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

<table>
<thead>
<tr>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED LOW</th>
</tr>
</thead>
</table>
| - 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. | - 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. | - 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. | - 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.) | - Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects |

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

<table>
<thead>
<tr>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
</tr>
</thead>
</table>
| - 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. | 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 | 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. | Confident ability to create with language to convey personal meaning by adapting learned material in single sentences & 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. |
### Reading Ability

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

<table>
<thead>
<tr>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Able to recognize the letters or symbols</td>
<td>- Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</td>
<td>- Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</td>
<td>- Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</td>
<td>- There may be frequent misunderstandings.</td>
<td>- Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</td>
</tr>
<tr>
<td>- Rereading is often required.</td>
<td>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</td>
<td>- Readers will be challenged to understand connected texts of any length.</td>
<td></td>
</tr>
</tbody>
</table>

### Writing Ability

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

<table>
<thead>
<tr>
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<th>Intermediate Low</th>
<th>Intermediate High</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writes a modest number of words or phrases in context</td>
<td>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.</td>
<td>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.</td>
<td>Confident ability to create with language to convey personal meaning by adapting learned material in single sentences &amp; strings of sentences ask and answer questions meet limited practical writing needs.</td>
</tr>
<tr>
<td>- Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</td>
<td>- Meets limited basic practical writing needs using lists, short messages, and simple notes Writing is focused on common elements of daily school life.</td>
<td>- Sentences are short, simple, mirroring oral language.</td>
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</tr>
<tr>
<td>- Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.</td>
<td>- Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence level writing all the time.</td>
<td>- Sentences are almost exclusively in present time but may begin to show evidence of past and future time and generally have repetitive structure.</td>
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</tr>
<tr>
<td>- On less familiar topics, shows a marked decrease in accuracy Writing may be difficult to understand even by sympathetic readers.</td>
<td>- Writing is often comprehensible by natives used to the writing of non-natives.</td>
<td>- Topics are highly predictable content areas and personal information.</td>
<td>- Vocabulary is adequate to express elementary needs.</td>
</tr>
<tr>
<td>- Writing may be difficult to understand even by sympathetic readers.</td>
<td></td>
<td>- There are basic errors in grammar, word choice, spelling, punctuation.</td>
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</tr>
</tbody>
</table>