



4th Grade Student Proficiency Report: SPANISH

Student Name
School

Language **SPANISH**
District

Teacher
Date

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 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
- 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 & future timeframes
- Grammatical inaccuracies are still present.

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 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.