**LISTENING ABILITY** Your child’s listening ability in the immersion language is best described as . . .

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED LOW</th>
<th>ADVANCED MID</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understands familiar questions, commands and statements in a limited number of content areas</td>
<td>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics</td>
<td>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</td>
<td>- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</td>
<td>- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</td>
</tr>
<tr>
<td>- Understands questions and statements in new content areas with strong contextual support.</td>
<td>- Carries out commands.</td>
<td>- Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)</td>
<td>- May have difficulty with highly idiomatic speech.</td>
<td></td>
</tr>
<tr>
<td>- Follows information that is being given at a fairly normal rate.</td>
<td>- Uses memorized expressions with ease and accuracy.</td>
<td>- Controls time of speech.</td>
<td>- Has a broad enough vocabulary for discussing generalities, but may lack detail.</td>
<td></td>
</tr>
<tr>
<td>- The listener may be confused by this speech due to the many grammatical inaccuracies.</td>
<td>- Uses a variety of common verbs in present tense (formations may be inaccurate)</td>
<td>- Sometimes achieves successful circumlocution when precise word is lacking.</td>
<td>- Initiates and sustains conversations by using language creatively.</td>
<td></td>
</tr>
</tbody>
</table>

**SPEAKING ABILITY** Your child’s speaking ability in the immersion language is best described as . . .

<table>
<thead>
<tr>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED MID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language</td>
<td>Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language</td>
<td>Confident ability to create with language to convey personal meaning by adapting learned material in single sentences &amp; strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language</td>
<td>Partial ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community) describe and narrate across the major time-frames of present, past and future speak in paragraph-length utterances have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners</td>
<td></td>
</tr>
<tr>
<td>- Uses vocabulary from everyday topics and subject area content to provide basic information.</td>
<td>- Uses basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
<td>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</td>
<td>- Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.</td>
<td></td>
</tr>
<tr>
<td>- Uses memorized expressions with ease and accuracy.</td>
<td>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
<td>- May attempt circumlocution when appropriate vocabulary is missing.</td>
<td>- Sometimes achieves successful circumlocution when precise word is lacking.</td>
<td></td>
</tr>
<tr>
<td>- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech.</td>
<td>- Handles a limited number of everyday social and subject content interactions.</td>
<td>- Maintains simple sentence-level conversations.</td>
<td>- Initiates and sustains conversations by using language creatively.</td>
<td></td>
</tr>
<tr>
<td>- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</td>
<td>- Uses a variety of common verbs in present tense (formations may be inaccurate)</td>
<td>- May initiate talk spontaneously without relying on questions or prompts.</td>
<td>- Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations</td>
<td></td>
</tr>
<tr>
<td>- May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</td>
<td>- Other verb tenses/forms may appear but are not frequent.</td>
<td>- May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)</td>
<td>- Uses an increasing number and variety of verbs.</td>
<td></td>
</tr>
<tr>
<td>- The listener may be confused by this speech due to the many grammatical inaccuracies.</td>
<td>- The listener may be confused by this speech due to the many grammatical inaccuracies.</td>
<td>- Uses an increasing number and variety of verbs.</td>
<td>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</td>
<td></td>
</tr>
</tbody>
</table>
### Reading Ability

**Your child’s reading ability in the immersion language is best described as . . .**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **INTERMEDIATE LOW** | - Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.  
                      - Readers will be challenged to understand connected texts of any length.                                                              |
| **INTERMEDIATE MID** | - Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.  
                      - Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics. |
| **INTERMEDIATE HIGH** | - Can understand fully and with ease non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.  
                      - Can understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of vocabulary, structures and writing conventions of the language. |
| **ADVANCED LOW**     | - Can understand conventional narrative and descriptive texts with clear underlying structure though their comprehension may be uneven. Texts predominantly contain high-frequency vocabulary and structures.  
                      - Is challenged in comprehending more complex texts.                                                                                     |

### Writing Ability

**Your child’s writing ability in the immersion language is best described as . . .**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **INTERMEDIATE LOW** | - Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences  
                      - Sentences are short, simple, mirroring oral language  
                      - Sentences are almost exclusively in present time and generally have repetitive structure  
                      - Topics are highly predictable content areas and personal information  
                      - Vocabulary is adequate to express elementary needs  
                      - There are basic errors in grammar, word choice, spelling, punctuation  
                      - Writing is generally understood by native readers used to the writer of non-natives.                                               |
| **INTERMEDIATE MID** | - Confident ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences  
                      - Ask and answer questions meet limited practical writing needs  
                      - Sentences are short, simple, mirroring oral language  
                      - Sentences are almost exclusively in present time but may begin to show evidence of past and future time and generally have repetitive structure  
                      - Topics are highly predictable content areas and personal information  
                      - Vocabulary is adequate to express elementary needs  
                      - There are basic errors in grammar, word choice, spelling, punctuation  
                      - Writing is generally understood by native readers used to the writer of non-natives.                                               |
| **INTERMEDIATE HIGH** | - Partial ability to write factual narratives, descriptions and summaries  
                      - Narrates and describes in major timeframes, using elaboration and clarification  
                      - Writes with good control of high frequency structures and vocabulary  
                      - Writes compositions and simple summaries related to school subjects and school and personal experiences  
                      - Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects  
                      - Writing is often, but not always, of paragraph length  
                      - Vocabulary, grammar and style closely resemble how the student speaks  
                      - Writing is generally understood by natives not used to the writing of non-natives.                                               |
| **ADVANCED LOW**     | - Sustained but minimal ability to write factual narratives, descriptions and summaries  
                      - Narrates and describes in major timeframes, using elaboration and clarification  
                      - Writes with good control of high frequency structures and vocabulary  
                      - Can meet basic academic writing needs.  
                      - Writes narrations and descriptions using all timeframes with some control of aspect (precision of particular verb tense)  
                      - Combines and links sentences into paragraph length and structure  
                      - Incorporates a limited number of cohesive devices but may evidence some redundancy and awkward repetition.  
                      - Relies on speaking patterns and the writing of first language to express written thought.                                           |