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

- 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 LOW
- Understands different sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.
- Carries out commands.

INTERMEDIATE MID
- 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.)

INTERMEDIATE HIGH
- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects.

ADVANCED LOW
- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.
- May have difficulty with highly idiomatic speech.

ADVANCED MID

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

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 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.

INTERMEDIATE HIGH
- Partial 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 speech.
- Use paragraph-length utterances with connected speech on topics.
- 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 & future timeframes.
- Grammatical inaccuracies are still present.
**READING ABILITY**  
*Your child’s reading ability in the immersion language is best described as . . .*

- **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.

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

- **NOVICE HIGH**
  - **Partial** ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.
  - 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 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 writer of non-natives.

- **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 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 writer of non-natives.

- **INTERMEDIATE HIGH**
  - **Partial** ability to write factual narratives, descriptions and summaries narrate and describe in major timeframes, using elaboration and clarification write with good control of high frequency structures and vocabulary.
  - 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.