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New to Dutch	Early Acquisition	Becoming Familiar			
<ul style="list-style-type: none">  Listens attentively to a Dutch speaker with guidance.  Follows one-step directions.  Uses context cues to respond appropriately to classroom routines.  Responds to greetings with nods and gestures.  Responds to simple questions with guidance.  Expresses needs in Dutch with single words and gestures.  Responds during classroom discussions with nods and gestures.  Participates non-verbally in the classroom.  Names simple objects with guidance.  Repeats Dutch words and phrases with guidance.  Echoes single words and/or short phrases.  Produces single words and/or stock phrases with guidance.  Demonstrates enthusiasm about learning Dutch. 	<ul style="list-style-type: none">  Begins to follow illustrated stories and classroom instruction  Follows two-step directions.  Responds to greetings with single words and/or phrases.  Begins to respond to simple questions with one-word answers.  Begins to express needs and give basic information (e.g., "Het gaat goed" and "deze auto").  Participates orally in classroom discussions with guidance.  Uses some basic classroom vocabulary.  Understands everyday classroom and subject area language with guidance.  Begins to repeat new Dutch words and phrases clearly.  Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "Ik wil gaan winkel koop speelgoed.").  Practices Dutch and tries new words and phrases. 	<ul style="list-style-type: none">  Begins to listen attentively to a Dutch speaker.  Follows multi-step directions.  Begins to use Dutch in social situations.  Responds to greetings with phrases.  Responds to simple questions with more than one-word answers.  Uses different language functions in discussions (e.g., predicting and describing) with guidance.  Participates in classroom discussions and offers opinions and feedback with guidance.  Begins to understand classroom and subject area language.  Begins to use expanding vocabulary that is less context-bound.  Begins to speak Dutch clearly.  Communicates using short phrases and simple language patterns.  Begins to use connected discourse (e.g., "Gisteren ik ga zwembad en ik zwom."). 			
Becoming Competent	Becoming Fluent	Fluent			
<ul style="list-style-type: none">  Begins to contribute to group discussions and offer opinions and/or feedback during discussions.  Paraphrases oral information with guidance.  Uses Dutch in social situations.  Begins to respond to more complex questions.  Expresses needs and gives information independently.  Begins to ask questions to clarify content and meaning.  Begins to use more complex language functions (e.g., hypothesizing and reasoning) within an academic context.  Begins to use an extensive vocabulary, using some abstract and specialized subject area words.  Understands classroom and subject area language with repetition, rephrasing, or clarification.  Speaks Dutch clearly.  Produces longer, more complex utterances using phrases, clauses and sequence words (e.g., "dan" and "vervolgens").  Begins to use correct form when asking questions.  Begins to use correct verb tense to express present, past, and future.  Shows interest in improving language skills and accuracy. 	<ul style="list-style-type: none">  Listens attentively to a Dutch speaker.  Listens to others and offers opinions and/or feedback.  Begins to paraphrase oral information.  Uses language appropriately across the curriculum for different purposes and audiences.  Responds to complex questions independently.  Asks questions to clarify content and meaning.  Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.  Begins to speak with confidence in front of a group.  Uses more extensive vocabulary, using abstract and specialized subject area words independently.  Understands classroom and subject area language at nearly normal speed.  Speaks Dutch with near-native fluency; any hesitation does not interfere with communication.  Begins to vary speech appropriately using intonation/ stress.  Uses correct form when asking questions.  Speaks confidently and uses new vocabulary flexibly. 	<ul style="list-style-type: none">  Contributes to group discussion with ideas and appropriate suggestions.  Paraphrases oral information independently.  Communicates competently in social and academic settings.  Participates and performs competently in all subject areas.  Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age.  Speaks with confidence in front of a group.  Understands a wide range of classroom and subject area language with native competence.  Uses vocabulary approximating that of a native speaker.  Speaks as fluently as a native speaker.  Varies speech appropriately using intonation and stress independently.  Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g., "Morgen ga ik op een lange schoolreis en dan ga ik mijn beste vriend zien."). 			
 Listening and Comprehension	 Oral Expression	 Vocabulary	 Pronunciation and Fluency	 Grammar	 Attitude