

Secondary Language Chart B

	A ¹	A ²	B ¹	B ²	C ¹	C ²
Listening Comprehension	Minimal comprehension, may understand only a few words and learned phrases (i.e. "What's your name?")	Understands simple phrases and conversation within context when spoken slowly and with several repetitions,	Increased comprehension of conversation containing familiar vocabulary when spoken at a slow pace; limited ability to understand without face-to-face contact.	Comprehension of most social conversation and classroom discussions at slower than normal speed. Rewording and repetition may be necessary. Increased ability to understand without face-to-face contact.	Understands social conversation and classroom discussions at normal speed.	Understands social conversation and classroom discussions; understands without face-to-face contact; understands conversation between native speakers.
Verbal Expression	Communicates with actions and gestures. Limited verbal production.	Speaks with hesitation and with frequent lapses into silence; can communicate limited number of survival needs using simple learned phrases.	Speaks with some hesitation and uses most learned phrases and simple sentences; some errors in speech. Can express survival needs and has increasing ability to handle basic social conversation.	Speaks with general fluency in everyday situations, but hesitates in classroom discussions while searching for the correct manner of expression.	Participates effectively in social conversation and classroom discussions; can express complex ideas; can handle familiar and unfamiliar situations.	Speaks fluently in everyday conversation and expresses abstract concepts in the classroom as expected of native speakers.
Vocabulary/ Grammar	Vocabulary may consist of a few isolated words; limited recognition and usage of basic grammatical structures.	Limited vocabulary; can ask and respond to simple questions with one-or two-word learned responses; usage/recognition of basic grammar.	Frequently uses incorrect terms and tries to reword to clarify meaning; increasing control of basic grammar, but still makes frequent errors.	Sometimes uses incorrect terms and must reword ideas to compensate for lack of vocabulary; has control of basic grammar but makes errors in word order and more difficult grammar.	Can use vocabulary to express exact meanings and has good control of basic and more difficult grammar.	Use of vocabulary and idioms is similar to that of a native speaker; better control of grammar.

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Reading	Recognition of letters of the alphabet, numbers, and a few simple sight words (name, address, stop, etc.). May be minimal.	Reads and understands sight words, short phrases, and learned sentences; limited comprehension of simplified academic textbooks.	Reads short, simplified academic textbooks and materials; cannot comprehend basic (non-simplified) academic textbooks and other materials on grade level.	Reads and comprehends simplified academic textbooks and materials; tries to read basic (non-simplified) materials but needs assistance.	Reads some basic academic materials and textbooks on grade level with partial understanding, but still needs assistance; reads and comprehends non-simplified everyday material on familiar subjects.	Reads and comprehends basic textbooks and academic materials at grade level.
Writing	May be able to write letters of the alphabet, numbers, and very basic personal information (name, address, etc.)	Writes common sight words and short, learned phrases; can complete simple worksheets with one- or two-word responses.	Writes phrases and short simple sentences; makes frequent errors and needs assistance.	Writes short paragraphs on familiar subjects, but makes errors and needs assistance; has difficulty with more complex academic writing tasks.	Completes routine writing tasks for social and survival purposes with accuracy; makes errors and needs assistance with writing for academic purposes (essays, written reports, etc.)	Writing ability for social, survival and academic purposes is similar to that of native speaker at same grade level.