

ISP Language Descriptors

We appreciate that the vocabulary used in our application forms to indicate language level can be subjective. Please see below some descriptions of language level proficiency that we hope will help those completing our application, and that also aligns with how we think about language progression in the International Baccalaureate programmes at the International School of Paris.

- **Native/fluent speaker**
The child can understand virtually everything heard or read, recognising implicit meaning and cultural references. They can express themselves fluently and spontaneously. They can use language flexibly and effectively for social and academic purposes. They can produce clear, well-structured, detailed text on complex subjects showing in-depth understanding of structure, connectors, cohesive and literary devices.
- **Advanced – “Proficient”**
The child can evaluate important information and ideas in both written and spoken texts. They can understand both explicit and implicit information in a wide range of texts. They can participate actively in a range of both academic and social situations. They can communicate their ideas, opinions and perspectives in an organised way.
- **Intermediate – “Capable”**
The child can understand different texts, either written or spoken. They can identify ideas and opinions, and make conclusions when reading and interacting. They can have conversations, write structured texts and present about personal interests and global topics. They can give their opinions and support them. They can vary their language for different situations.
- **Beginner – “Emerging”**
The child can understand and respond to simple language, either written or spoken. They can identify simple messages, facts, opinions and ideas. They can use basic language when interacting with others in familiar situations.
- **No prior exposure**
The child has had little to no contact with the language.