



8th Grade Student Proficiency Report: SPANISH

Student Name	Language SPANISH	Teacher
School	District	Date

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 . . .*

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.

ADVANCED LOW

- Sustained but minimal* 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
- Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest and academic subjects.
 - May use circumlocution successfully when specific terms are lacking.
 - Uses paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations
 - False starts in conversations are common.
 - Uses present, past and future timeframes with good but not perfect control
 - May effectively self-correct when aware of grammatical inaccuracies.
 - Structures of native language may be evident (e.g., literal translation).

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

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.

ADVANCED LOW

- 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.
- Can understand the main ideas and some supporting details primarily from situational and subject matter texts.
- Is challenged in comprehending more complex texts.

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

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
 - 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 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 personals 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.

ADVANCED LOW

- 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
- Can meet basic academic writing needs.
 - Writes narrations and descriptions using all timeframes with some control of aspect (precision of particular verb tense)
 - Combines and links sentences into paragraph length and structure
 - Incorporates a limited number of cohesive devices but may evidence some redundancy and awkward repetition.
 - Relies on speaking patterns and the writing of first language to express written thought.