

4th Grade Student Proficiency Report: SPANISH

Dual Language Immersion Program



ATLANTA
PUBLIC
SCHOOLS



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



NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW.
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. <p style="text-align: center;">TARGET</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 . . .



NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<ul style="list-style-type: none"> - 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 	<p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> - 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 <p>- Meets limited basic practical writing needs using lists, short messages, and simple notes</p> <ul style="list-style-type: none"> - 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 	<p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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. <p style="text-align: center;">TARGET</p>	<p><i>Confident</i> ability to</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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. 	<p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> - Write 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 - write in paragraph-length language - have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners <ul style="list-style-type: none"> - Has a broad enough vocabulary for writing about simple social and academic topics in generalities, but may lack detail. - 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 and future timeframes - Grammatical inaccuracies are still present.

4th Grade Student Proficiency Report: SPANISH
Dual Language Immersion Program



ATLANTA
PUBLIC
SCHOOLS

