COMPREHENSIBILITY: How well are they understood?

**Interpersonal**
- Rely primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics;
- Understood primarily by those very accustomed to interacting with language learners;
- Imitate modeled words and phrases using intonation and pronunciation similar to that of the model;
- May show evidence of false starts, prolonged and unexpectedly-placed pauses and recourse to their native language as topics expand beyond the scope of immediate needs;
- Are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structure to form simple sentences on very familiar topics.

**Presentational**
- Use short, memorized phrases and sentences in oral and written presentations;
- Are understood primarily by those who are very accustomed to interacting with language learners;
- Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics;
- May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;
- Show abilities in writing by reproducing familiar material
- Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.

**Interpersonal**
- Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own;
- May exhibit frequent errors in capitalization and punctuation when target language differs from native language in these areas.

**Presentational**
- Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics;
- Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated;
- May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language.

COMPREHENSION: How well do they understand?

**Interpersonal**
- Comprehend general information and vocabulary when the communication partner uses objects, visuals, and gestures in speaking or writing;
- Generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message.

**Interpretive**
- Understand short, simple conversations and narratives (live and recorded material), within highly predictable and familiar contexts;
- Rely on personal background experience to assist in comprehension;
- Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts;
- Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context;
- Determine meaning by recognition of cognates, prefixes, and thematic vocabulary.

LANGUAGE CONTROL: How accurate is their language?

**Interpersonal**
- Comprehend messages that include predominately familiar grammatical structures;
- Are most accurate when communicating about very familiar topics using memorized oral and written phrases;
- Exhibit decreased accuracy when attempting to create with the language.

**Interpretive**
- Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts;
- Sometimes recognize previously learned structures when presented in new contexts.

**Presentational**
- Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language;
VOCABULARY USE: How extensive and applicable is their vocabulary?

Interpersonal
- Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics;
- Use words and phrases primarily as lexical items without awareness of grammatical structure;
- Recognize and use vocabulary from a variety of topics including those related to other curricular areas;
- May often rely on words and phrases from their native language when attempting to communicate beyond the word and/or gesture level.

Interpretive
- Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas;
- Demonstrate increased comprehension of vocabulary in spoken passages when these are enhanced by pantomime, props, and/or visuals;
- Demonstrate increased comprehension of written passages when accompanied by illustrations and other contextual clues.

Presentational
- Use a limited number of words and phrases for common objects and actions in familiar categories;
- Supplement their basic vocabulary with expressions acquired from sources such as the teacher or picture dictionaries;
- Rely on native language words and phrases when expressing personal meaning in less familiar categories.

CULTURAL AWARENESS: How is their cultural understanding reflected in their communication?

Interpersonal
- Imitate culturally appropriate vocabulary and idiomatic expressions;
- Use gestures and body language that are generally those of the student's own culture, unless they are incorporated into memorized responses.

Interpretive
- Understand both oral and written language that reflects a cultural background similar to their own;
- Predict a story line or event when it reflects a cultural background similar to their own.

Presentational
- Imitate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher

COMMUNICATION STRATEGIES: How do they maintain communication?

Interpersonal
- Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message;
- Primarily use facial expressions and gestures to indicate problems with comprehension.

Interpretive
- Use background experience to anticipate story direction in highly predictable oral or written texts;
- Rely heavily on visuals and familiar language to assist in comprehension.

Presentational
- Make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher;
- Rely heavily on repetition, non-verbal expression (gestures, facial expressions), and visuals to communicate their message.