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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 tocreate 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. |