



## 4<sup>th</sup> Grade/CM1 Student Proficiency Report: French

Student Name:

Teacher:

Date:

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

**NOVICE MID**

**NOVICE HIGH**

**INTERMEDIATE  
LOW**

**INTERMEDIATE  
MID**

**INTERMEDIATE  
HIGH**

|  |  |   |  |   |
|--|--|---|--|---|
| <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> | <ul style="list-style-type: none"> <li>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</li> <li>- Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally).</li> </ul> |
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**SPEAKING ABILITY:** The student’s speaking ability in French is best described as...

**NOVICE HIGH**

**INTERMEDIATE LOW**

**INTERMEDIATE MID**

**INTERMEDIATE HIGH**

|   |   |   |  |
|---|---|---|--|
| <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>- Responds 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 French words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul> | <ul style="list-style-type: none"> <li>- Sustains minimal ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</li> <li>- Sustains minimal ability to ask and answer questions.</li> <li>- Sustains 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>- Maintains simple conversations at the sentence level in French, 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/ may appear but are not frequent.</li> <li>- The listener may be confused by this speech due to the many grammatical inaccuracies.</li> </ul> | <ul style="list-style-type: none"> <li>- Confident ability to: create language to convey personal meaning by adopting learned material in single sentences.</li> <li>ask and answer questions.</li> <li>handle a simple survival situation (daily needs) in French.</li> <li>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>- May attempt circumlocution when appropriate vocabulary is missing.</li> <li>- Can maintain simple sentence-level conversations.</li> <li>- May initiate talk spontaneously without relying on questions or prompts.</li> <li>- May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however).</li> <li>- Uses an increasing number and variety of verbs.</li> <li>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</li> <li>- Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul> | <ul style="list-style-type: none"> <li>- Partial ability to: converse freely on autobiographical topics and issues related to daily living.</li> <li>describe and narrate across the major time-frames of present, past and future.</li> <li>speak in paragraph-length utterances.</li> <li>have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners.</li> <li>- Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.</li> <li>- Sometimes achieves successful circumlocution when precise word is lacking.</li> <li>- Initiates and sustains conversations by using language creatively.</li> <li>- Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (then, so, that, etc.) in descriptions and narrations.</li> <li>- Control of present tense is solid but patterns of breakdown appear in past and future timeframes.</li> <li>- Grammatical inaccuracies are still present.</li> </ul> |
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**READING ABILITY:** The student's reading ability in French is best described as...

**NOVICE MID**

**NOVICE HIGH**

**INTERMEDIATE  
LOW**

**INTERMEDIATE  
MID**

|   |   |  |   |
|---|---|--|---|
| <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> </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> <li>- Reading at a minimum of GB+ level 22</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> | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</li> </ul> |
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**WRITING ABILITY:** The student's writing ability in French is best described as...

| <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>- 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> | <ul style="list-style-type: none"> <li>- Confident ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</li> <li>- Confident ability to ask and answer questions.</li> <li>- Confident 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 but may begin to show evidence of past and future 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> |

