



2nd Grade Student Proficiency Report: GERMAN

Student Name
School

Language **GERMAN**
District

Teacher
Date

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

NOVICE LOW

- Recognizes single, isolated words, greetings and polite expressions.

NOVICE MID

- Understands predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support).
- Requires slower than normal rate of speech and/or with repetitions.

NOVICE HIGH

- 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.

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.

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

NOVICE MID

- 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.

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 & 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 & 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 . . .*

NOVICE LOW

- 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 MID

- 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.

NOVICE HIGH

- 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 LOW

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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 reader

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
 - 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

- Sustained but minimal** ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences
- ask and answer questions
 - meet limited practical writing needs
 - 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 writer of non-natives.