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|  | **8th Grade Student Proficiency Report: PORTUGUESE** |
| Student Name | Language **PORTUGUESE** | Teacher |
| School | District | Date |

**LISTENING ABILITY *Your child’s listening ability in the immersion language is best described as . . .***

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 | * **INTERMEDIATE HIGH**
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| **-** 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. | - 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.) | **-** Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects | - Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.- May have difficulty with highly idiomatic speech |
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**SPEAKING ABILITY *Your child’s speaking ability in the immersion language is best described as . . .***

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| * INTERMEDIATE LOW
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| ***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. | ***Confident*** ability tocreate with language to convey personal  meaning by adapting learned material in single sentences & 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. | ***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 & future timeframes- Grammatical inaccuracies are still present. | ***Sustained but minimal*** 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- Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest and academic subjects.- May use circumlocution successfully when specific terms are lacking. - Uses paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations- False starts in conversations are common.- Uses present, past and future timeframes with good but not perfect control- May effectively self-correct when aware of grammatical inaccuracies.- Structures of native language may be evident (e.g., literal translation). |
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**READING ABILITY *Your child’s reading ability in the immersion language is best described as . . .***

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| * INTERMEDIATE LOW
 | * INTERMEDIATE MID
 | * INTERMEDIATE HIGH
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| - 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. | - Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.- Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics. | - Can understand fully and with ease non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.- Can understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of vocabulary, structures and writing conventions of the language. | - Can understand conventional narrative and descriptive texts with clear underlying structure though their comprehension may be uneven. Texts predominantly contain high-frequency vocabulary and structures.- Can understand the main ideas and some supporting details primarily from situational and subject matter texts.- Is challenged in comprehending more complex texts. |
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**Writing Ability *your child’s writing ability in the immersion language is best described as . . .***

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| * **INTERMEDIATE LOW**
 | * **INTERMEDIATE MID**
 | * **INTERMEDIATE HIGH**
 | * **ADVANCED LOW**
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| ***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 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-native. | ***Confident*** ability to create with language to convey personal  meaning by adapting learned material in single sentences & 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 but may begin to show evidence of past and future 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. | ***Partial*** ability to write factual narratives, descriptions and  summaries narrate and describe in major timeframes,  using elaboration and clarification write with good control of high frequency structures and vocabulary- Writes compositions and simple summaries related to school subjects and school and personals experiences- Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects- Writing is often, but not always, of paragraph length- Vocabulary, grammar and style closely resemble how the student speaks- Writing is generally understood by natives not used to the writing of non-natives. | ***Sustained but minimal*** ability to write factual narratives, descriptions and  summaries narrate and describe in major timeframes,  using elaboration and clarification write with good control of high frequency structures and vocabulary- Can meet basic academic writing needs.- Writes narrations and descriptions using all timeframes with some control of aspect (precision of particular verb tense)- Combines and links sentences into paragraph length and structure- Incorporates a limited number of cohesive devices but may evidence some redundancy and awkward repetition.- Relies on speaking patterns and the writing of first language to express written thought. |
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