



4th Grade/CM2 Student Proficiency Report: French

Student Name:

Teacher:

Date:

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

NOVICE HIGH

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

ADVANCED LOW

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Understands familiar questions, commands and statements in a limited number of content areas. - Understands questions and statements in new content area with strong contextual support. - Follows information that is being given at a fairly normal rate. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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). 	<ul style="list-style-type: none"> - Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects.
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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"> - Partial ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Partial ability to ask and answer questions. - Partial ability to handle a simple survival situation (daily needs) in French. - Uses vocabulary from everyday topics and subject area content to provide basic information. - Uses memorized expressions with ease and accuracy. - Responds 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 French words cannot be retrieved or when dealing with unfamiliar topics. 	<ul style="list-style-type: none"> - Sustains minimal ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Sustains minimal ability to ask and answer questions. - Sustains minimal ability to handle a simple survival situation (daily needs) in French. - Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating. - Maintains simple conversations at the sentence level in French, 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/ may appear but are not frequent. - The listener may be confused by this speech due to the many grammatical inaccuracies. 	<ul style="list-style-type: none"> - Confident ability to: create language to convey personal meaning by adopting learned material in single sentences. ask and answer questions. handle a simple survival situation (daily needs) in French. - Has basic vocabulary to permit discussions of a personal nature and subject area topics. - May attempt circumlocution when appropriate vocabulary is missing. - Can maintain 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. 	<ul style="list-style-type: none"> - Partial ability to: converse freely on autobiographical topics and issues related to daily living. 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 (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.
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READING ABILITY: The student's reading ability in French is best described as...

NOVICE HIGH

**INTERMEDIATE
LOW**

**INTERMEDIATE
MID**

**INTERMEDIATE
HIGH**

<ul style="list-style-type: none"> - 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, 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. 	<ul style="list-style-type: none"> - 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. - Reading at a minimum of GB+ level 26 	<ul style="list-style-type: none"> - 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. - Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics. 	<ul style="list-style-type: none"> - 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. - 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.
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WRITING ABILITY: The student's writing ability in French is best described as...

NOVICE HIGH

**INTERMEDIATE
LOW**

**INTERMEDIATE
MID**

**INTERMEDIATE
HIGH**

<ul style="list-style-type: none"> - Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Partial ability to ask and answer questions. - Partial ability to meet limited practical writing needs. - 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. 	<ul style="list-style-type: none"> - Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Sustained but minimal ability to ask and answer questions. - Sustained but minimal ability to 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 writer of non-natives. 	<ul style="list-style-type: none"> - Confident ability to create language to convey personal meaning by adapting learned material in single sentences and strings of sentences. - Confident ability to ask and answer questions. - Confident ability to meet limited practical writing needs. - Sentences are short, simple, mirroring oral language. - Sentences are almost exclusively in present time but may begin to show evidence of past and future 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 writer of non-natives. 	<ul style="list-style-type: none"> - Partial ability to write factual narratives, descriptions and summaries. - Partial ability to narrate and describe in major timeframes, using elaboration and clarification - Partial ability to write with good control of high frequency structures and vocabulary. - Writes compositions and simple summaries related to school subjects and school and personal experiences - Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects. - Writing is often, but not always, of paragraph length. - Vocabulary, grammar and style closely resemble how the student speaks. - Writing is generally understood by natives not used to the writing of non-natives.
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