

## 2nd Grade Spanish Proficiency Report

### Utah Dual Immersion Program

Student Name	Language	Teacher
School	District	Date

**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 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 without prompting.</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 (Can request clarification verbally.)</li> </ul>

**Speaking Ability-** Your child's speaking 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>
<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>	<ul style="list-style-type: none"> <li>Minimal ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors</li> <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>-Successfully produces sentence-length information but cannot sustain sentence-level speech when it is called for.</li> <li>-Sentences may not always contain the proper verb formations and other grammatical inaccuracies may be present, but these inaccuracies generally do not impede communication of the message.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when the student attempts to produce language with unfamiliar topics.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>Growing ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors</li> <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>-Use of some native language is common when vocabulary is lacking.</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) in sentences.</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>	<ul style="list-style-type: none"> <li>Confident ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors</li> <li>-Has basic vocabulary, permitting discussions of a personal nature and subject area topics.</li> <li>-May attempt circumlocution when appropriate vocabulary is missing.</li> <li>-May resort to native language.</li> <li>-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.</li> <li>-Gives simple descriptions successfully.</li> <li>-May attempt longer, more complex sentences, including the use of sentence connectors.</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>-Many grammatical inaccuracies may be present.</li> </ul>

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**Reading Ability-** Here are your child's reading abilities in Spanish at the end of 2nd Grade:

- \_\_\_\_\_ 1. Decode by syllables
- \_\_\_\_\_ 2. Identify the message in common environmental print (i.e., signs, boxes, wrappers)
- \_\_\_\_\_ 3. Follow along on a page when a text is being read aloud
- \_\_\_\_\_ 4. Read high-frequency words for this grade level
- \_\_\_\_\_ 5. Read sentences and short, simple paragraphs
- \_\_\_\_\_ 6. Read aloud grade level text with appropriate speed, accuracy and expression
- \_\_\_\_\_ 7. Identify in Spanish the characters, setting and problem/resolution in the story
- \_\_\_\_\_ 8. Identify verbally or nonverbally the beginning, middle and end of a text (narrative and informational)
- \_\_\_\_\_ 9. Identify multiple facts in grade level informational texts
- \_\_\_\_\_ 10. Retell using important ideas/events with supporting details in sequence

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





NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
<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>-May attempt to create sentences, but is not successful.</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> <li>-Sentence-level production remains very simple and basic and may contain many inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal ability to describe</li> <li>narrate</li> <li>answer questions</li> <li>ask questions</li> <li>using sentences, strings of sentences and sentence connectors</li> <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>-Successfully produces sentence-length information but cannot sustain sentence-level writing when it is called for.</li> <li>-Sentences may not always contain the proper verb formations and other grammatical inaccuracies may be present, but these inaccuracies generally do not impede communication of the message.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when the student attempts to produce language with unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Growing ability to describe</li> <li>narrate</li> <li>answer questions</li> <li>ask questions</li> <li>using sentences, strings of sentences and sentence connectors</li> <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>-Use of some native language is common when vocabulary is lacking.</li> <li>-Can maintain simple sentence level writing by creating with the language, although in a restrictive and reactive manner.</li> <li>-Handles a limited number of everyday social and subject content topics.</li> <li>-Uses a variety of common verbs in present tense (formations may be inaccurate) in sentences.</li> <li>-Other verb tenses/forms may appear in memorized language.</li> <li>-The reader may be confused by this writing due to the many grammatical inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>Confident ability to describe</li> <li>narrate</li> <li>answer questions</li> <li>ask questions</li> <li>using sentences, strings of sentences and sentence connectors</li> <li>-Has basic vocabulary, permitting discussions of a personal nature and subject area topics.</li> <li>-May resort to native language.</li> <li>-Gives simple descriptions successfully.</li> <li>-Maintains simple sentence-level writing.</li> <li>-May attempt longer, more complex sentences, including the use of sentence connectors.</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>-Many grammatical inaccuracies may be present.</li> </ul>
	<b>TARGET</b>		