

Listening

| NOVICE LOW | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED LOW |
|---|--|--|--|--|--|---|
| -Recognizes single, isolated words, greetings and polite expressions. | -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. | -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. | -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 |

Speaking

| NOVICE LOW | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED 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 <i>Good Morning</i> and <i>Thank you</i> . | -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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. | Partial ability to <ul style="list-style-type: none"> 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. | Sustained but minimal ability to <ul style="list-style-type: none"> 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). |

Reading

| NOVICE LOW | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED LOW |
|---|---|---|--|--|---|--|
| <p>-Able to recognize a limited number of letters.</p> <p>-They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</p> | <p>-Able to recognize the letters or symbols</p> <p>-Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</p> <p>-Rereading is often required.</p> | <p>-Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</p> <p>-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</p> <p>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.</p> | <p>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</p> <p>-There may be frequent misunderstandings.</p> <p>-Readers will be challenged to understand connected texts of any length.</p> | <p>-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.</p> <p>-Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</p> | <p>-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.</p> <p>--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.</p> | <p>-Can understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high frequency vocabulary and structures.</p> <p>-Can understand the main ideas, and some supporting details primarily from situational and subject-matter knowledge.</p> <p>-Readers will be challenged to comprehend more complex texts.</p> |

Writing

| NOVICE LOW | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED LOW |
|--|---|---|---|--|---|--|
| <p>-Copies or transcribes familiar words or phrases</p> <p>-Forms letters of the alphabet</p> <p>-Produces a very limited number of isolated words or familiar phrases from memory</p> | <p>-Writes a modest number of words or phrases in context</p> <p>-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</p> <p>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</p> <p>-On less familiar topics, shows a marked decrease in accuracy</p> <p>-Writing may be difficult to understand even by sympathetic readers</p> | <p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> • 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 <p>- Meets limited basic practical writing needs using lists, short messages, and simple notes</p> <p>- Writing is focused on common elements of daily school life</p> <p>- Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence level writing all the time</p> <p>- Writing is often comprehensible by natives used to the writing of non-natives</p> | <p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> • 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 <p>- Sentences are short, simple, mirroring oral language</p> <p>- Sentences are almost exclusively in present time and generally have repetitive structure</p> <p>- Topics are highly predictable content areas and personal information</p> <p>- Vocabulary is adequate to express elementary needs</p> <p>- There are basic errors in grammar, word choice, spelling, punctuation</p> <p>- Writing is generally understood by native readers, used to the writing of non-natives.</p> | <p><i>Confident</i> ability to</p> <ul style="list-style-type: none"> • 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 <p>- Sentences are short, simple, mirroring oral language</p> <p>- Sentences are almost exclusively in present time but may begin to show evidence of past and future time and generally have repetitive structure</p> <p>- Topics are highly predictable content areas and personal information</p> <p>- Vocabulary is adequate to express elementary needs</p> <p>- There are basic errors in grammar, word choice, spelling, punctuation</p> <p>- Writing is generally understood by native readers used to the writer of non-natives.</p> | <p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> • 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 <p>- Writes compositions and simple summaries related to school subjects and school and personal experiences</p> <p>- Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects</p> <p>- Writing is often, but not always, of paragraph length</p> <p>- Vocabulary, grammar and style closely resemble how the student speaks</p> <p>- Writing is generally understood by natives not used to the writing of non-natives.</p> | <p><i>Sustained but minimal</i> ability to:</p> <ul style="list-style-type: none"> • 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 <p>- Can meet basic academic writing needs.</p> <p>- Writes narrations and descriptions using all timeframes with some control of aspect (precision of particular verb tense)</p> <p>- Combines and links sentences into paragraph length and structure</p> <p>- Incorporates a limited number of cohesive devices but may evidence some redundancy and awkward repetition.</p> <p>- Relies on speaking patterns and the writing of first language to express written thought.</p> |