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

- 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.
- Intermediate High
  - 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.)
- Advanced Low
  - Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects.
- Advanced Mid
  - 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.

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.
- 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
  - 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.
  - 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.

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.

INTERMEDIATE HIGH
- 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.)

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

ADVANCED MID
- 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.

INTERMEDIATE LOW
- 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.

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.

- 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
  - 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.

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

- Advanced Mid
  - 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.

7th Grade Student Proficiency Report: SPANISH

Student Name
Language
Spanish
District
Teacher
Date

Listed by Greg Duncan for the Utah Dual Language Immersion Program • Utah State Office of Education • August 2015
**READING ABILITY** Your child’s reading ability in the immersion language is best described as . . .

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED LOW</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>- 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.</td>
<td>- Can understand conventional narrative and descriptive texts with clear underlying structure though their comprehension may be uneven. Texts predominantly contain high-frequency vocabulary and structures.</td>
</tr>
<tr>
<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>
<td>- 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.</td>
<td>- Is challenged in comprehending more complex texts.</td>
</tr>
<tr>
<td>- Readers will be challenged to understand connected texts of any length.</td>
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<td></td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
<th>ADVANCED LOW</th>
</tr>
</thead>
<tbody>
<tr>
<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 meet limited practical writing needs</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 meet limited practical writing needs</td>
<td><strong>Partial</strong> 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</td>
<td>Sustained but minimal 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</td>
</tr>
<tr>
<td>- Sentences are short, simple, mirroring oral language</td>
<td>- Sentences are short, simple, mirroring oral language</td>
<td>- Writes compositions and simple summaries related to school subjects and school and personal experiences</td>
<td>- Can meet basic academic writing needs.</td>
</tr>
<tr>
<td>- Sentences are almost exclusively in present time and generally have repetitive structure</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>
<td>- Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects</td>
<td>- Writes narrations and descriptions using all timeframes with some control of aspect (precision of particular verb tense)</td>
</tr>
<tr>
<td>- Topics are highly predictable content areas and personal information</td>
<td>- Topics are highly predictable content areas and personal information</td>
<td>- Writing is often, but not always, of paragraph length</td>
<td>- Combines and links sentences into paragraph length and structure</td>
</tr>
<tr>
<td>- Vocabulary is adequate to express elementary needs</td>
<td>- Vocabulary is adequate to express elementary needs</td>
<td>- Vocabulary, grammar and style closely resemble how the student speaks</td>
<td>- Incorporates a limited number of cohesive devices but may evidence some redundancy and awkward repetition.</td>
</tr>
<tr>
<td>- There are basic errors in grammar, word choice, spelling, punctuation</td>
<td>- There are basic errors in grammar, word choice, spelling, punctuation</td>
<td>- Writing is generally understood by natives not used to the writing of non-natives.</td>
<td>- Relies on speaking patterns and the writing of first language to express written thought.</td>
</tr>
<tr>
<td>- Writing is generally understood by native readers used to the writer of non-natives.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>