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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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| **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. | **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.  **TARGET** | **INTERMEDIATE HIGH**  -Understands longer stretches of connected speech on a number of topics at a normal rate of speech.  -Seldom has problems comprehending topics related to everyday life and familiar subject area content  (Can request clarification verbally.) | **ADVANCED LOW**  **-**Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects | **ADVANCED MID**  -Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.  -May have difficulty with highly idiomatic speech |

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

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| **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. | **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.  -Uses a variety of common verbs in present tense (formations may be inaccurate)  -Other verb tenses/forms may appear but are not frequent.  -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)  -Uses an increasing number and variety of verbs.  -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.  -Meaning is generally clear in spite of some grammatical inaccuracies.  **TARGET** | **INTERMEDIATE HIGH**  ***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  -Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.  -Sometimes achieves successful circumlocution when precise word is lacking.  -Initiates and sustains conversations by using language creatively.  -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  -Control of present tense is solid but patterns of breakdown appear in past and future timeframes  -Grammatical inaccuracies are still present. |

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

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| **NOVICE HIGH**  -Can understand, fully and with relative ease, key words and [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.”, 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. | **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.  **TARGET** | **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. |

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

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| **NOVICE HIGH**  -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 | **INTERMEDIATE LOW**  -Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material  -Sentences are short, simple and of a conversational-style with basic word order  -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 basic needs  -There are basic errors in grammar, word choice, punctuation, spelling,  -Writing is generally understood by native speaker used to writing of non-natives  **TARGET** | **INTERMEDIATE MID**  -Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics  -Writing is framed in present time but may contain references to other time frames  -Writing style closely resembles how the student speaks  -Evidence of control of basic sentence structure and verb forms  -Writing is understood readily by natives used to the writing of non-natives  -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.  -Meaning is generally clear in spite of some grammatical inaccuracies. | **INTERMEDIATE HIGH**  -Writes compositions and simple summaries related to school subjects and school and personals 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 |