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|  | **1st 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 | * 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 context 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. | |
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**SPEAKING ABILITY *Your child’s speaking ability in the immersion language is best described as . . .***

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| * NOVICE LOW | * NOVICE MID | * NOVICE HIGH | * INTERMEDIATE HIGH |
| - 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*. | - 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. |
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**READING ABILITY *Your child’s reading ability in the immersion language is best described as . . .***

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| * 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. | - Able to recognize the letters or symbols  - Can identify a number of highly contextualized words and phrases including [cognates](http://actflproficiencyguidelines2012.org/glossary#cognates)cognatesWords between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.” 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](http://actflproficiencyguidelines2012.org/glossary#cognates)cognatesWords between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.”, as well as [formulaic](http://actflproficiencyguidelines2012.org/glossary#formulaic)formulaicConstituting or containing a verbal formula or set form of words such as “How are you?/Fine, thank you.” “Thanks very much./You’re welcome.” 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](http://actflproficiencyguidelines2012.org/glossary#extralinguistic)extralinguisticNot included in the language itself, such as a visual or contextual clue that supports understanding. 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. |
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**Writing Ability *your child’s writing ability in the immersion language is best described as . . .***

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| * **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 | - 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 | ***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  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 | | ***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-natives. | |
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