



Arts & Social
Sciences

School of Humanities and Languages

ARTS2570, Intermediate Spanish A Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor-Lecturer			
Name	Henar Vicente-Cristóbal	Room	228 Morven Brown C20
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Consultation Time	Mondays 12 to 2pm		
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Consultation Time	TBA		

2. Course Details	
Units of Credit (UoC)	6 credit points. 2 hours lecture. 2 hours tutorial. 2 hours self-access.
Course Description	This course provides an intermediate level program in Spanish language study from a communicative and task-based approach. The medium of instruction is Spanish . Students continue to develop their understanding and use of Spanish syntax and morphology through oral and written activities. Reading and listening are also vital elements of the program. Vocabulary and grammatical structures are presented in the context of culturally relevant topics. The three main topics covered in the course are: Spanish throughout the world, belief systems, and the environment.
Course Aims	<ol style="list-style-type: none"> 1. To expand communicative skills in both spoken and written Spanish to an intermediate level 2. To consolidate and develop further knowledge about how the Spanish language works, understand better the process of language learning, and thereby become self-sufficient learners 3. To offer insight into Hispanic ways of looking at the world
Student Learning Outcomes	<ol style="list-style-type: none"> 1. To speak, write, listen to and read in Spanish 2. To become engaged with topics important in the Hispanic world 3. To investigate and report on topics currently discussed in the Hispanic world 4. To think critically about the role of the Spanish-speaking world in global affairs 5. To appreciate the cultural production of the Hispanic world 6. To appreciate the cultural and linguistic legacy of the Spanish empire 7. To gain a better understanding of yourself and your environment by examining the Hispanic world
Graduate Attributes	<ol style="list-style-type: none"> 1. The disciplinary knowledge we engage is both linguistic (vocabulary and grammar) as well as thematic content. 2. Critical thinking is necessary for class discussion of the thematic content and for essay writing. 3. Independent learning activities are provided online. 4. Enterprise and creativity are encouraged in inclass discussions and essays. 5. Diversity: we explore the Hispanic world (21 countries) 6. The linguistic skills we develop in the course provide a stepping stone to further linguistic develop and hence entry to the

		international community.
	7.	In class activities require paired and group interaction.
	8.	Many of the issues facing the developing countries of Latin America revolve around social and ethical practices.
	9.	Communication: in this course communication is through a second language as the course will be conducted in Spanish and student participation should also be exclusively in Spanish.

3. Learning and Teaching Rationale

Languages are best learned through use of the language. We provide, therefore, opportunities for students to use the language and we do so in a meaningful way. That is, we use a thematic approach to the organization of course materials. The topics covered represent current issues in Spanish-speaking countries.

This course is an Intermediate-level language course. All students who have not done ARTS1571 and had some experience with the language, either as a heritage language or previous instruction, must fill in the placement questionnaire available at <https://hal.arts.unsw.edu.au/students/courses/language-placements>

4. Teaching Strategies

The lectures are delivered in Spanish so that students develop their listening abilities. Lecture content is divided between the presentation, explication and practise of grammatical topics and the presentation of cultural material related to the topics and themes of the course (learning outcomes 1, 5, 6). The tutorials provide students the opportunities to speak, write, and read in Spanish. In the tutorials students use grammar and vocabulary to discuss themes relevant to the Hispanic world and also do so in relation to themselves and their environment (learning outcomes 1, 2, 3, 4, 7). The online materials provide students with explicit practice with vocabulary and grammar. These materials contain aural, videos as well as written exercises for which students are provided immediate feedback (learning outcome 1).

From the Guidelines on Learning that Inform Teaching students communicate information, ideas and arguments both orally and in writing. They gather and process information from a variety of paper, audio-visual and electronic sources. They use IT effectively both as a means of communication and as an aid to learning as well as demonstrate some ability as an independent learner.

5. Course Assessment

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Essay 1 in class plus the 4 online writing assignments	300-350 words plus 50-100 words per online assignment	11%	1, 2, 3, 4, 6, 7	1, 2, 4, 6, 8	Week 5
Essay 2 in class plus the 4 online writing assignments	300-350 words plus 50-100 words per online assignment	17%	1, 2, 3, 4, 6, 7	1, 2, 4, 6, 8	Week 9
Essay 3 in class plus the 4 online writing	300-350 words plus 50-100 words per online assignment	17%	1, 2, 3, 4, 6, 7	1, 2, 4, 6, 8	Week 13

assignments					
Oral assessment	varies	20%	1, 2, 3, 4, 5, 6, 7	1, 3, 4, 6, 9	throughout the term
Homework (Tareas)	varies	15%	1	1	Weekly. See course program.
Final Exam	2 hours	20%	1	1	Final exam Period

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- This course has a formal examination which will be scheduled in the formal examination period from 8 – 25 June. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

- **Grades**

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

ASSESSMENT TASKS EXPLAINED

3 ensayos (inclass essays)

Plus forums participation	45%
Tarea (online homework).....	15%
Final exam	20%
Oral assessments.....	20%

1. *Ensayos*. Each in-class essay is minimally 300 and maximally 350 words. The themes vary according to the topics we cover in class and the art works presented in the lecture. The essays are structured so that you must incorporate both vocabulary and grammar from the textbook units in them. In addition to the in-class essay, you will be given weekly online writing assignments (Discussion forums). These must be in Spanish and are topics related to course content. The grade for the Ensayo reflects performance on both the online writing assignment and the inclass essay. Essay Assessment Criteria are included at the end of this document.

2. *Oral assessment*. Your tutorial instructor will conduct an ongoing assessment of your speaking ability. The instructor will assess also your Spanish based on your performance in 3 different oral tasks across the semester, one for each unit. Criteria for evaluation include but are not limited to: fluency, ability to stay in Spanish and not revert to English, accent, accurate use of target grammar, accurate use of target vocabulary. Oral Assessment Criteria are included in this document.

3. *Final exam* during the exam period. The formal examination period runs from 13 Jun to 30 June. The final exam for ARTS2570 takes place during the formal examination period. **WE DO NOT YET KNOW THE DATE SO MAKE TRAVEL PLANS FOR AFTER 30 June**. The exam covers all grammar and vocabulary material from Chapters 1 through 6.

4. Online homework (Tareas) is available in Moodle. You must complete the weekly assignment after the grammar lecture and **BEFORE** going to the tutorial.

NOTE: All results are reviewed at the end of each semester and may be adjusted to ensure

equitable marking across the School.

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 13 – 30 June 2014. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

The weekly Course schedule appears at the end of this document and is called PROGRAMMA. It contains information about the lectures, tutorials and the assignments due for the tutorials.

9. Course Resources

Textbook Details

[¿Qué te parece?; McGraw-Hill; 3rd edition. 2005](#)

ISBN: 0072818328

Copyright year: 2005

The lectures are available on Moodle. Students are advised to download or revise these before the lectures and use them during the lectures or to use them for revision.

Websites and Additional Resources: Any other course materials are available in Moodle.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Weekly Program

El programa para las LECTURAS de GRAMÁTICA que se reúnen LOS MIÉRCOLES		
Semana	Fecha	libro de texto
1	5 de marzo	1A: pp. 4-16 1B: pp. 17-22

2	12 de marzo	2A: pp. 23-35
3	19 de marzo	2B: pp. 36-43
4	26 de marzo	3A: pp. 52-61
5	2 de abril	3B: pp. 62-73
6	9 de abril	4A: pp. 74-84
7	16 de abril	4B: pp. 89-94
Vacaciones		
8	30 de abril	5A: pp. 102-109
9	7 de mayo	5B: pp. 110-118
10	14 de mayo	6A: pp. 120-130
11	21 de mayo	6B: pp. 131-138
12	28 de mayo	Revisión y preparación examen final

Semana 13 no hay lecturas pero sí tutorías

El programa para las LECTURAS DE CULTURA que se reúnen LOS JUEVES		
Semana	Fecha	Tema
1	6 de marzo	El español en el mundo: Ayer y Hoy
2	13 de marzo	Nueva York: De "West Side Story" a Capital Cultural Latina: Sociedad y cultura latina en EEUU
3	20 de marzo	Relaciones España-Australia: Cultura y sociedad hispana
4	27 de marzo	Galería de Arte .Unidad 1
5	3 de abril	Fotografiando los festivales en América Latina hoy: Religión popular y superstición
6	10 de abril	Inquisición y brujería en el mundo hispano a través del arte
7	17 de abril	Ciencia y religión en España: Tradición e innovación.
Vacaciones		
8	1 de mayo	Galería de arte
9	8 de mayo	Los dioses de la agricultura y los desastres naturales: El fin de la civilización maya.
10	15 de mayo	Los pueblos indígenas americanos y la posesión de la tierra: Conflictos en la América Latina contemporánea.
11	22 de mayo	Ecoturismo en España: El camino de Santiago vs. Benidorm

12	29 de mayo	Galería de arte
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Semana 13 no hay lecturas, pero sí hay tutorías

Programa para las TUTORÍAS que se reúnen los MIÉRCOLES de 11 a 1pm

Semana	Fecha	libro de texto	Se entrega la tarea ANTES de llegar a clase. (está en Moodle)
2	12 de marzo	1A: pp. 4-16 1B: pp. 17-22	1A ¡Vamos a conocernos! 1B ¿Por qué se aprende español?
3	19 de marzo	2A: pp. 23-35	2A El español y los EE.UU
4	26 de marzo	2B: pp. 36-43	2B Los países de habla hispana
5	2 de abril	ENSAYO 1 3A: pp. 52-61	3A La suerte (creencias populares)
6	9 de abril	3B: pp. 62-73	3B Perspectivas globales (creencias populares)
7	16 de abril	4A: pp. 74-84	4A Lo científico y lo anticientífico
Vacaciones			
8	30 de abril	4B: pp. 85-94	4B El por qué de la creencias anticientíficas
9	7 de mayo	ENSAYO 2 5A: pp. 102-109	5A Los mandamiento verdes
10	14 de mayo	5B: pp. 110-118	5B ¿Ecologista o desastre natural?
11	21 de mayo	6A: pp. 120-130	6A Problemas ecológicos mundiales
12	28 de mayo	6B: pp. 131-138	6B El urbanismo
13	4 de junio	ENSAYO 3	

El programa para las TUTORÍAS que se reúnen los JUEVES de 2 a 4pm

Semana	Fecha	libro de texto	tarea: Se entrega la tarea ANTES de llegar a clase (está en Moodle)
2	13 de marzo	1A: pp. 4-16 1B: pp. 17-22	1A ¡Vamos a conocernos! 1B ¿Por qué se aprende español?
3	20 de marzo	2A: pp. 23-35	2A El español y los EE.UU
4	27 de marzo	2B: pp. 36-43	2B Los países de habla hispana
5	3 de abril	ENSAYO 1 3A: pp. 52-61	3A La suerte (creencias populares)
6	10 de abril	3B: pp. 62-73	3B Perspectivas globales (creencias populares)
7	17 de abril	4A: pp. 74-84	4A Lo científico y lo anticientífico
Vacaciones			
8	1 de mayo	4B: pp. 85-94	4B El por qué de la creencias anticientíficas
9	8 de mayo	ENSAYO 3 5A: pp. 102-109	5A Los mandamiento verdes
10	15 de mayo	5B: pp. 110-118	5B ¿Ecologista o desastre natural?
11	22 de mayo	6A: pp. 120-130	6A Problemas ecológicos mundiales
12	29 de mayo	6B: pp. 131-138	6B El urbanismo
13	5 de junio	ENSAYO 3	

Assessment Criteria

Essay Assessment Criteria (45%)

The language of a written essay is more formal than the language we typically use to speak to each other. To assess the essay, the instructor will first determine the level or category at which you have developed your work and then, within the level, make a numerical determination.

NOTE: An essay with errors in the target vocabulary and/or target grammar cannot score higher than a 50, no matter its other qualities. An essay that does not exceed 250 words (of the 300 limit) cannot score higher than a 50, no matter its other qualities.

High Distinction (85-100):

To reach a level of High Distinction, the student's writing must demonstrate all the following qualities. If not all the criteria are met, then the student's writing is at a lower level.

Style: the work is a formal, written essay that contains language appropriate to the genre.

Content: thoroughly addresses the theme. Information is highly relevant and insightful. A key term for HD is insightful.

Organization: highly effective presentation of information. Main points with supporting examples are well connected.

Vocabulary: word use and word choice is highly effective. Lexical precision is evident. Extensive use of target vocabulary (beyond the 10 required words).

Grammar: target grammar is used precisely. At the HD level the writing is virtually error free.

Distinction (75-84)

To reach a level of Distinction, the student might have met some but not all of the qualities listed for the level of High Distinction.

Credit (65-74)

To reach a level of Credit, the student's writing must demonstrate the following qualities. If not all the criteria are met, then the student's writing is at a lower level.

Style: the work is a formal, written essay that contains language appropriate to the genre.

Content: ideas are present and developed to a certain degree.

Organization: the ordering of content is evident. Main points and supporting examples are evident and developed to a certain degree.

Vocabulary: all target vocabulary is used correctly. Word use and word choice are mostly precise.

Grammar: all target grammar is used correctly. Grammar errors at the Credit level cannot include subject/verb agreement nor noun/adjective agreement. These errors would put the work at the Pass level.

Pass (50-74):

To reach a level of Pass, the student must have demonstrated that they have progressed beyond a beginning-level command of Spanish in their writing. Additionally, they might have met some but not all of the qualities listed for the level of Credit. At the Pass level, the writing has the feel of "oral" language written down. That is, the student has not developed genre-appropriate language.

An essay that contains errors in the target vocabulary and/or target grammar can not receive a mark higher than 50, no matter its other qualities.

An essay that contains 250 words or fewer can not receive a mark higher than 40, no matter the other qualities of the essay.

Fail (less than 50):

To fail the written assessment is an indication that the student's written Spanish has not progressed beyond a beginner's level and/or that the student's Spanish is merely English with Spanish words. Essay length is a definite factor in failing the written assessment. Incorrect use of target vocabulary is a factor. Incorrect use of the target grammar is a factor. Not addressing the theme of the essay may also be a factor.

Online writing tasks (foros on Moodle) is part of the written assessment.

Every week you will have to contribute to the forums, giving your opinion. You need to write at least 50 words per forum (less will be penalised).

4 entries totalling 200 words. **No change in the essay grade** will take place.

3 entries totalling 150 words. The essay grade will be lowered **5 points**.

2 entries totalling 100 words. The essay grade will be lowered **10 points**.

1 entry totalling 50 words. The essay grade will be lowered **15 points**.

0 entries. The essay grade will be lowered **20 points**. **ARTS2570 Intermediate Spanish A**

Oral Assessment Criteria

Oral assessment. 20% your tutorial instructor will conduct ongoing assessment of your speaking ability. The instructor will assess your Spanish based on your performance across the semester. Criteria for evaluation include but are not limited to: fluency, ability to stay in Spanish and not revert to English, accent, accurate use of target grammar, accurate use of target vocabulary.

The instructor will first determine the level at which you have developed your speaking ability and then, within the level, make a numerical determination. Because the assessment refers to your performance across the semester, attendance may be a contributing factor. Key factors in the assessment are your sustained use of Spanish as well as your **non-use of English**.

They will be also 2 mini tasks throughout the Course.

High Distinction (85-100):

To reach a level of High Distinction, the student must have demonstrated the following qualities. If not all the criteria are met, then the student has achieved a lower level.

1. The student uses only Spanish in class with the instructor and fellow students.
2. The student's in-class performance and class participation are outstanding.
3. The student is prepared for class and makes unique contributions to class discussions.
4. The student's fluency is good, meaning that the rate of speech is normal for a conversation, not halting.
5. The student's accent is not marked by English pronunciation; their Spanish sounds like Spanish, not English with Spanish words.
6. The student has successfully incorporated the use of target grammar into his/her speech:
 - a. use of preterit and imperfect
 - b. use of subjunctive
 - c. use of future
 - d. use of ser and estar
7. The student has successfully incorporated the use of target vocabulary into his/her speech when discussing course themes.
8. Absence from class is not a factor to consider.
9. Clearly the student is moving toward Advanced level achievement.

Distinction (75-84):

To reach a level of Distinction, the student might have met some but not all of the qualities listed for the level of High Distinction.

Credit (65-74):

To reach a level of Credit, the student must have demonstrated the following qualities. If not all the criteria are met, then the student has achieved a lower level.

1. The student uses Spanish in class with the instructor and fellow students, but occasionally may slip in English words. The key word is occasionally.
2. The student's in-class performance and class participation are good and reliable.
3. The student is prepared for class.
4. The student's fluency is good most of the time but experiences occasional breakdowns in communication.
5. The student's accent is moving toward being mostly Spanish-sounding.

6. The student is making the effort to incorporate target grammar.
7. The student is making the effort to incorporate target vocabulary.
8. Absence should not be a factor to consider.
9. Clearly the student is working at the intermediate level but has the ability to move toward an advanced level.

Pass (50-74):

To reach a level of Pass, the student must have demonstrated that they have progressed beyond a beginning level command of Spanish during speaking. Additionally, they might have met some but not all of the qualities listed for the level of Credit.

Fail (less than 50):

To fail the oral assessment is an indication that the student's speaking ability has not progressed beyond a beginner's level and/or that the student relies on English as much as on Spanish during class activities and discussions.

1. The student's use of English is as prevalent as their use of Spanish.
2. The student's Spanish has not progressed beyond a beginning level.
3. The student has failed to incorporate target grammar and uses predominantly present tense and/or inaccurate forms.
4. The student has failed to incorporate target vocabulary into his/her speech.
5. The student's accent sounds like English with Spanish words.
6. The student's fluency is halting, making interaction very difficult.
7. The student does not contribute much to class activities.
8. Absences may be a factor to consider in failing the oral assessment.