### Listening Ability

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERMEDIATE LOW</td>
<td>- Understands familiar questions, commands, and statements in a limited number of content areas.</td>
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<tr>
<td></td>
<td>- Understands questions and statements in new content areas with strong contextual support.</td>
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<td></td>
<td>- Follows information that is being given at a fairly normal rate.</td>
</tr>
</tbody>
</table>

**TARGET**

### Speaking Ability

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>NOVICE HIGH</td>
<td><strong>Partial</strong> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</td>
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<tr>
<td></td>
<td>- Uses vocabulary from everyday topics and subject area content to provide basic information.</td>
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<td></td>
<td>- Uses memorized expressions with ease and accuracy.</td>
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<td></td>
<td>- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech.</td>
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<tr>
<td></td>
<td>- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</td>
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<tr>
<td></td>
<td>- May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</td>
</tr>
</tbody>
</table>

**TARGET**
### Reading Ability

- **NOVICE HIGH**
  - Can understand, fully and with relative ease, key words and cognates, as well as formulaic 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 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.

- **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.

- **TARGET**
  - 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

- **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.

- **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 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.