%)
 - Interpersonal and Presentational Speaking (25%)
- If a student has Insufficient Evidence marked for any of the **priority standards** at the end of the semester/course a student may receive a failing grade. Students will be given an opportunity to submit evidence for two weeks following a unit of study.
- Standards in this course are cyclical and will be assessed multiple times throughout the semester/course. The nature of language acquisition is not linear, and for this reason, there may be some ups and downs through the process of learning.
- There will be opportunities to demonstrate various proficiency levels; if the highest level a student can achieve on a task is less than Meeting, this will be noted in the comments on Infinite Campus.



Reporting Learning Behaviors

Grades are based solely on achievement of standards. Non-academic indicators, such as behavior, are essential but communicated separately.

Performance Levels for reporting learning behaviors:

- MET = Meeting
- PRG = Progressing
- BEG = Beginning

Assessment Information

- The entire Body of Evidence will be taken into account when determining proficiency level scores at the end of the semester. Students need to show a minimum of a Beginning level of understanding for all standards as identified on the proficiency scales to receive credit for the class.
- Because the standards are cyclical, individual opportunities for reassessment will not take place at the end of each unit; however, there will be an opportunity for students who have not yet achieved Meeting on a priority standard to demonstrate growth.
- A variety of methods of assessment will be used for the Body of Evidence.
- Students are expected to follow the expectations outlined in the Student Handbook for all late work.

Priority Standards and Units of Study

Reading

- Interpretive Reading standard - Interpret authentic written language by applying appropriate comprehension strategies to extract meaning and use information for personal and/or community enrichment.

Listening

- Interpretive Listening standard - Interpret authentic spoken language by applying appropriate comprehension strategies to extract meaning and use information for personal and/or community enrichment.

Writing

- Interpersonal Writing - Express self and negotiate meaning in the target language by appropriately engaging in unrehearsed correspondence to actively participate in social interactions as a global citizen.



- Presentational Writing - Present information, concepts, and ideas in the target language through appropriately prepared written discourse to inform, persuade, and narrate on a variety of topics to a diverse audience.

Speaking

- Interpersonal Speaking - Express self and negotiate meaning in the target language by appropriately engaging in unrehearsed conversations to actively participate in social interactions as a global citizen.
- Presentational Speaking - Present information, concepts, and ideas in the target language through appropriately prepared oral discourse to inform, persuade, and narrate on a variety of topics to a diverse audience.

Units of Study

- De vuelta a las clases
- La familia y la comunidad
- Los Galápagos
- Unas cosas buenas (parte 1)
- Exploración de las naciones hispánicas (parte 1)
- Los quince años
- Exploración de las naciones hispánicas (parte 2)
- Unas cosas buenas (parte 2)