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

- 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.

- 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.

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 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.
### READING ABILITY
*Your child’s reading ability in the immersion language is best described as . . .*

<table>
<thead>
<tr>
<th><em>NOVICE MID</em></th>
<th><em>NOVICE HIGH</em></th>
<th><em>INTERMEDIATE LOW</em></th>
<th><em>INTERMEDIATE MID</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Able to recognize the letters or symbols</td>
<td>- Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</td>
<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>
</tr>
<tr>
<td>- Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</td>
<td>- Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</td>
<td>- Readers will be challenged to understand connected texts of any length.</td>
<td>- Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</td>
</tr>
<tr>
<td>- Rereading is often required.</td>
<td>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</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><em>NOVICE MID</em></th>
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<th><em>INTERMEDIATE LOW</em></th>
<th><em>INTERMEDIATE MID</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writes a modest number of words or phrases in context</td>
<td><em>Partial</em> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</td>
<td><em>Sustained but minimal</em> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</td>
<td><em>Confident</em> ability to create with language to convey personal meaning by adapting learned material in single sentences &amp; strings of sentences.</td>
</tr>
<tr>
<td>- Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</td>
<td>- Meets limited basic practical writing needs using lists, short messages, and simple notes.</td>
<td>- Sentences are short, simple, mirroring oral language.</td>
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</tr>
<tr>
<td>- Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.</td>
<td>- Writing is focused on common elements of daily school life.</td>
<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>
</tr>
<tr>
<td>- On less familiar topics, shows a marked decrease in accuracy.</td>
<td>- Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time.</td>
<td>- Topics are highly predictable content areas and personal information.</td>
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</tr>
<tr>
<td>- Writing may be difficult to understand even by sympathetic readers.</td>
<td>- Writing is often comprehensible by natives used to the writing of non-natives.</td>
<td>- Vocabulary is adequate to express elementary needs.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- There are basic errors in grammar, word choice, spelling, punctuation.</td>
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<td></td>
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<td>- Writing is generally understood by native readers used to the writer of non-natives.</td>
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</tr>
</tbody>
</table>