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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 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)-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 |