

5th Grade Student Proficiency Report: SPANISH
Dual Language Immersion Program



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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 . . .

<p>INTERMEDIATE LOW</p> <ul style="list-style-type: none"> - 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. 	<p>INTERMEDIATE MID</p> <ul style="list-style-type: none"> - 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. 	<p>INTERMEDIATE HIGH</p> <ul style="list-style-type: none"> - 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.) <p style="text-align: center;">TARGET</p>	<p>ADVANCED LOW</p> <ul style="list-style-type: none"> - Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects 	<p>ADVANCED MID</p> <ul style="list-style-type: none"> - 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.
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Speaking Ability- Your child’s speaking ability in the immersion language is best described as . . .

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
<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 - 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 proper verb formations, and other grammatical inaccuracies may be present. - May revert to the use of English when Spanish words cannot be retrieved or when dealing with unfamiliar topics. 	<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 - handle a simple survival situation (daily needs) in the language - Has basic vocabulary for making statements, 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. 	<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 - 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, and use basic sentence connectors (e.g., and, but, however) - Uses increasing numbers, 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. <p style="text-align: center;">TARGET</p>	<p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> - 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 and future timeframes - Grammatical inaccuracies are still present. 	<p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> - 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).

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

<p>NOVICE HIGH</p> <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. 	<p>INTERMEDIATE LOW</p> <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. 	<p>INTERMEDIATE MID</p> <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>	<p>INTERMEDIATE HIGH</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. 	<p>ADVANCED LOW.</p> <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.
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Writing Ability- Your child’s writing ability in the immersion language is best described as . . .

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
<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 - 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 	<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 - 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>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 - 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>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 - 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. 	<p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> - 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.