In our study, Linguistic Acumen in Children, we investigated how the comprehension levels of interpreting a foreign language of average sixth and seventh grade students vary depending on their age, gender, and background. Twenty-one sixth and seventh graders were exposed to two stories in three languages: Bangla, Telugu, and Spanish. The students were asked to listen to stories and write down all the words that sounded familiar, or anything that helped them get meaning. All the results were converted into numerical values, and compiled into graphs presenting the relationships between gender, age, and background on the students’ levels of comprehension. The most common response revolved around the idea of hearing changes in the tones of our voices, as well as expressions like laughing. From our compiled results, we derived that background played the biggest role in their abilities to comprehend, and age/grade was the next factor. Students with a small background of romance languages had higher comprehension levels of Spanish (1-2 levels), while students with only English background and Asian subcontinent background had higher comprehension averages for Bangla and Telugu than the students from romance backgrounds. Age played the second most important role in their comprehension. The seventh graders’ comprehension levels were 15% higher than the sixth graders. Gender was not a big factor, and all the averages between the genders were within 1% of each other. This leads us to conclude that bilingual students are capable of comprehending more languages than students exposed to only one every day.