



# 1<sup>st</sup> Grade/CP Student Proficiency Report: French

Student Name:	Teacher:
Date:	

**LISTENING ABILITY:** The student’s listening ability in French is best described as...

<input type="checkbox"/> <b>NOVICE LOW</b>	<input type="checkbox"/> <b>NOVICE MID</b>	<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>	<input type="checkbox"/> <b>INTERMEDIATE MID</b>
<ul style="list-style-type: none"> <li>- Recognizes single, isolated words, greetings and polite expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands predictable questions, statements and commands in familiar topic areas (with strong context without prompting support).</li> <li>- Requires slower than normal rate of speech and/or with repetitions.</li> </ul>	<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>	<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 area with strong contextual support.</li> <li>- Follows information that is being given at a fairly normal rate.</li> </ul>	<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:** The student's speaking ability in French is best described as...

<input type="checkbox"/> <b>NOVICE LOW</b>	<input type="checkbox"/> <b>NOVICE MID</b>	<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>
<ul style="list-style-type: none"> <li>- May refuse to voice any word in French.</li> <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 Good Morning and Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses single words, multiple words,, short phrases, greetings, polite 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>	<ul style="list-style-type: none"> <li>- Partial ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</li> <li>- Partial ability to ask and answer questions.</li> <li>- Partial ability to handle a simple survival situation (daily needs) in French.</li> <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 tie 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 French words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>- Sustained but minimal ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</li> <li>- Sustained but minimal ability to ask and answer questions.</li> <li>- Sustained and minimal ability to handle a simple survival situation (daily needs) in French.</li> <li>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating.</li> <li>- Can maintain simple conversations at the sentence level in French, although in a restrictive and reactive manner.</li> <li>- Handle 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/ may appear but are not frequent.</li> <li>- The listener may be confused by this speech due to the many grammatical inaccuracies.</li> </ul>

**READING ABILITY:** The student's reading ability in French is best described as...

<input type="checkbox"/> <b>NOVICE LOW</b>	<input type="checkbox"/> <b>NOVICE MID</b>	<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>
<ul style="list-style-type: none"> <li>- Able to recognize uppercase and lowercase letters.</li> <li>- Can occasionally identify high-frequency words and/or phrases when strongly supported by context.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to recognize and name uppercase and lowercase 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> <li>- Reading at a minimum of GB+ level 6</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, 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 extra linguistic 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>

**WRITING ABILITY:** The student's writing ability in French is best described as...

<input type="checkbox"/> <b>NOVICE LOW</b>	<input type="checkbox"/> <b>NOVICE MID</b>	<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>
<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>	<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.</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>- Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</li> <li>- Partial ability to ask and answer questions.</li> <li>- Partial ability to meet limited practical writing needs.</li> <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>- Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</li> <li>- Sustained but minimal ability to ask and answer questions.</li> <li>- Sustained but minimal ability to meet limited practical writing needs.</li> <li>- Sentences are short, simple, mirroring oral language.</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 elementary needs.</li> <li>- There are basic errors in grammar, word choice, spelling, punctuation.</li> <li>- Writing is generally understood by native readers used to the writer of non-natives.</li> </ul>