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

- NOVICE LOW
  - Recognizes single, isolated words, greetings and polite expressions.
  - Understands predictable questions, statements and commands in familiar topic areas (with strong context without prompting support).
  - Requires slower than normal rate of speech and/or with repetitions.

- NOVICE MID
  - 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.

- NOVICE HIGH
  - Understands familiar questions, commands and statements in a limited number of content areas
  - Understeds 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 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 MID
  - 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 & 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.

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 & 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 . . .**

- **Novice Low**
  - 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 Mid**
  - 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.

- **Novice High**
  - 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 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.

### Writing Ability

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

- **Novice Low**
  - Copies or transcribes familiar words or phrases
  - Forms letters of the alphabet
  - Produces a very limited number of isolated words or familiar phrases from memory

- **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 reader

- **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
  - 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 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 & 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.