2nd 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 . . .

☐	☐	☐	☐	☐
NOVICE HIGH	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**	**ADVANCED LOW**
- 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.	- 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.	- 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. **TARGET**	- 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.)	- 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 LOW	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**
- Uses isolated words (i.e., single words) to respond to questions. - Responses pertain to very specific topic areas in predictable contexts. - May use greetings and polite expressions such as *Good Morning* and *Thank you*.	- 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.	*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. **TARGET**	*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.	*Confident* 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 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.

Adapted from Delaware State Office of Education

2ⁿᵈ Grade Student Proficiency Report: SPANISH
Dual Language Immersion Program

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

☐	☐	☑	☐	☐
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**
- Able to recognize a limited number of letters. - They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	- 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.	- 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. **TARGET**	- 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.	-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 LOW	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**
- 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	- 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	*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 **TARGET**	*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.	*Confident* 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.

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