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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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| * x | * INTERMEDIATE LOW |  | INTERMEDIATE MID | * V | * **INTERMEDIATE HIGH** |  | * **ADVANCED LOW** | |  | * **ADVANCED MID** |
| **-** 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 | * INTERMEDIATE MID | * INTERMEDIATE HIGH | * ADVANCED LOW |
| ***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 to  create 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 | * ADVANCED LOW |
| - 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** | |
| ***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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