



# Los Angeles Unified School District Dual Language/Bilingual Programs Office



Modes	Characteristics for Novice Low	Characteristics for Novice Mid	Characteristics for Novice High
Interpretive Listening	<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 contextualization without prompting support).</li> <li>-Requires slower than normal rate of speech &amp; 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>-Requires repetition, slower speech, or rephrasing</li> </ul>
Interpersonal Communication	<ul style="list-style-type: none"> <li>-Uses isolated words/single words</li> <li>-Uses 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>	<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>-Frequently searches for words.</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> <li>-Pronunciation strongly influenced by 1<sup>st</sup> language.</li> <li>-Constantly reverts to the use of English.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> ability to create with language to convey personal meaning by relying heavily learned material in single sentences and strings of sentences, ask and answer questions, handle a simple survival situation (daily needs) in the language.</li> <li>-Uses vocabulary from everyday topics and subject area content to provide basic information.</li> <li>-Asks a few formulaic questions.</li> <li>-Uses memorized expressions, learned phrases or recombination with ease and accuracy.</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 target language words cannot be retrieved or when dealing with unfamiliar topics.</li> </ul>
Interpretive Reading	<ul style="list-style-type: none"> <li>-Recognizes a limited number of characters.</li> <li>-Identifies high-frequency words and/or phrases when strongly supported by context.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognizes the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language.</li> <li>-Identifies a number of highly contextualized words and phrases including cognates and borrowed words between languages that have a common origin and are therefore readily understood. For example, Lesson in English-French: "leçon" /Spanish: "Leccion."</li> <li>-Rereading is often required.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands, fully and with relative ease, key words and cognates words between languages that have a common origin and are therefore readily understood, as well as formulaic constituting or containing a verbal formula or set form of words such as "How are you?/Fine, thank you." "Thanks very much./You're welcome." phrases, across a range of highly contextualized texts.</li> <li>- Understands predictable language and messages such as classroom schedule, school map, and school/community signs.</li> <li>-able to derive meaning from short, non-complex texts that convey basic information for which there is contextual supports.</li> <li>-Rereading is often required.</li> </ul>
Presentational Writing	<ul style="list-style-type: none"> <li>-Copies familiar words or phrases</li> <li>-Forms letters in an alphabetic system or very limited number of characters.</li> <li>-Produces a very limited number of isolated words or familiar phrases from memory</li> <li>-Errors are to be expected.</li> </ul>	<ul style="list-style-type: none"> <li>-Writes a modest number of words or phrases in context</li> <li>- Supplies limited information on simple school forms and classroom materials, including names, dates</li> <li>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>-Shows a marked decrease in accuracy in less familiar topics</li> <li>-Writing may be difficult to understand even by sympathetic readers</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>-Ask and answer questions</li> <li>-Meet limited practical writing needs uses lists, short messages, and simple notes.</li> <li>-Focuses on common elements of daily school life in their writing</li> <li>- Recombines 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>



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	Characteristics for Intermediate Low	Characteristics for Intermediate Mid	Characteristics for Intermediate High
Interpretive Listening	<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>	<ul style="list-style-type: none"> <li>-Understands most simple sentence-level speech in variety of basic personal and social 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 with ease and confidence, sentence-level speech in basic personal and social contexts.</li> <li>-They can derive substantial meaning from some connected texts.</li> <li>-Often gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.</li> </ul>
Interpersonal Communication	<p><b>Sustained but minimal</b></p> <ul style="list-style-type: none"> <li>-Handles limited number of uncomplicated communicative tasks in direct social situation.</li> <li>-Handles conversations only with simple survival situation (daily needs) in the target language.</li> <li>-Struggles to answer direct questions or requests for information.</li> <li>-Expresses personal meaning by combining and recombining what they learned into short statements and discrete sentences.</li> <li>-Responses are often filled with hesitancy and inaccuracies.</li> <li>-Speech may contain frequent pauses, ineffective reformulations and self-corrections.</li> </ul>	<p><b>Sustained</b></p> <ul style="list-style-type: none"> <li>-Handles a variety of uncomplicated communicative tasks in direct social situations.</li> <li>-handles conversations to those predictable and familiar topics.</li> <li>-Responds to direct questions or requests for simple information.</li> <li>-Expresses personal meaning by create with the language, in part by combining and recombining known elements.</li> <li>-Speaks in sentences and string of sentences.</li> <li>-Speech may contain pauses, reformulations, and self-correction as they search for adequate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Converses with ease and confidence when dealing with the routine tasks and social situations.</li> <li>-Handles a variety of uncomplicated tasks and social situations requiring an exchange of basic information related to familiar topics.</li> <li>-Narrates and describes in all major time frames using connected discourse of paragraph length, but not all the time.</li> <li>-Generally is understood by native speakers unaccustomed to dealing with non-natives most of the time.</li> </ul>
Interpretive Reading	<ul style="list-style-type: none"> <li>-Understands 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>-Understands short, non-complex texts that convey basic information and deal with basic person/social topics, some misunderstandings may occur.</li> <li>-Gets some meaning from short connected texts featuring description and narration, dealing with familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands with ease short, non-complex texts that convey basic information and deal with personal/social topics.</li> <li>-Understands some connected texts featuring description and narration.</li> <li>-There are occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.</li> </ul>
Presentational Writing	<p><b>Sustained but minimal</b></p> <ul style="list-style-type: none"> <li>-Meets some limited practical writing needs.</li> <li>-Creates statements and formulate questions based on familiar materials.</li> <li>-Most sentences are recombination of learned vocabulary and structures.</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 tied to 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, and punctuation.</li> <li>-Writing is generally understood by native readers used to the writer of non-natives.</li> </ul>	<p><b>Sustained</b></p> <ul style="list-style-type: none"> <li>-Meets a number of practical writing needs.</li> <li>-Ability to write short, simple communications, compositions, and requests for information about familiar topics.</li> <li>-Writing is framed in present time.</li> <li>-Writing resembles oral discourse.</li> <li>-Writing shows evidence of control of basic sentence structure and verb forms.</li> <li>-Writing shows collection of discrete sentences and/or questions loosely strung together.</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>-Meets all practical writing needs.</li> <li>-Writes compositions and simple summaries related to school experiences.</li> <li>-Narrates and describes in different time frames when writing about everyday and situations but not always in paragraph length.</li> <li>-The vocabulary, grammar, and style essentially correspond to those of the spoken language.</li> </ul>



# Los Angeles Unified School District Dual Language/Bilingual Programs Office



	Characteristics for Advanced Low	Characteristics for Advanced Mid	Characteristics for Advanced High
Interpretive Listening	<ul style="list-style-type: none"> <li>-Understands short conventional narrative and descriptive texts</li> <li>- comprehension may be uneven.</li> <li>-Understands the main facts and some supporting details.</li> <li>-Conversation limited to situational and subject-matter knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand conventional narrative and descriptive texts.</li> <li>-Speech is predominantly in familiar target-language patterns.</li> <li>-Understands the main facts and many supporting details.</li> <li>-Conversation derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands with ease and confidence, conventional narrative and descriptive texts of any length, including complex factual materials such as summaries or reports.</li> <li>-Follows some of the essential points of more complex or argumentative speech in areas of special interest or knowledge.</li> <li>-Understands some meaning from oral texts that deal with unfamiliar topics or situations.</li> <li>-Comprehend facts from oral discourse.</li> </ul>
Interpersonal Communication	<ul style="list-style-type: none"> <li>-Participates in most informal and some formal conversations on topics related to school, home, and leisure activities.</li> <li>-Speaks about some topics related to current events, and community interest.</li> <li>-Can narrate and describe in all major time frames (past, present, and future) in paragraph-length.</li> <li>-Speaks combine and link sentences into connected discourse of paragraph length.</li> <li>-Shows irregular flow, and containing noticeable self-correction.</li> <li>-Exhibits certain grammatical roughness</li> </ul>	<ul style="list-style-type: none"> <li>-Handles with ease and confidence a large number of communicative tasks.</li> <li>-Participate actively in most informal and some formal exchanges on topics relating to school, home, and leisure activities, current event, and personal interest.</li> <li>-Narrates and describes in all major time frames (past, present, and future) in paragraph-length.</li> <li>-Handles complication or unexpected turn of events on familiar topics.</li> <li>-Circumlocution or rephrasing are often employed.</li> <li>-Vocabulary is fairly extensive although primarily generic in nature</li> <li>-Speech is more concrete, much accuracy, clarity and precision.</li> </ul>	<ul style="list-style-type: none"> <li>-Performs all Advanced-level tasks with linguistic ease, confidence, and competence.</li> <li>-Explains in detail and narrate fully and accurately in all time frames.</li> <li>-Provides a structured argument to support their opinions, and may construct hypotheses, but patterns of error appear.</li> <li>-Discusses particular interest abstractly, but more comfortable discussing a variety of topics concretely.</li> <li>-Uses precise vocabulary and intonation to express meaning</li> <li>-Often shows great fluency and ease of speech</li> <li>-Breaks down at Superior level over a variety of topics.</li> </ul>
Interpretive Reading	<ul style="list-style-type: none"> <li>-Understands conventional narrative and descriptive texts (the texts contain predominantly high-frequency vocabulary and structures)</li> <li>-Understands the main ideas and some supporting details.</li> <li>-Comprehension may often derive primarily from situational and subject-matter knowledge.</li> <li>-Challenged to comprehend more complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands conventional narrative and descriptive texts using standard linguistic conventions of the written form of the language.</li> <li>-Understands the main ideas, facts, and many supporting details.</li> <li>-Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands, fully, and with ease, conventional narrative and descriptive texts of any length and more complex factual material.</li> <li>-Able to follow some argumentative texts in familiar topics.</li> <li>-Understands parts of texts that deal with unfamiliar topics or situations.</li> <li>-Goes beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences.</li> <li>-Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.</li> </ul>
Presentational Writing	<ul style="list-style-type: none"> <li>-Meets basic academic writing needs.</li> <li>-Narrates and describe in major time frames</li> <li>-Composes simple summaries on familiar topics</li> <li>-Combines and links sentences into texts of paragraph length and structure</li> <li>-Relies on oral discourse</li> <li>-Redundancy and awkward repetition may occur</li> </ul>	<ul style="list-style-type: none"> <li>-Meets a range of academic writing needs.</li> <li>-Narrates and describes with detail in major time frames</li> <li>-Exhibits coherence and up to several paragraph-length</li> <li>-Corrects used of target-language syntactic structures</li> <li>-Thoughts are expressed clearly and supported by some elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>-Writes about a variety of topics with significant precision and detail.</li> <li>-Can handle informal and formal correspondence according to appropriate conventions.</li> <li>-Demonstrates the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but not able to sustain.</li> <li>-Good control of grammatical structures and a fairly wide general vocabulary.</li> <li>-Often shows remarkable ease of expression but showing patterns of error.</li> </ul>