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| Student Name | Language | Teacher |
| School | District | Date |

**Listening Ability-** Your child’s listening ability in the immersion language is best described as . . .

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| **NOVICE LOW**  -Recognizes single, isolated words, greetings and polite expressions. | **NOVICE MID**  -Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).  -Requires slower than normal rate of speech and/or with repetitions. | **NOVICE HIGH**  -Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.  -May require repetition, slower speech, or rephrasing. | **INTERMEDIATE LOW**  **-**Understands familiar questions, commands and statements in a limited number of content areas  -Understands questions and statements in new content areas with strong contextual support.  -Follows information that is being given at a fairly normal rate.  **TARGET** | **INTERMEDIATE MID**  -Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.  -Carries out commands. |

**Speaking Ability-** Your child’s speaking ability in the immersion language is best described as . . .

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| **NOVICE MID**  -Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.  -Frequent searching for words is common.  -May use native language or gestures when attempting to create with language beyond what is known.  -Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material. | **NOVICE HIGH**  ***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  -Uses vocabulary from everyday topics and subject area content to provide basic information.  -Uses memorized expressions with ease and accuracy.  -Can respond in intelligible sentences most of the time but does not sustain sentence-level speech  -Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.  -May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.  **TARGET** | **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  ask and answer questions  handle a simple survival situation (daily  needs) in the language  -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.  -Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.  -Handles a limited number of everyday social and subject content interactions.  -The listener may be confused by this speech due to the many grammatical inaccuracies. | **INTERMEDIATE MID**  ***Confident*** 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  -Has basic vocabulary to permit discussions of a personal nature and subject area topics.  -May attempt circumlocution when appropriate vocabulary is missing.  -Maintains simple sentence-level conversations.  -May initiate talk spontaneously without relying on questions or prompts.  -May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)  -Meaning is generally clear in spite of some grammatical inaccuracies. |

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

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| **NOVICE LOW**  -Able to recognize a limited number of characters.  -They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context. | **NOVICE MID**  -Able to recognize some characters and combinations of characters  -Can identify a number of highly contextualized words and phrases including [cognates](http://actflproficiencyguidelines2012.org/glossary#cognates)cognatesWords between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.” and borrowed words but rarely understand material that exceeds a single phrase.  -Rereading is often required. | **NOVICE HIGH**  -Can understand, fully and with relative ease, key wordscognatesWords between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.”, as well as [formulaic](http://actflproficiencyguidelines2012.org/glossary#formulaic)formulaicConstituting or containing a verbal formula or set form of words such as “How are you?/Fine, thank you.” “Thanks very much./You’re welcome.” phrases, across a range of highly contextualized texts.  -Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.  - Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or [extralinguistic](http://actflproficiencyguidelines2012.org/glossary#extralinguistic)extralinguisticNot included in the language itself, such as a visual or contextual clue that supports understanding. support.  **TARGET** | **INTERMEDIATE LOW**  -Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.  -There may be frequent misunderstandings.  -Readers will be challenged to understand connected texts of any length. |

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

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| **NOVICE LOW**  -Copies or transcribes familiar words or phrases  -Forms a very limited number of characters from the Chinese writing system  -Produces a very limited number of isolated words or familiar phrases from memory | **NOVICE MID**  -Writes a modest number of words or phrases in context  -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for  -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language  -On less familiar topics, shows a marked decrease in accuracy  -Writing may be difficult to understand even by sympathetic readers | **NOVICE HIGH**  ***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  meet limited practical writing needs  -Meets limited basic practical writing needs using lists, short messages, and simple notes  -Writing is focused on common elements of daily school life  -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time  -Writing is often comprehensible by natives used to the writing of non-natives  **TARGET** | **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  ask and answer questions  meet limited practical writing needs  -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. |