

Sube Level A Benchmark Evaluation Chart

Child's name _____ Date _____ Grade _____ Unit _____

Beginning to Early Intermediate Level: The following benchmarks should be assessed after each Sube unit. Check NA if not applicable to the specific unit, or due to the child's grade level.

Communication

Comprehension and speaking skills

- | | |
|---|---|
| Can identify and call out vocabulary in Flashcards (picture/text) when word is called out (¿Dónde está? Version #1) | <input style="width: 80px; height: 30px;" type="text"/> |
| Can identify and call out the vocabulary (pictures only) when word is called out (¡Ay caramba! Bingo, Version #1) | <input style="width: 80px; height: 30px;" type="text"/> |
| Can identify and call out vocabulary when given a description of the vocabulary word using dramatization (¿Dónde está? Version #2) | <input style="width: 80px; height: 30px;" type="text"/> |
| Can identify and call out vocabulary when given a description of the vocabulary word without dramatization (¿Dónde está? Version #3) | <input style="width: 80px; height: 30px;" type="text"/> |
| Comprehends sentences when spoken naturally without dramatization or visual aids (Flashcards or pictures). | <input style="width: 80px; height: 30px;" type="text"/> |
| Can describe the vocabulary word (with and without visual aids) in complete sentences | <input style="width: 80px; height: 30px;" type="text"/> |
| Can respond correctly to questions about the vocabulary word using learned phrases in Spanish (¿Adónde vas?, ¿Qué hace?, ¿Dónde está? Version #4) | <input style="width: 80px; height: 30px;" type="text"/> |
| Comprehends and identifies a color when heard orally. | <input style="width: 80px; height: 30px;" type="text"/> |
| Can orally identify a color when shown the color (Dime los colores) | <input style="width: 80px; height: 30px;" type="text"/> |
| Uses color correctly as an adjective for descriptions (El auto azul es grande. El auto rojo es pequeño) | <input style="width: 80px; height: 30px;" type="text"/> |

Critical thinking

Ability to synthesize and analyze

- | | |
|---|---|
| Can use learned phrases to change responses to questions about the vocabulary word (critical thinking) | <input style="width: 80px; height: 30px;" type="text"/> |
| Can question and respond appropriately to conversational introductions and greetings (Musical Greetings, Conversational Grid) | <input style="width: 80px; height: 30px;" type="text"/> |
| Can ask questions and for help using learned phrases. | <input style="width: 80px; height: 30px;" type="text"/> |
| Responds to basic classroom commands and activity instructions in Spanish (Ven aquí, Siéntate por favor, Dibuja un elefante, Busca un crayón) | <input style="width: 80px; height: 30px;" type="text"/> |

Evaluation

Sube Level A Benchmark Evaluation Chart

Child's name _____ Date _____ Grade _____ Unit _____

Can respond to questions in one- or two-word phrases

Asks questions about the second language that extends own understanding (e.g., ¿Cómo se dice en español?)

Begins to express desires, needs, opinions, likes and dislikes in full sentences.

Can use learned phrases to create role-plays

Can retell a brief poem and/or story.

Mathematics

Numbers and Operations

Can rote count to _____

Demonstrates increasing awareness of numbers and counting as a means of determining quantity (Building Game).

Can compare numbers of objects with terms such as less, more, a little, a lot

Can identify written numbers in Spanish (Number Basket).

Can perform basic adding and subtracting in Spanish depending on grade level

Uses numbers correctly to quantify vocabulary in conversation (Tengo dos hermanas).

Can tell the time appropriately in Spanish.

Can identify the days of the week and the seasons in Spanish

Can respond to questions and perform exercises using fractions.

Understands ordinal numbers in Spanish and can use them correctly in exercises

Understands "más" and "menos" and can use them correctly in exercises.