Child’s name       Date

**Evolving elementary language proficiency, level A1: limited communication in the most familiar situations**The child is usually able to function in certain recurring everyday one-on-one situations that involve use of language. The child relies heavily on expressions and gestures in interaction. They understand brief instructions and familiar topics in slow and, when necessary, repeated speech. They can name familiar items and recognize familiar words and expressions in clearly spoken language and read text. Learning new things requires demonstration and picture support as well as clear and slow speech and repetition so that the child can understand certain elements of the topic being addressed. A familiar speaker and parlance make comprehension easier. The child requires a lot of help from conversation partners. Speech may contain a lot of long breaks, repetition and interruptions. Understanding the topic in unstructured social speaking situations requires a lot of support from the context and situation-specific hints. With regard to instructive discourse, the child understands the topic with the help of pictures and clearly designated key words. The ability to understand an unfamiliar word is limited even in a very predictable context.

**Skills at the evolving elementary language proficiency A1 level**

|  |  |  |
| --- | --- | --- |
| **Interaction skills** | Developing: date | Developed: date |
| Responds to initiated interaction. |  |  |
| Briefly answers familiar, simple questions. |  |  |
| Initiates interactions verbally (using 1–2 words). |  |  |
| **Language comprehension skills** |  |  |
| Understands brief instructions, questions and commands that are repeated on a daily basis. |  |  |
| Recognizes familiar words from speech. |  |  |
| **Speech production skills** |  |  |
| Names familiar objects and items. |  |  |
| Uses short, memorized expressions and phrases. |  |  |
| Briefly answers easy questions related to everyday situations (using 1–2 words). |  |  |
| **Language use competences** |  |  |
| Expresses a lack of understanding non-verbally or verbally. |  |  |
| Asks questions (what) related to familiar situations and everyday life. |  |  |
| **Linguistic memory and vocabulary** |  |  |
| Remembers some parts of songs and rhymes. |  |  |
| **Language awareness** |  |  |
| Utilizes visual clues. |  |  |
| Listens to short fairy tales and stories for a moment when illustrative support (objects, pictures) is used. |  |  |

|  |
| --- |
| Date, examples of speech produced by the child, and other observations: |

**How does language proficiency develop from the A1 to the A2 level:**

Speaking becomes more continuous. The output has more vocabulary and content. The need for direct support from the conversation partner decreases. Comprehension increases from the level of individual words and phrases to understanding some of the main points and longer passages.