

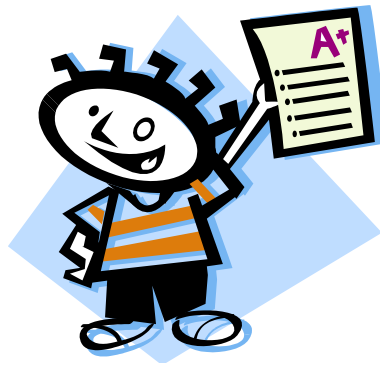


# Understanding the Student Proficiency Reports

Utah Dual Language  
Immersion Programs  
2013

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What does an “A” grade tell a student (or parent) about their language ability?



# Background

- 2009-2010 State developed Proficiency Targets and Can-Do Statements
- 2011 Can-Do Statements 2.0
- 2012 Student Proficiency Reports
- 2013 Updated Student Proficiency Targets & Reports



# UTAH DUAL LANGUAGE IMMERSION

*Providing a world of opportunities for students.*

## Utah Dual Language Immersion Proficiency Targets

### **FRENCH, PORTUGUESE & SPANISH**

<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

### **CHINESE**

<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Low	Novice Low	Novice Low	Novice Low
2	Novice Mid	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Novice High	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Intermediate High	Intermediate High	Intermediate High	Intermediate High
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Low	Advanced Low	Advanced Low	Advanced Low

## 1st Grade Student Proficiency Report: SPANISH

### 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 . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Recognizes single, isolated words, greetings and polite expressions.</li> </ul>	<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).</li> <li>-Requires slower than normal rate of speech and/or with repetitions.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <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>	<p><b>INTERMEDIATE LOW</b></p> <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><b>INTERMEDIATE MID</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.</li> </ul>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Uses isolated words (i.e., single words) to respond to questions.</li> <li>-Responses pertain to very specific topic areas in predictable contexts.</li> <li>- May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>.</li> </ul>	<p><b>NOVICE MID</b></p> <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> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <p><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions</p> <p>handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul>	<p><b>INTERMEDIATE LOW</b></p> <p><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</p> <p>ask and answer questions</p> <p>handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-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)</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>

## 1st Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Program

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





NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
-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.  <b>TARGET</b>	-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.	-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.	-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
-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  <b>TARGET</b>	-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	-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	-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -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 basic needs -There are basic errors in grammar, word choice, punctuation, spelling, -Writing is generally understood by native speaker used to writing of non-natives



### 3rd Grade Student Proficiency Report: SPANISH

#### 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 . . .

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

<p><b>NOVICE MID</b></p> <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>	<p><b>NOVICE HIGH</b></p> <p><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>INTERMEDIATE LOW</b></p> <p><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</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-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)</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>	<p><b>INTERMEDIATE MID</b></p> <p><i>Confident</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <li>-Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>-May attempt circumlocution when appropriate vocabulary is missing.</li> <li>-Maintains simple sentence-level conversations.</li> <li>-May initiate talk spontaneously without relying on questions or prompts.</li> <li>-May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)</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>-Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>
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## 3rd Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Program

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





<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Able to recognize the letters or symbols</li> <li>-Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</li> <li>-Rereading is often required.</li> </ul>	<p><b>NOVICE HIGH</b></p> <ul style="list-style-type: none"> <li>-Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</li> <li>-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>INTERMEDIATE LOW</b></p> <ul style="list-style-type: none"> <li>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</li> <li>-There may be frequent misunderstandings.</li> <li>-Readers will be challenged to understand connected texts of any length.</li> </ul>	<p><b>INTERMEDIATE MID</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</li> </ul>
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**Writing Ability-** Your child's writing ability in the immersion language is best described as . . .





<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Writes a modest number of words or phrases in context</li> <li>-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>-On less familiar topics, shows a marked decrease in accuracy</li> <li>-Writing may be difficult to understand even by sympathetic readers</li> </ul>	<p><b>NOVICE HIGH</b></p> <ul style="list-style-type: none"> <li>-Meets limited basic practical writing needs using lists, short messages, and simple notes</li> <li>-Writing is focused on common elements of daily school life</li> <li>-Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time</li> <li>-Writing is often comprehensible by natives used to the writing of non-natives</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>INTERMEDIATE LOW</b></p> <ul style="list-style-type: none"> <li>-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material</li> <li>-Sentences are short, simple and of a conversational-style with basic word order</li> <li>-Sentences are almost exclusively in present time and generally have repetitive structure.</li> <li>-Topics are highly predictable content areas and personal information</li> <li>-Vocabulary is adequate to express basic needs</li> <li>-There are basic errors in grammar, word choice, punctuation, spelling,</li> <li>-Writing is generally understood by native speaker used to writing of non-natives</li> </ul>	<p><b>INTERMEDIATE MID</b></p> <ul style="list-style-type: none"> <li>-Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics</li> <li>-Writing is framed in present time but may contain references to other time frames</li> <li>-Writing style closely resembles how the student speaks</li> <li>-Evidence of control of basic sentence structure and verb forms</li> <li>-Writing is understood readily by natives used to the writing of non-natives</li> </ul>
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## 5th Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Language Program

Student Name	Language	Teacher
School	District	Date

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

<p style="text-align: center;"><b>INTERMEDIATE LOW</b></p> <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>INTERMEDIATE MID</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.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p style="text-align: center;"><b>INTERMEDIATE HIGH</b></p> <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>	<p style="text-align: center;"><b>ADVANCED LOW</b></p> <ul style="list-style-type: none"> <li>-Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul>	<p style="text-align: center;"><b>ADVANCED MID</b></p> <ul style="list-style-type: none"> <li>-Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</li> <li>-May have difficulty with highly idiomatic speech</li> </ul>
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**Speaking Ability-** Your child's speaking ability in the immersion language is best described as . . .

<p style="text-align: center;"><b>NOVICE HIGH</b></p> <p><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul>	<p style="text-align: center;"><b>INTERMEDIATE LOW</b></p> <p><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</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-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)</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> <p style="text-align: center;"><b>TARGET</b></p>	<p style="text-align: center;"><b>INTERMEDIATE MID</b></p> <p><i>Confident</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <li>-Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>-May attempt circumlocution when appropriate vocabulary is missing.</li> <li>-Maintains simple sentence-level conversations.</li> <li>-May initiate talk spontaneously without relying on questions or prompts.</li> <li>-May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)</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>-Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>	<p style="text-align: center;"><b>INTERMEDIATE HIGH</b></p> <p><i>Partial</i> ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)</p> <p>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</p> <ul style="list-style-type: none"> <li>-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.</li> <li>-Sometimes achieves successful circumlocution when precise word is lacking.</li> <li>-Initiates and sustains conversations by using language creatively.</li> <li>-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</li> <li>-Control of present tense is solid but patterns of breakdown appear in past and future timeframes</li> <li>-Grammatical inaccuracies are still present.</li> </ul>
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## 5th Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Language Program

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>	<b>INTERMEDIATE HIGH</b>
<ul style="list-style-type: none"> <li>-Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</li> <li>-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</li> <li>-There may be frequent misunderstandings.</li> <li>-Readers will be challenged to understand connected texts of any length.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-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.</li> </ul>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
<ul style="list-style-type: none"> <li>-Writes a modest number of words or phrases in context</li> <li>-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>-On less familiar topics, shows a marked decrease in accuracy</li> <li>-Writing may be difficult to understand even by sympathetic readers</li> </ul>	<ul style="list-style-type: none"> <li>-Meets limited basic practical writing needs using lists, short messages, and simple notes</li> <li>-Writing is focused on common elements of daily school life</li> <li>-Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time</li> <li>-Writing is often comprehensible by natives used to the writing of non-natives</li> </ul>	<ul style="list-style-type: none"> <li>-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material</li> <li>-Sentences are short, simple and of a conversational-style with basic word order</li> <li>-Sentences are almost exclusively in present time and generally have repetitive structure.</li> <li>-Topics are highly predictable content areas and personal information</li> <li>-Vocabulary is adequate to express basic needs</li> <li>-There are basic errors in grammar, word choice, punctuation, spelling,</li> <li>-Writing is generally understood by native speaker used to writing of non-natives</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>- Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics</li> <li>-Writing is framed in present time but may contain references to other time frames</li> <li>-Writing style closely resembles how the student speaks</li> <li>-Evidence of control of basic sentence structure and verb forms</li> <li>-Writing is understood readily by natives used to the writing of non-natives</li> <li>-Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</li> <li>-Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>

# What is language proficiency?

- It's not about passing a test or getting the right answer.
- It's about what students can DO with the language.
- Is the meaning understood even though everything may not be grammatically correct?

# Student Proficiency Report

- Communicates proficiency, or what the students can do with the language.
- Follows the national ACTFL standards (American Council of Teachers of Foreign Languages) used across the nation to communicate language proficiency.
- <http://actflproficiencyguidelines2012.org/>




# ACTFL Proficiency Guidelines

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished
- Listening
- Speaking
- Reading
- Writing

# 1<sup>st</sup> grade

- Area: Listening
- Shaded box is the target for the grade level.
- Checked box is your student's level.

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE LOW</b> -Recognizes single, isolated words, greetings and polite expressions.	<b>NOVICE MID</b> -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. <b>TARGET</b>	<b>NOVICE HIGH</b> -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.	<b>INTERMEDIATE LOW</b> -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.	<b>INTERMEDIATE MID</b> -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.





## 1st Grade Student Proficiency Report: SPANISH

### 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 . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Recognizes single, isolated words, greetings and polite expressions.</li> </ul>	<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).</li> <li>-Requires slower than normal rate of speech and/or with repetitions.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <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>	<p><b>INTERMEDIATE LOW</b></p> <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><b>INTERMEDIATE MID</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.</li> </ul>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Uses isolated words (i.e., single words) to respond to questions.</li> <li>-Responses pertain to very specific topic areas in predictable contexts.</li> <li>- May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>.</li> </ul>	<p><b>NOVICE MID</b></p> <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> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <p><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions</p> <p>handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul>	<p><b>INTERMEDIATE LOW</b></p> <p><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</p> <p>ask and answer questions</p> <p>handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <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>-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)</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>

# Speaking

- Novice
- Intermediate
  
- Advanced



- Words, memorized phrases or sentences
- Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.
- Paragraphs and more. Narrate and describe in past, present, and future times/aspect, and handle a complicated situation or transaction.

# Speaking

- Novice

- Intermediate

- Advanced

- Parrot



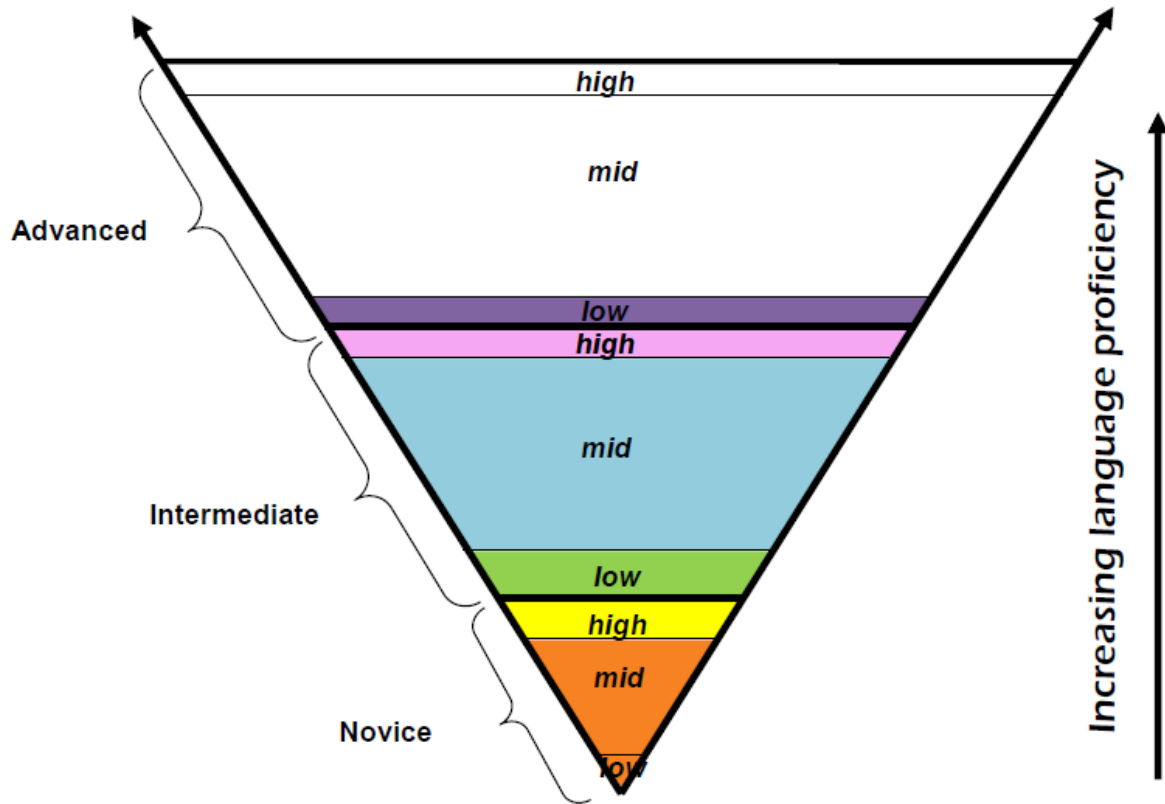
- Survivor



- Story teller



# Language Acquisition Grid



**Novice:**

I can speak in words, phrases and memorized formulas.

**Intermediate:**

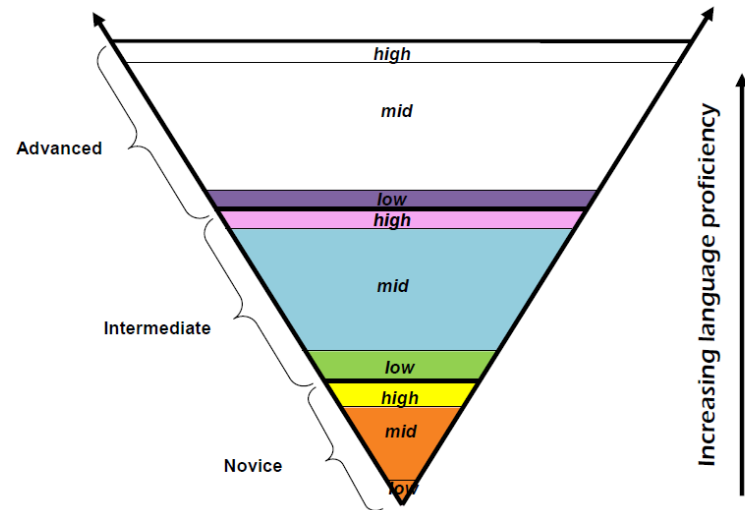
I can speak in sentences, and strings of sentences.

**Advanced:**

I can speak in paragraphs with ideas flowing from sentence to sentence.

# Low, Mid, High?

- Low- Attempts but is unable to sustain.
- Mid- Solid in this level. Sustainable.
- High- Solid in current level and actually is trying the next level, but not successfully.



# Minimum Proficiency Levels Needed in the Work Field

Proficiency Level	Functions	Corresponding Jobs/ Professions	Who has this level of proficiency?	Utah Dual Immersion Target
<b>Superior</b>	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment	
<b>Advanced High</b>	Narrate and describe in past, present and future and deal effectively with an unanticipated complication	University professor of foreign languages	Students with masters degrees or doctorates	Grade 12
<b>Advanced Mid</b>		Doctor, Sales representative, Social worker	Native speakers who learned Spanish in the home environment	
<b>Advanced Low</b>		Customer service representatives, Police officers, school teachers	Graduates with Spanish degrees	
<b>Intermediate High</b>	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Aviation personnel, telephone operator, receptionist	After 6 years of middle/high school, AP LDS Returned Missionaries	Grades 8-9
<b>Intermediate Mid</b>		Tour guide, cashier	After 4 years of middle/high school, AP LDS Returned Missionaries	Grade 6-7
<b>Intermediate Low</b>			After 2 years of high school	Grades 4-5
<b>Novice High</b>	Communicate minimally with formulaic and rote utterances, lists and phrases		After 1 year of high school	Grades 2-3
<b>Novice Mid</b>				Grade 1
<b>Novice Low</b>				

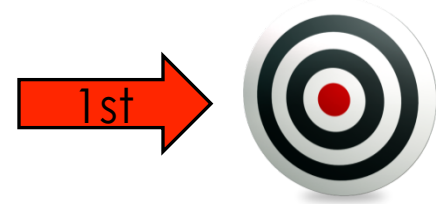
From the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)



# Speaking- Novice Low

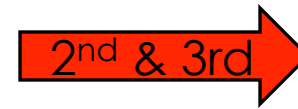
- -Uses **isolated words** (i.e., single words) to respond to questions.
- -Responses pertain to **very specific topic areas** in **predictable contexts**.
- - May use **greetings** and **polite expressions** such as *Good Morning* and *Thank you*.

# Speaking- 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.

# Speaking- Novice High



- **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.

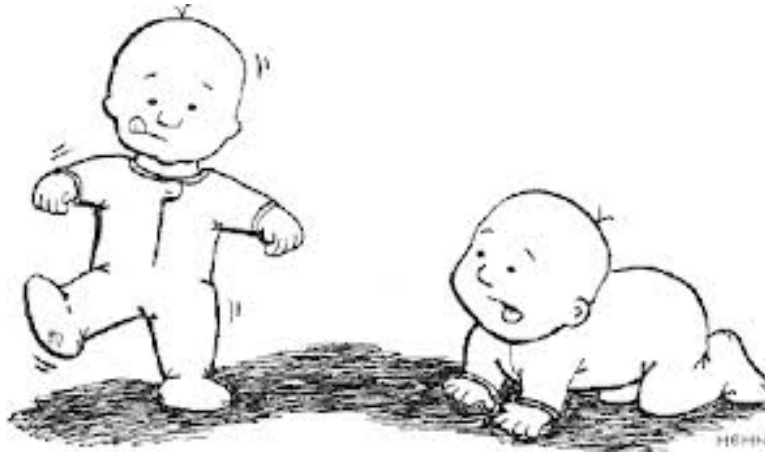
# Speaking- Intermediate Low

4<sup>th</sup> & 5<sup>th</sup>



- **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**.

# Analogy



# Speaking- Intermediate Mid



- **Confident** 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 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**, including the use of basic sentence connectors (e.g., and, but, however)
- 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.
- **Meaning is generally clear** in spite of some grammatical inaccuracies.



# Speaking- Intermediate High

8<sup>th</sup> & 9<sup>th</sup>



- **Partial** ability to
  - **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.

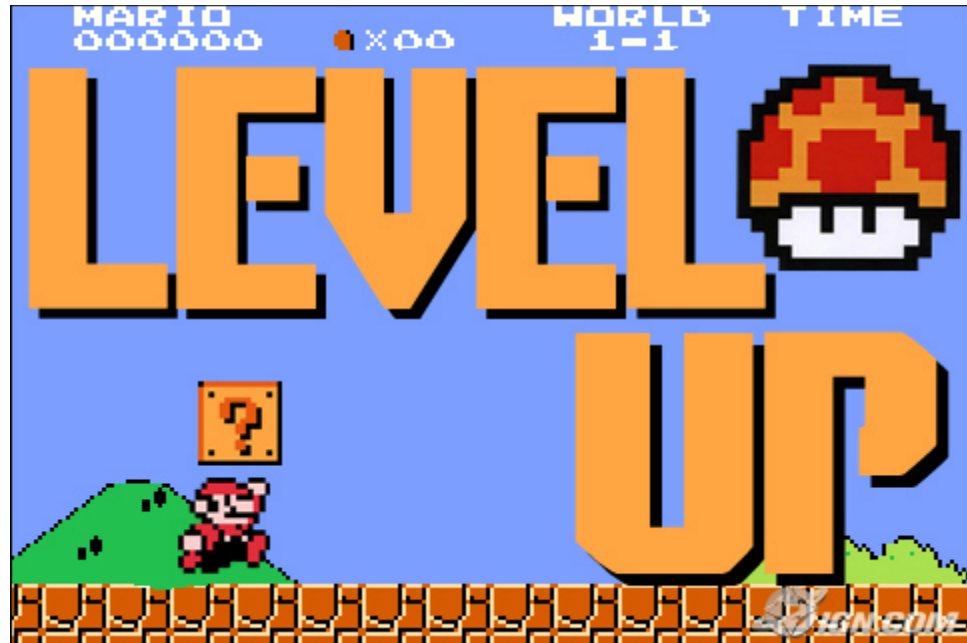
# Getting kids to “level up”

- Take risks
- Understand the next level
- Encourage
  - Mario
  - Ice Cream Scoops

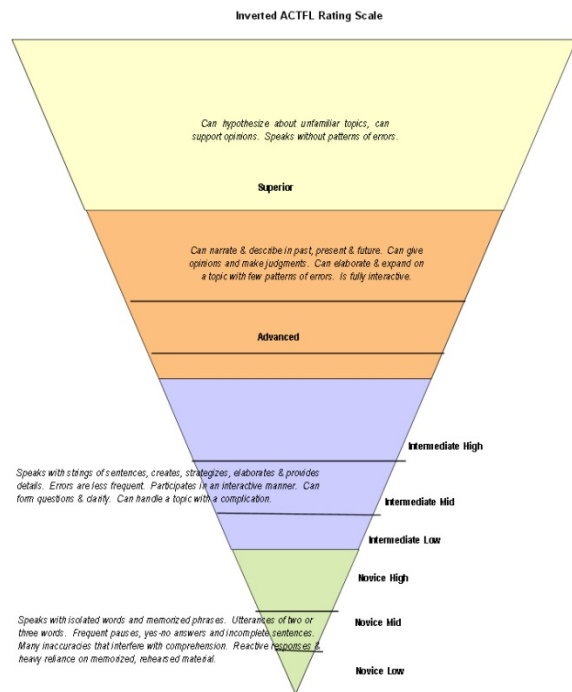


# Level Up

- Level up like Mario or video games.
- “That was a good answer. Now level up and give me a better answer.”



# Ice cream scoops



*Reprinted with permission of the American Council on the Teaching of Foreign Languages*

Tell them  
to fill up their  
Ice cream  
cones with  
more ice  
cream.  
More scoops!!



# What Parents Can Do



“Give them all of the support you can in their first language and don’t worry about their second.”

- Read to your child in your strongest language to encourage development of the home language and to model fluent reading
  - literacy in a native language is a huge plus when one is learning to read in a second language
  - Multilingual Children’s Association “frequent book reading leads to more advanced language skills.” no matter which language the books are read in.
  - Talk about the books with your child. Talk about the characters, plot, what they liked or didn’t like. Encourage conversation in the home language.

**PERSEVERANCE:  
IF AT FIRST YOU  
DON'T SUCCEED,  
TRY, TRY AGAIN**

# What Parents Can Do

- Be positive about the language and encourage during difficult times to persevere
  - Enthusiasm
  - Children who do well in language programs are those who have learned to continue with a task even though it is difficult. Parents can model this behavior and help children learn how to continue and persevere



# What Parents Can Do



- Encourage the child by following up with homework, class work, and providing time and materials for the work.
  - Ask questions about the homework so the child explains about the assignments in his/her first language
  - Check the child's backpack each day. Watch for newsletters or other ways the teacher communicate with parents.
  - Provide a quiet space and ample time to do homework. When possible provide dictionaries in both languages.
  - Set up "homework buddies" for the language class. When your child may not understand an assignment, you can contact this child for help. If many students are confused, communicate with the teacher. Remember homework should be skills that were taught in class and should be able to be done independently.



# What Parents Can Do

- Encourage use of the language whenever possible.
  - Interact with native speakers
  - Attend cultural events
  - Check out books in the language from the local library. Request additional books from library staff or donate a book on your child's birthday to the library
  - Parent-screened web sites
  - Favorite DVD's with language audio tracks and subtitles turned on
  - Music and dancing
  - Explore topics of interest to the child in countries that speak the language (for example soccer teams, dancers, instrumentalists, painters, singers, etc.)



# What Parents Can Do

- Strengthen the home- school connection.
  - Volunteer in the classroom or to help teachers by doing tasks at home
  - Share with students aspects of culture (i.e. dance, art, food, music, etc.)
  - Set up or participate in dual language family social gatherings
  - Contribute to the school newsletter items regarding dual language immersion
  - Serve as chaperones for class field trips and other school events
  - Become involved with the school community council



**Home & School**  
Connection



## 1st Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Program

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





NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
-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.  <b>TARGET</b>	-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.	-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.	-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
-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  <b>TARGET</b>	-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	-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	-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -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 basic needs -There are basic errors in grammar, word choice, punctuation, spelling, -Writing is generally understood by native speaker used to writing of non-natives

# What does a NOVICE writer look like?

- They can write practice, memorized **words and phrases** to convey a simple message.
- They can copy familiar words or phrases or reproduce basic characters with some accuracy.
- They cannot break apart memorized chunks of language to create personal meaning.

# What does an INTERMEDIATE writer look like?

- They can break apart chunks of memorized language and recombine them creating their own meaning.
- They use **sentences and strings of sentences** to convey simple facts and ideas of personal interest.
- They are understood to those accustomed to the writing of non-natives.

# What does an ADVANCED writer look like?

- They can coordinate created language.
- They can connect sentences into a **paragraph**.
- They can adapt language to unanticipated situations



# UTAH DUAL LANGUAGE IMMERSION

*Providing a world of opportunities for students.*

## Utah Dual Language Immersion Proficiency Targets

### **FRENCH, PORTUGUESE & SPANISH**

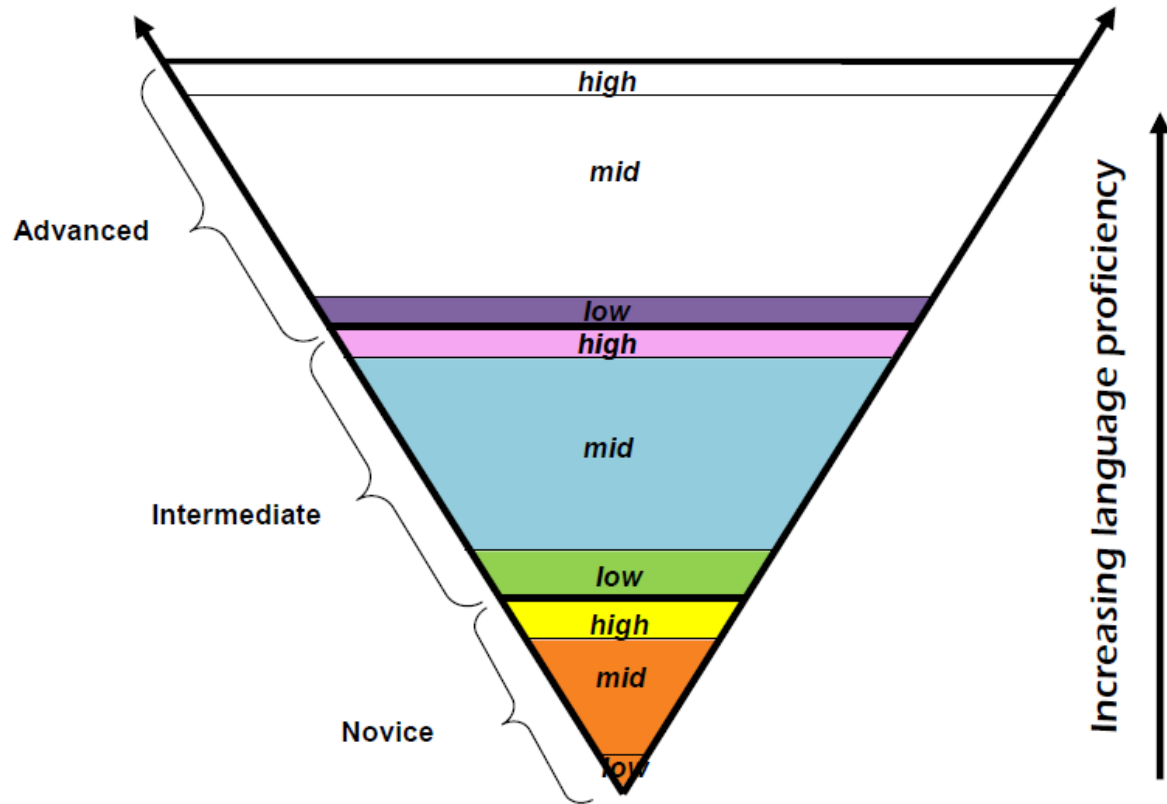
<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

### **CHINESE**

<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Low	Novice Low	Novice Low	Novice Low
2	Novice Mid	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Novice High	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Intermediate High	Intermediate High	Intermediate High	Intermediate High
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Low	Advanced Low	Advanced Low	Advanced Low



# Language Acquisition Grid



**Novice:**

I can speak in words, phrases and memorized formulas.

**Intermediate:**

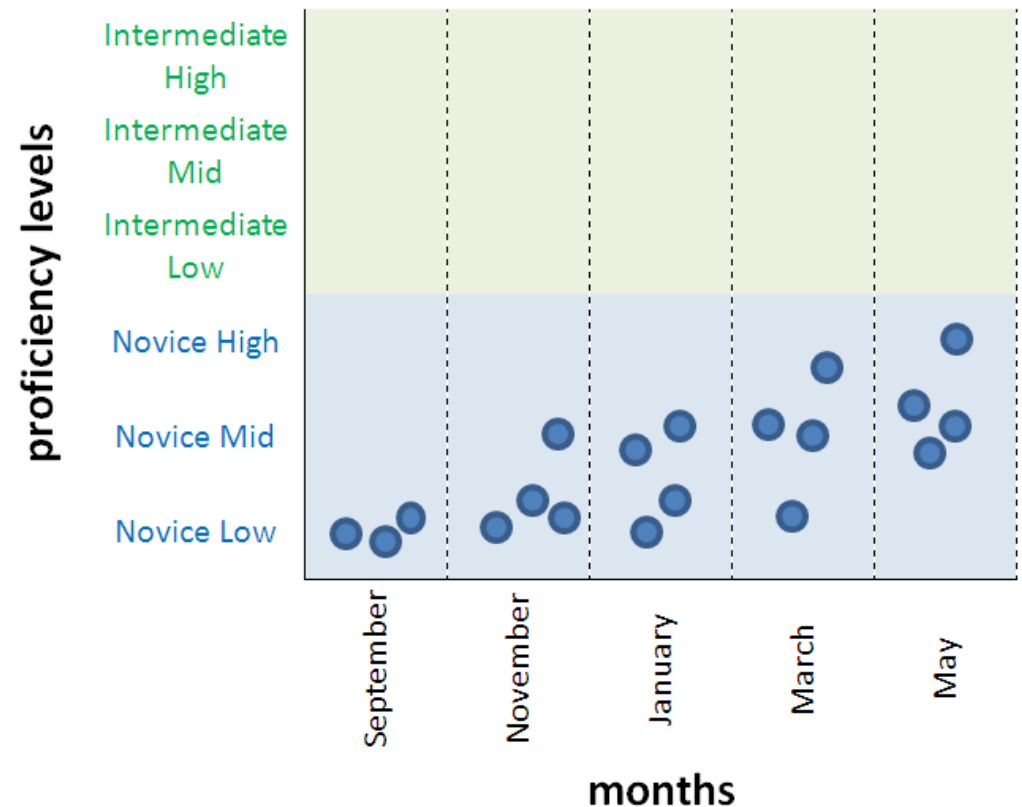
I can speak in sentences, and strings of sentences.

**Advanced:**

I can speak in paragraphs with ideas flowing from sentence to sentence.

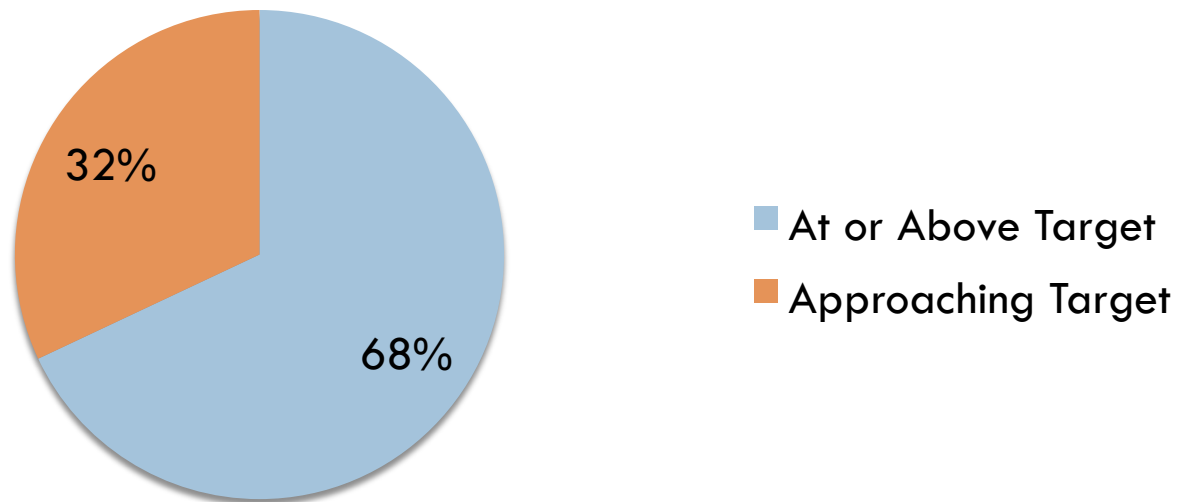
# Determining proficiency level over time

- Proficiency level not achievement or performance
- Is the overall meaning understandable?
- This is where they are for that topic and task. Students may demonstrate different proficiency levels. Over time look at the general trends.



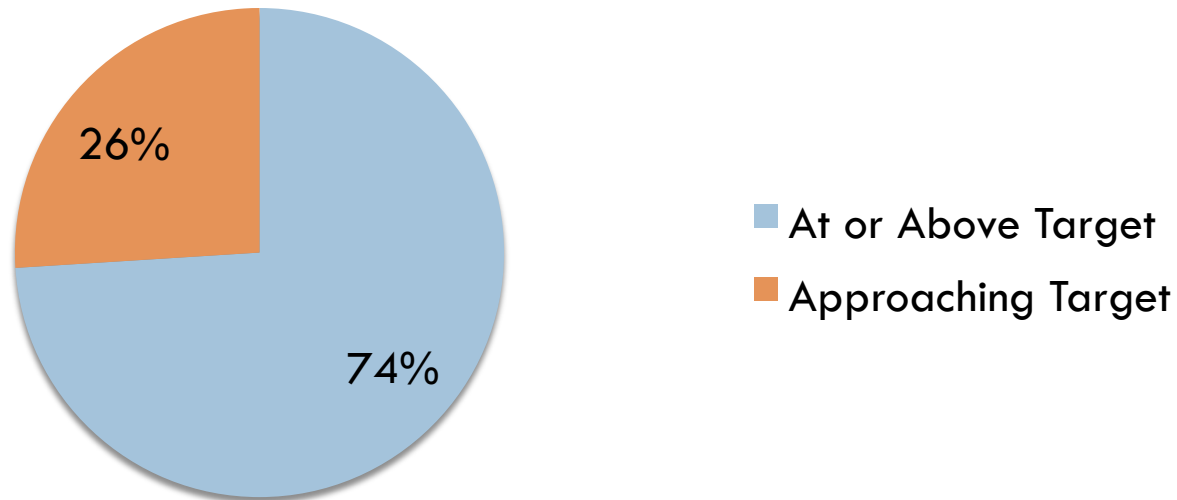
# Insert Writing Sample Data

## 5th Grade Writing Samples



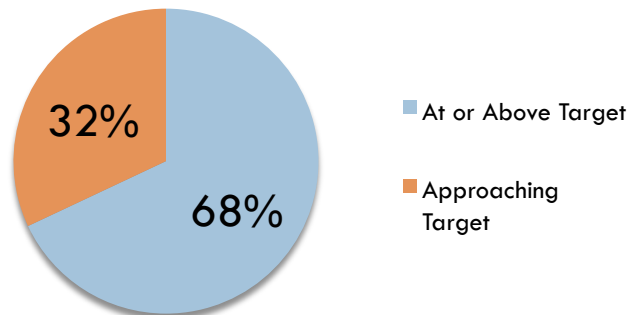
# More writing sample data

## 6th Grade Writing Samples

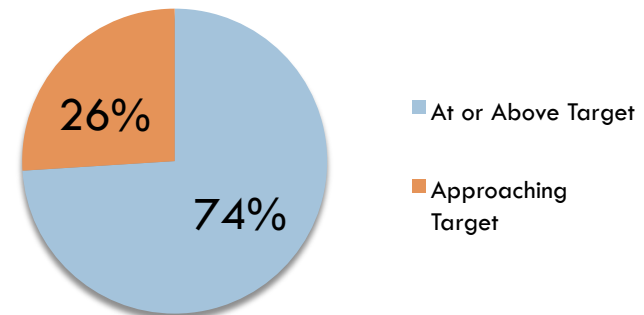


# Writing Samples

## 5th Grade Writing Samples



## 6th Grade Writing Samples



# AAPPL Measure

- **A**CTFL **A**ssessment of **P**erformance toward **P**roficiency in **L**anguages
- Addresses the *National Standards for Foreign Language Learning*
- Assesses following modes of communication:
  - ▣ Interpersonal Listening/Speaking- Grades 3 & 5
  - ▣ Interpretive Reading- Grades 4 & 6
  - ▣ Presentational Writing- Grade 6

# Performance Vs. Proficiency

## Performance

- Demonstrate the features of the range in certain contexts and content areas that have been learned and practiced.

## Proficiency

- Demonstrate consistent patterns of all of the criteria for a given level all of the time.

# AAPPL Individual Report



**AAPPL**

THE ACTFL ASSESSMENT OF PERFORMANCE  
TOWARD PROFICIENCY IN LANGUAGES

## AAPPL Measure Score Report

Student Name/ID:

School Name:

Language:

Report Date:

Mode	Your Score	Score Description	Strategy
<b>Interpersonal Listening and Speaking</b>	I5	<p>Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.</p>	<p>Keeps the conversation going by asking follow up questions on the same topic, working with your conversation partner to make clear what you don't understand. Talk around words that you don't know. Keep saying more about a wider variety of topics. Imagine yourself in a situation where you need to get something or do something and what you will need to say in such a situation.</p>
	I4		
	I3		
	I2		
	I1		
	N4		
	N3		
N2			
N1			



# AAPPL Test Scoring Scale

Range	ACTFL Performance Scale	Form	
ADVANCED	I5		
INTERMEDIATE	I4	A	B
	I3		
	I2		
	I1		
	N4		
NOVICE	N3		
	N2		
	N1		

## ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	<p>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</p> <p>May show emerging evidence of the ability to engage in simple conversation.</p>	<p>Can communicate by understanding and creating personal meaning.</p> <p>Can understand, ask and answer a variety of questions.</p> <p>Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.</p> <p>May show emerging evidence of the ability to communicate about more than the "here and now."</p>	<p>Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events.</p> <p>May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.</p>
Contexts/ Content	<p>Able to function in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.</p>	<p>Able to communicate in contexts relevant to oneself and others, and one's immediate environment.</p> <p>May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.</p>	<p>Functions fully and effectively in contexts both personal and general.</p> <p>Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.</p> <p>May show emerging evidence of the ability to communicate in more abstract content areas.</p>
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

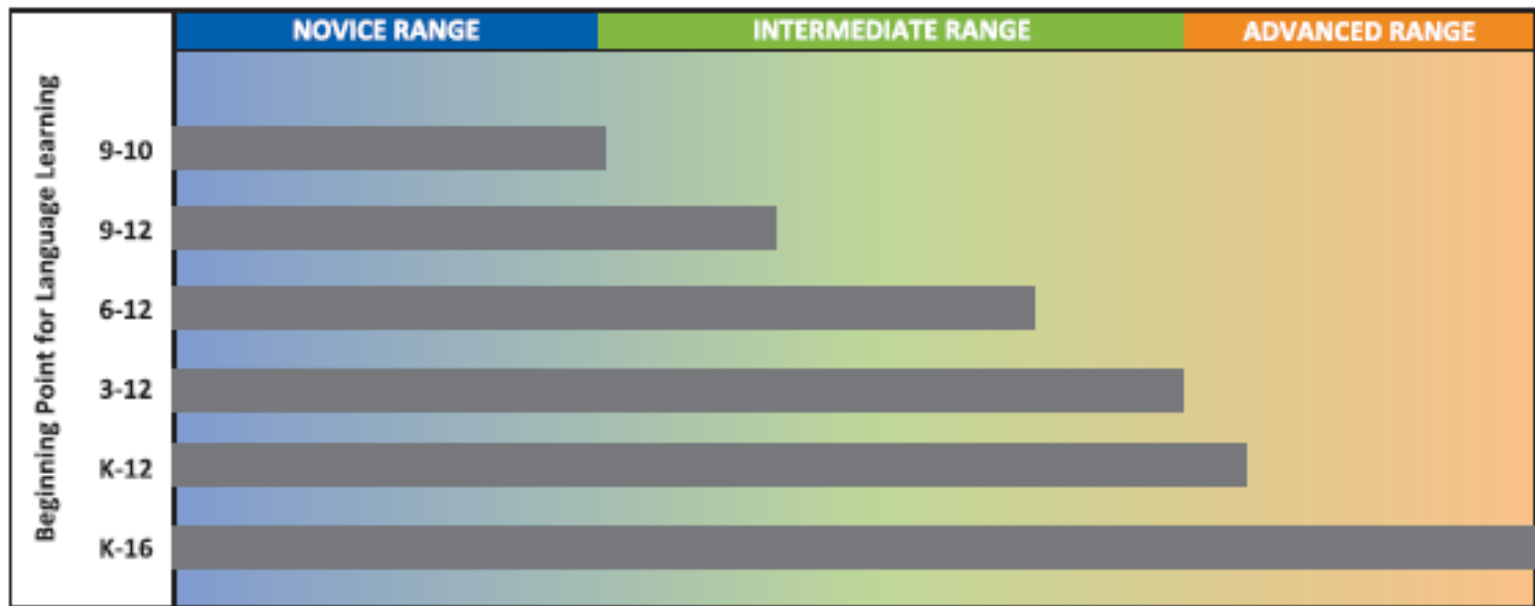
Score	AAPPL Score Description
N1	Your AAPPL Interpersonal Listening/Speaking score of N1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.
N2	Your AAPPL Interpersonal Listening/Speaking score of N2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.
N3	Your AAPPL Interpersonal Listening/Speaking score of N3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.
N4	Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.

# AAPPL Score Description

I1	Your AAPPL Interpersonal Listening/Speaking score of I1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.
I2	Your AAPPL Interpersonal Listening/Speaking score of I2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.
I3	Your AAPPL Interpersonal Listening/Speaking score of I3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.
I4	Your AAPPL Interpersonal Listening/Speaking score of I4 means that you keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.

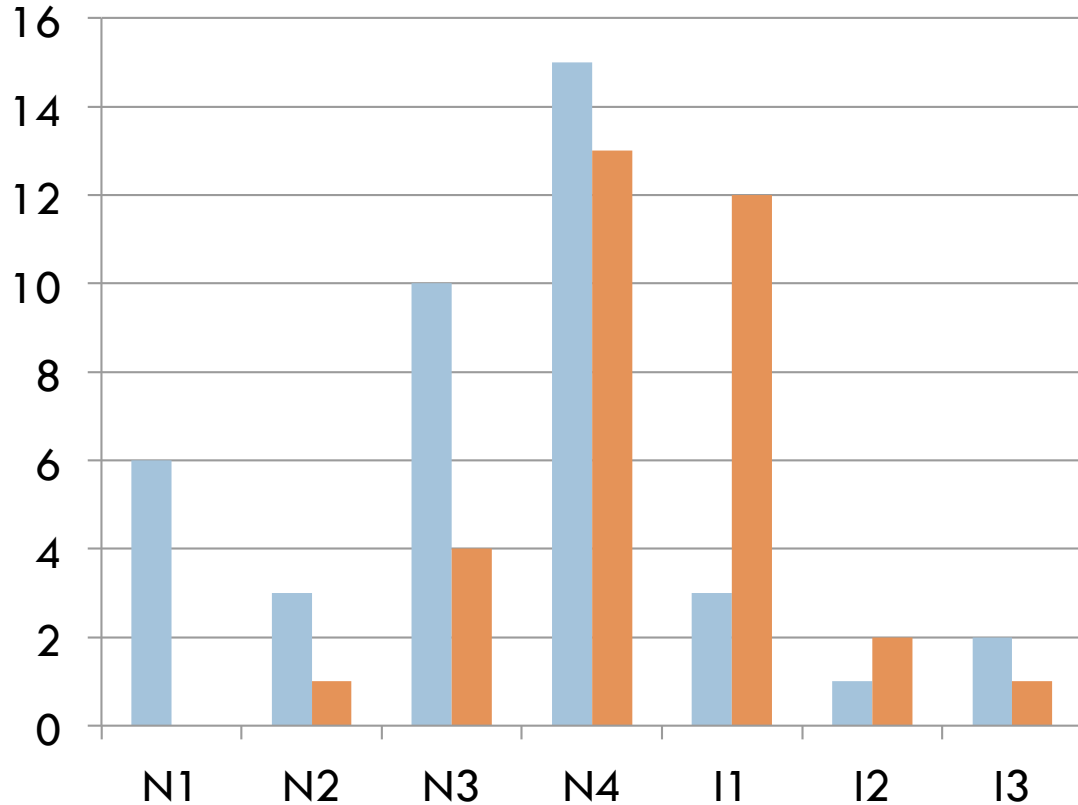
# Time

## TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



Source: ACTFL Performance Descriptors for Language Learners 2012

# Insert AAPPL data



4<sup>th</sup>: Intermed. Low  
 6<sup>th</sup>: Intermed. Mid

■ 4th  
 ■ 6th

Range	ACTFL Performance Scale
ADVANCED	I5
	I4
	I3
	I2
	I1
INTERMEDIATE	N4
	N3
	N2
	N1
NOVICE	N3
	N2
	N1

# Questions

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# Contact Information

- Name & phone or email address
- Name & phone or email address

