

# Understanding the Student Proficiency Reports

Granite School District  
2013

# Student Proficiency Reports

- This is a sample of the Student Proficiency Report.
- It is explained at the Fall SEP Conference and given at the Spring SEP Conference in grades 1-6.

## 1st Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Program

Student Name	Language	Teacher
School	District	Date

**Listening Ability-** Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE LOW</b> -Recognize single, isolated words, greetings and polite expressions.	<b>NOVICE MID</b> -Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support). -Requires slower than normal rate of speech and/or with repetitions.	<b>NOVICE HIGH</b> -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.	<b>INTERMEDIATE LOW</b> -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.	<b>INTERMEDIATE MID</b> -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.
<b>TARGET</b>				

**Speaking Ability-** Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE LOW</b> -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.	<b>NOVICE MID</b> -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.	<b>NOVICE HIGH</b> <b>Partial ability to create with language to convey personal meaning by adding learned material in single sentences and strings of sentences.</b> 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.	<b>INTERMEDIATE LOW</b> <b>Sustained but minimal ability to create with language to convey personal meaning by adding learned material in single sentences and strings of sentences.</b> 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.
<b>TARGET</b>			

## 1st Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Program

**Reading Ability-** Your child's reading ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE LOW</b> -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.	<b>NOVICE MID</b> -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. -Re-reading is often required.	<b>NOVICE HIGH</b> -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 extralinguistic support.	<b>INTERMEDIATE LOW</b> -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.
<b>TARGET</b>			

**Writing Ability-** Your child's writing ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE LOW</b> -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	<b>NOVICE MID</b> -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. -On less familiar topics, shows a marked decrease in accuracy. -Writing may be difficult to understand even by sympathetic readers	<b>NOVICE HIGH</b> -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	<b>INTERMEDIATE LOW</b> -Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -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 basic needs -There are basic errors in grammar, word choice, punctuation, spelling. -Writing is generally understood by native speaker used to writing of non-natives
<b>TARGET</b>			

## 1st Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Program

Student Name	Language	Teacher
School	District	Date

**Listening Ability-** Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Recognizes single, isolated words, greetings and polite expressions.</li> </ul>	<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).</li> <li>-Requires slower than normal rate of speech and/or with repetitions.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <ul style="list-style-type: none"> <li>-Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.</li> <li>-May require repetition, slower speech, or rephrasing.</li> </ul>	<p><b>INTERMEDIATE LOW</b></p> <ul style="list-style-type: none"> <li>-Understands familiar questions, commands and statements in a limited number of content areas</li> <li>-Understands questions and statements in new content areas with strong contextual support.</li> <li>-Follows information that is being given at a fairly normal rate.</li> </ul>	<p><b>INTERMEDIATE MID</b></p> <ul style="list-style-type: none"> <li>-Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</li> <li>-Carries out commands.</li> </ul>

**Speaking Ability-** Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Uses isolated words (i.e., single words) to respond to questions.</li> <li>-Responses pertain to very specific topic areas in predictable contexts.</li> <li>- May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>.</li> </ul>	<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>-Frequent searching for words is common.</li> <li>-May use native language or gestures when attempting to create with language beyond what is known.</li> <li>-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.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <p><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <ul style="list-style-type: none"> <li>ask and answer questions</li> <li>handle a simple survival situation (daily needs) in the language</li> </ul> <ul style="list-style-type: none"> <li>-Uses vocabulary from everyday topics and subject area content to provide basic information.</li> <li>-Uses memorized expressions with ease and accuracy.</li> <li>-Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>-May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul>	<p><b>INTERMEDIATE LOW</b></p> <p><i>Sustained but minimal</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <ul style="list-style-type: none"> <li>ask and answer questions</li> <li>handle a simple survival situation (daily needs) in the language</li> </ul> <ul style="list-style-type: none"> <li>-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</li> <li>-Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</li> <li>-Handles a limited number of everyday social and subject content interactions.</li> <li>-Uses a variety of common verbs in present tense (formations may be inaccurate)</li> <li>-Other verb tenses/forms may appear but are not frequent.</li> <li>-The listener may be confused by this speech due to the many grammatical inaccuracies.</li> </ul>

## 1st Grade Student Proficiency Report: SPANISH

### Utah Dual Language Immersion Program

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NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> <li>-Able to recognize a limited number of letters.</li> <li>-They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>-Able to recognize the letters or symbols</li> <li>-Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</li> <li>-Rereading is often required.</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</li> <li>-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>-Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</li> <li>-There may be frequent misunderstandings.</li> <li>-Readers will be challenged to understand connected texts of any length.</li> </ul>

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NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> <li>-Copies or transcribes familiar words or phrases</li> <li>-Forms letters of the alphabet</li> <li>-Produces a very limited number of isolated words or familiar phrases from memory</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<ul style="list-style-type: none"> <li>-Writes a modest number of words or phrases in context</li> <li>-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>-On less familiar topics, shows a marked decrease in accuracy</li> <li>-Writing may be difficult to understand even by sympathetic readers</li> </ul>	<ul style="list-style-type: none"> <li>-Meets limited basic practical writing needs using lists, short messages, and simple notes</li> <li>-Writing is focused on common elements of daily school life</li> <li>-Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time</li> <li>-Writing is often comprehensible by natives used to the writing of non-natives</li> </ul>	<ul style="list-style-type: none"> <li>-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material</li> <li>-Sentences are short, simple and of a conversational-style with basic word order</li> <li>-Sentences are almost exclusively in present time and generally have repetitive structure.</li> <li>-Topics are highly predictable content areas and personal information</li> <li>-Vocabulary is adequate to express basic needs</li> <li>-There are basic errors in grammar, word choice, punctuation, spelling,</li> <li>-Writing is generally understood by native speaker used to writing of non-natives</li> </ul>

# What is language proficiency?

- It's not about passing a test or getting the right answer.
- It's about what students can DO with the language.
- Is the meaning understood even though everything may not be grammatically correct?

# Student Proficiency Report

- Communicates proficiency, or what the students can do with the language.
- Follows the national ACTFL standards (American Council of Teachers of Foreign Languages) used across the nation to communicate language proficiency.
- <http://actflproficiencyguidelines2012.org/>




# ACTFL Proficiency Guidelines

- Novice
  - Intermediate
  - Advanced
  - Superior
  - Distinguished
- Listening
  - Speaking
  - Reading
  - Writing

# 1<sup>st</sup> grade

- Area: Listening
- Shaded box is the target for the grade level.
- Checked box is your student's level.

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# Speaking



- Novice
  - Intermediate
  
  - Advanced
- Words, memorized phrases or sentences
  - Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.
  - Paragraphs and more. Narrate and describe in past, present, and future times/aspect, and handle a complicated situation or transaction.

# Speaking

- Novice

- Intermediate

- Advanced

- Parrot



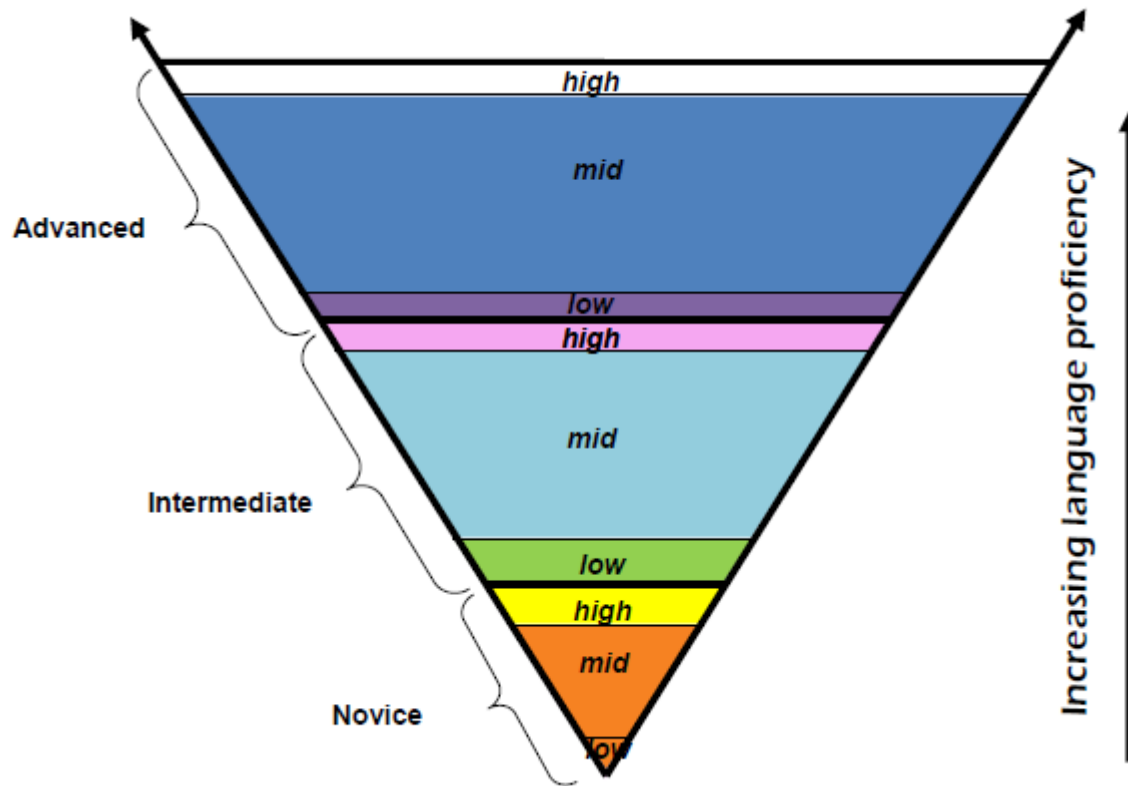
- Survivor



- Story teller or reporter



# Language Acquisition Grid



**Novice:**

I can speak in words, phrases and memorized formulas.

**Intermediate:**

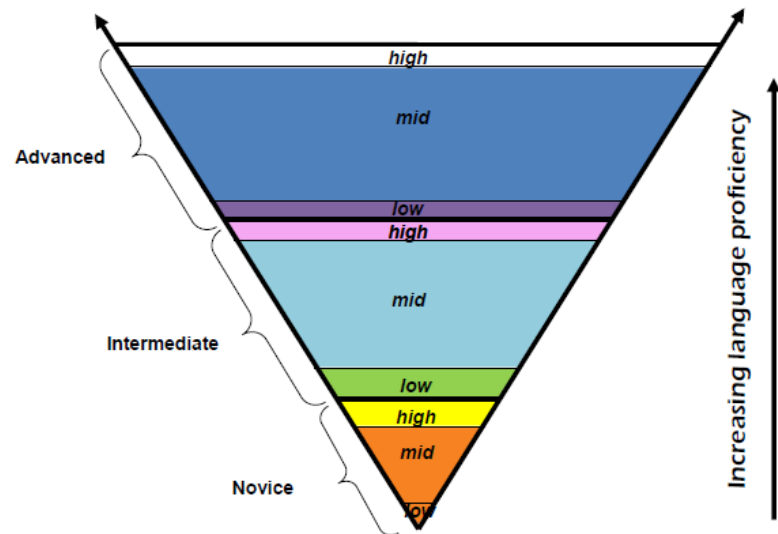
I can speak in sentences, and strings of sentences.

**Advanced:**

I can speak in paragraphs with ideas flowing from sentence to sentence.

# Low, Mid, High?

- Low- Attempts but is unable to sustain.
- Mid- Solid in this level. Sustainable.
- High- Solid in current level and actually is trying the next level, but not successfully.



# Minimum Proficiency Levels Needed in the Work Field

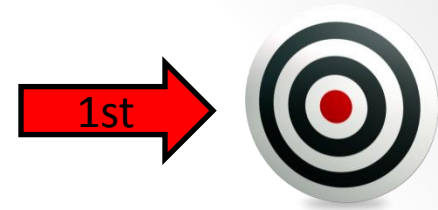
Proficiency Level	Functions	Corresponding Jobs/Professions	Who has this level of proficiency?	Utah Dual Immersion Target
<b>Superior</b>	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment	
<b>Advanced High</b>	Narrate and describe in past, present and future and deal effectively with an unanticipated complication	University professor of foreign languages	Individuals with masters degrees or doctorates	Grade 12
<b>Advanced Mid</b>		Doctor, Sales representative, Social worker	Native speakers who learned the language in the home environment	
<b>Advanced Low</b>		Customer service representatives, Police officers, school teachers	Undergraduates with language degrees	Grade 10-11
<b>Intermediate High</b>	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Aviation personnel, telephone operator, receptionist	After 6 years of middle/high school, Advanced Placement	Grades 8-9
<b>Intermediate Mid</b>		Tour guide, cashier	After 4 years of middle/high school, Advanced Placement	Grade 6-7
<b>Intermediate Low</b>			After 2 years of high school	Grades 4-5
<b>Novice High</b>	Communicate minimally with formulaic and rote utterances, lists and phrases		After 1 year of high school	Grades 2-3
<b>Novice Mid</b>				Grade 1
<b>Novice Low</b>				

Adapted from the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (*The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality*) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

# Speaking- 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*.

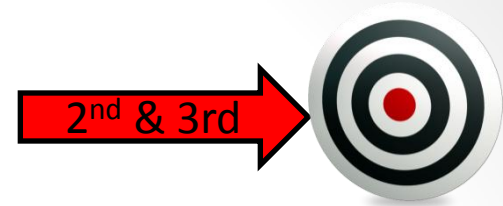
# Speaking- Novice Mid



- 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.



# Speaking- Novice High



- **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.

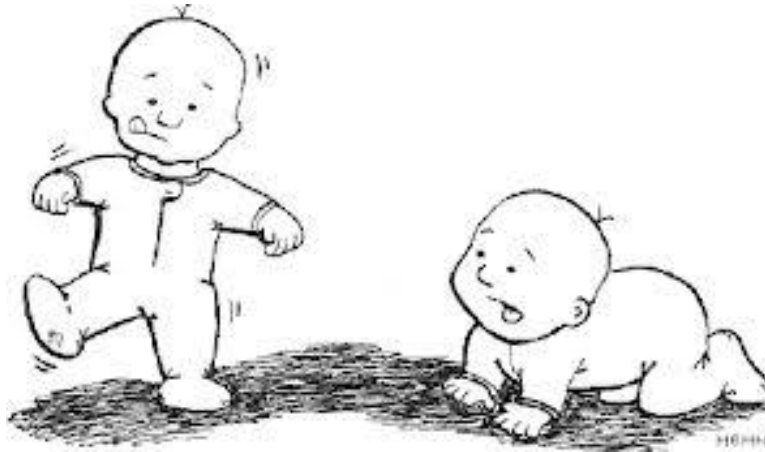
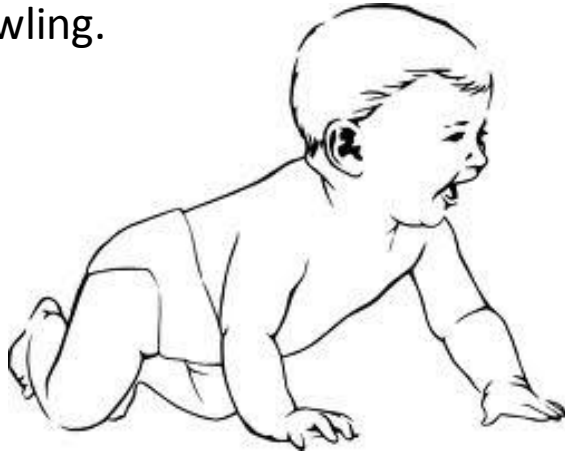
# Speaking- Intermediate Low



- **Sustained but minimal** ability to
  - **create with language** to convey personal meaning by adapting learned material in single sentences and strings of sentences
  - **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**.

When a baby moves from crawling to walking, at first they make more errors and are not as proficient at walking as they were with crawling.

# Analogy



The same is true for students learning a language. When they move to the Intermediate level, at first they make more errors as they attempt to create their own sentences with the language rather than just give memorized chunks. Be patient as they learn and become more proficient.

# Speaking- Intermediate Mid



- **Confident** 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 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.

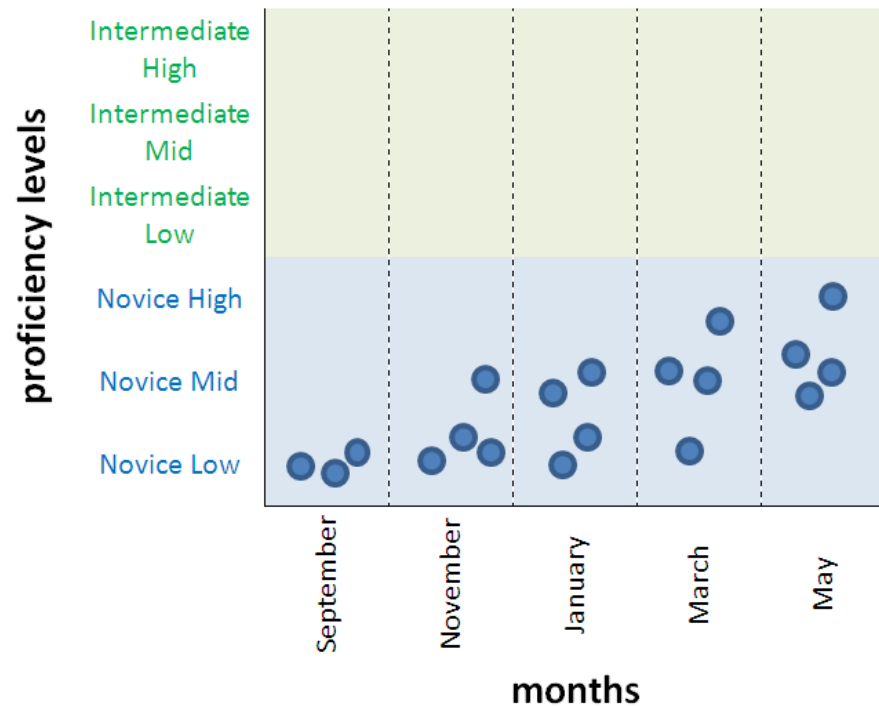
# Speaking- Intermediate High



- **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 and future timeframes
- **Grammatical inaccuracies** are still present.

# Determining proficiency level over time

- Proficiency level not achievement or performance
  - Is the overall meaning understandable?
- This is where a student is for that topic and task. A student may demonstrate different proficiency levels over time. Look at the general trends.



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