

3rd Grade Spanish Proficiency Report

Utah Dual Language Immersion Program

Student Name	Language	Teacher
School	District	Date

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

NOVICE HIGH -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.	INTERMEDIATE LOW -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.	INTERMEDIATE MID -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	INTERMEDIATE HIGH -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.)	ADVANCED LOW -Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects
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Speaking Ability- Your child’s speaking ability in the immersion language is best described as . . .

NOVICE MID -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.	NOVICE HIGH Minimal ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors -Uses vocabulary from everyday topics and subject area content to provide basic information. -Uses memorized expressions with ease and accuracy. -Successfully produces sentence-length information but cannot sustain sentence-level speech when it is called for. -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. -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. TARGET	INTERMEDIATE LOW Growing ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking. -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) in sentences. -Other verb tenses/forms may appear but are not frequent. -The listener may be confused by this speech due to the many grammatical inaccuracies.	INTERMEDIATE MID Confident ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors -Has basic vocabulary, permitting discussions of a personal nature and subject area topics. -May attempt circumlocution when appropriate vocabulary is missing. -May resort to native language. -Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences, including the use of sentence connectors. -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. -Many grammatical inaccuracies may be present.
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Reading Ability- Here are your child’s reading abilities in Spanish at the end of 2nd Grade:

- _____ 1. Decode multisyllabic words
- _____ 2. Decode common words that contain suffixes and prefixes that are grade-level appropriate
- _____ 3. Read aloud grade-level texts with appropriate speed, accuracy and expression
- _____ 4. Identify information found in graphs, charts, indices, glossaries, etc.
- _____ 5. Make text-to-text connections
- _____ 6. Make text-to-self connections
- _____ 7. Tell what will happen next
- _____ 8. Compare and contrast
- _____ 9. Draw conclusions
- _____ 10. Summarize important ideas and events
- _____ 11. State an opinion

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"> -Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -May attempt to create sentences, but is not successful. -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. -Sentence-level production remains very simple and basic and may contain many inaccuracies. 	<ul style="list-style-type: none"> Minimal ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors -Uses vocabulary from everyday topics and subject area content to provide basic information -Uses memorized expressions with ease and accuracy. -Successfully produces sentence-length information but cannot sustain sentence-level writing when it is called for. -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. -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. 	<ul style="list-style-type: none"> Growing ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking. -Can maintain simple sentence level writing by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and subject content topics. -Uses a variety of common verbs in present tense (formations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The reader may be confused by this writing due to the many grammatical inaccuracies. 	<ul style="list-style-type: none"> Confident ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors -Has basic vocabulary, permitting discussions of a personal nature and subject area topics. -May resort to native language. -Gives simple descriptions successfully. -Maintains simple sentence-level writing. -May attempt longer, more complex sentences, including the use of sentence connectors. -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. -Many grammatical inaccuracies may be present.
	TARGET		