



## Student Proficiency Report: CHINESE

### Utah Dual Language Immersion Language Program

**Reading Ability-** Your child's reading ability in the immersion language is best described as . . .





NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> <li>-Able to recognize a limited number of characters.</li> <li>-They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to recognize some characters and combinations of characters</li> <li>-Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</li> <li>-Rereading is often required.</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand, fully and with relative ease, key words, as well as formulaic phrases, across a range of highly contextualized texts.</li> <li>-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</li> <li>-There may be frequent misunderstandings.</li> <li>-Readers will be challenged to understand connected texts of any length.</li> </ul>

**Writing Ability-** Your child's writing ability in the immersion language is best described as . . .





NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> <li>-Copies or transcribes familiar words or phrases</li> <li>-Forms a very limited number of characters from the Chinese writing system</li> <li>-Produces a very limited number of isolated words or familiar phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>-Writes a modest number of words or phrases in context</li> <li>-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>-On less familiar topics, shows a marked decrease in accuracy</li> <li>-Writing may be difficult to understand even by sympathetic readers</li> </ul>	<ul style="list-style-type: none"> <li><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>ask and answer questions</li> <li>meet limited practical writing needs</li> <li>-Meets limited basic practical writing needs using lists, short messages, and simple notes</li> <li>-Writing is focused on common elements of daily school life</li> <li>-Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time</li> <li>-Writing is often comprehensible by natives used to the writing of non-natives</li> </ul>	<ul style="list-style-type: none"> <li><i>Sustained but minimal</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>ask and answer questions</li> <li>meet limited practical writing needs</li> <li>-Sentences are short, simple, mirroring oral language</li> <li>-Sentences are almost exclusively in present time and generally have repetitive structure</li> <li>-Topics are highly predictable content areas and personal information</li> <li>-Vocabulary is adequate to express elementary needs</li> <li>-There are basic errors in grammar, word choice, spelling, punctuation</li> <li>-Writing is generally understood by native readers used to the writer of non-natives.</li> </ul>

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