

Kindergarten Student Proficiency Report: SPANISH

Delaware World 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 LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support). -Requires slower than normal rate of speech and/or with repetitions.	-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		

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

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
-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 <i>Good Morning</i> and <i>Thank you</i> .	-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.	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.
	TARGET		

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

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

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

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