### LISTENING ABILITY

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

<table>
<thead>
<tr>
<th>NOVICE LOW</th>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recognizes single, isolated words, greetings and polite expressions.</td>
<td>- Understands predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support).</td>
<td>- Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.</td>
<td>- Understands familiar questions, commands and statements in a limited number of content areas.</td>
<td>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</td>
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<tr>
<td>- Requires slower than normal rate of speech and/or with repetitions.</td>
<td></td>
<td>- May require repetition, slower speech, or rephrasing.</td>
<td>- Understands questions and statements in new content areas with strong contextual support.</td>
<td>- Carries out commands.</td>
</tr>
</tbody>
</table>

### SPEAKING ABILITY

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

<table>
<thead>
<tr>
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<th>INTERMEDIATE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses isolated words (i.e., single words) to respond to questions.</td>
<td>- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</td>
<td>Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</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.</td>
</tr>
<tr>
<td>- Responses pertain to very specific topic areas in predictable contexts.</td>
<td>- Frequent searching for words is common.</td>
<td>- Ask and answer questions handle a simple survival situation (daily needs) in the language.</td>
<td>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
</tr>
<tr>
<td>- May use greetings and polite expressions such as Good Morning and Thank you.</td>
<td>- May use native language or gestures when attempting to create with language beyond what is known.</td>
<td>- Uses vocabulary from everyday topics and subject area content to provide basic information.</td>
<td>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
</tr>
<tr>
<td>- 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.</td>
<td>- Uses native language or gestures when attempting to create with language beyond what is known.</td>
<td>- Uses memorized expressions with ease and accuracy.</td>
<td>- Handles a limited number of everyday social and subject content interactions.</td>
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<td>- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech.</td>
<td>- Uses a variety of common verbs in present tense (formations may be inaccurate)</td>
</tr>
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<td></td>
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<td>- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</td>
<td>- Other verb tenses/forms may appear but are not frequent.</td>
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<td>- May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</td>
<td>- The listener may be confused by this speech due to the many grammatical inaccuracies.</td>
</tr>
</tbody>
</table>
**READING ABILITY**
*Your child’s reading ability in the immersion language is best described as . . .*

- **NOVICE LOW**
  - Able to recognize a limited number of letters.
  - They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

- **NOVICE MID**
  - Able to recognize the letters or symbols
  - Can identify a number of highly contextualized words and phrases including cognates 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 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.

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

- **NOVICE LOW**
  - Copies or transcribes familiar words or phrases
  - Forms letters of the alphabet
  - 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

- **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

- **INTERMEDIATE LOW**
  - 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 writing of non-natives.