**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>
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</thead>
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<tr>
<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>
<td>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</td>
<td>- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects.</td>
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<tr>
<td>- May require repetition, slower speech, or rephrasing.</td>
<td>- Follows information that is being given at a fairly normal rate.</td>
<td>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
<td>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</td>
<td></td>
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**SPEAKING ABILITY** Your child’s speaking ability in the immersion language is best described as . . .

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<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED LOW</th>
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<tbody>
<tr>
<td><strong>Partial</strong> 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.</td>
<td><strong>Sustained but minimal</strong> 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.</td>
<td><strong>Confident</strong> ability to create with language to convey personal meaning by adapting learned material in single sentences &amp; 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. - 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.</td>
<td><strong>Partial</strong> 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 &amp; future timeframes. - Grammatical inaccuracies are still present.</td>
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</tbody>
</table>
**Reading Ability**

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

- **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.

- **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.

**Writing Ability**

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

- **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
  - Meets limited basic practical writing needs
  - 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 and 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 writing of non-natives.

- **Intermediate High**
  - Confident 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 but may begin to show evidence of past and future 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.