# 1st Grade Student Proficiency Report: FRENCH

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Language</th>
<th>FRENCH</th>
<th>Teacher</th>
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<tbody>
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## LISTENING ABILITY

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

- **NOVICE LOW**
  - 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.

- **NOVICE MID**
  - 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.

- **NOVICE HIGH**
  - 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.

- **INTERMEDIATE LOW**
  - 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.

## SPEAKING ABILITY

Your child’s speaking ability in the immersion language is best described as . . .

- **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*.

- **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.

- **NOVICE HIGH**
  - Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences
  - 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

- **INTERMEDIATE LOW**
  - Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences
  - 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.
**READING ABILITY** Your child's reading ability in the immersion language is best described as . . .

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| - 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 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 extra-linguistic 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 . . .

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| - 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 | *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 writing of non-natives.