

**1<sup>st</sup> Grade Student Proficiency Report: SPANISH**  
**Dual Language Immersion Program**



**ATLANTA  
PUBLIC  
SCHOOLS**



Student First Name	Student Last Name	Date
Teacher (Spanish)	Teacher (English)	School

**Listening Ability-** Your child’s listening ability in the immersion language is best described as . . .

                                                                                      

<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>	<b>INTERMEDIATE HIGH</b>
<ul style="list-style-type: none"> <li>- Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).</li> <li>- Requires slower than normal rate of speech and/or with repetitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.</li> <li>- May require repetition, slower speech, or rephrasing.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands familiar questions, commands and statements in a limited number of content areas</li> <li>- Understands questions and statements in new content areas with strong contextual support.</li> <li>- Follows information that is being given at a fairly normal rate.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</li> <li>- Carries out commands.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</li> <li>- Seldom has problems comprehending topics related to everyday life and familiar subject area content</li> <li>- (Can request clarification verbally.)</li> </ul>

**Speaking Ability-** Your child’s speaking ability in the immersion language is best described as . . .

                                                                                      

<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
<ul style="list-style-type: none"> <li>- Uses isolated words (i.e., single words) to respond to questions.</li> <li>- Responses pertain to very specific topic areas in predictable contexts.</li> <li>- May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>- Frequent searching for words is common.</li> <li>- May use native language or gestures when attempting to create with language beyond what is known.</li> <li>- 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.</li> </ul>	<p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> </ul> <ul style="list-style-type: none"> <li>- Uses vocabulary from everyday topics and subject area content to provide basic information.</li> <li>- Uses memorized expressions with ease and accuracy.</li> <li>- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>- May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> </ul> <ul style="list-style-type: none"> <li>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</li> <li>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</li> <li>- Handles a limited number of everyday social and subject content interactions.</li> <li>- Uses a variety of common verbs in present tense (formations may be inaccurate)</li> <li>- Other verb tenses/forms may appear but are not frequent.</li> <li>- The listener may be confused by this speech due to the many grammatical inaccuracies.</li> </ul>	<p><i>Confident</i> ability to</p> <ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> </ul> <ul style="list-style-type: none"> <li>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>- May attempt circumlocution when appropriate vocabulary is missing.</li> <li>- Maintains simple sentence-level conversations.</li> <li>- May initiate talk spontaneously without relying on questions or prompts.</li> <li>- May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)</li> <li>- Uses an increasing number and variety of verbs.</li> <li>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</li> <li>- Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>

# 1<sup>st</sup> Grade Student Proficiency Report: SPANISH

## Dual Language Immersion Program



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**Reading Ability-** Your child’s reading ability in the immersion language is best described as . . .





<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>
<ul style="list-style-type: none"> <li>- Able to recognize a limited number of letters.</li> <li>- They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to recognize the letters or symbols</li> <li>- Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</li> <li>- Rereading is often required.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>- Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</li> <li>- Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</li> <li>- There may be frequent misunderstandings.</li> <li>- Readers will be challenged to understand connected texts of any length.</li> </ul>

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






<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
<ul style="list-style-type: none"> <li>- Copies or transcribes familiar words or phrases</li> <li>- Forms letters of the alphabet</li> <li>- Produces a very limited number of isolated words or familiar phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>- Writes a modest number of words or phrases in context</li> <li>- Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>- Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>- On less familiar topics, shows a marked decrease in accuracy</li> <li>- Writing may be difficult to understand even by sympathetic readers</li> </ul>	<p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- meet limited practical writing needs</li> </ul> <ul style="list-style-type: none"> <li>- Meets limited basic practical writing needs using lists, short messages, and simple notes</li> <li>- Writing is focused on common elements of daily school life</li> <li>- Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time</li> <li>- Writing is often comprehensible by natives used to the writing of non-natives</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- meet limited practical writing needs</li> </ul> <ul style="list-style-type: none"> <li>- Sentences are short, simple, mirroring oral language</li> <li>- Sentences are almost exclusively in present time and generally have repetitive structure</li> <li>- Topics are highly predictable content areas and personal information</li> <li>- Vocabulary is adequate to express elementary needs</li> <li>- There are basic errors in grammar, word choice, spelling, punctuation</li> <li>- Writing is generally understood by native readers used to the writer of non-natives.</li> </ul>	<p><i>Confident</i> ability to</p> <ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- meet limited practical writing needs</li> </ul> <ul style="list-style-type: none"> <li>- Sentences are short, simple, mirroring oral language</li> <li>- Sentences are almost exclusively in present time and generally have repetitive structure</li> <li>- Topics are highly predictable content areas and personal information</li> <li>- Vocabulary is adequate to express elementary needs</li> <li>- There are basic errors in grammar, word choice, spelling, punctuation</li> <li>- Writing is generally understood by native readers used to the writer of non-natives.</li> </ul>