# Student Proficiency Report: CHINESE

Utah Dual Language Immersion Language Program

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<th>Student Name</th>
<th>Language</th>
<th>Teacher</th>
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## Listening Ability

Your child’s listening ability in the immersion language is best described as . . .

- **NOVICE LOW**
  - Recognizes single, isolated words, greetings and polite expressions.

- **NOVICE MID**
  - Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support).
  - Requires slower than normal rate of speech and/or with repetitions.

- **NOVICE HIGH**
  - Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.
  - May require repetition, slower speech, or rephrasing.

- **INTERMEDIATE LOW**
  - Understands familiar questions, commands and statements in a limited number of content areas.
  - Understands questions and statements in new content areas with strong contextual support.
  - Follows information that is being given at a fairly normal rate.

- **INTERMEDIATE MID**
  - Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.
  - Carries out commands.

## Speaking Ability

Your child’s speaking ability in the immersion language is best described as . . .

- **NOVICE MID**
  - Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.
  - Frequent searching for words is common.
  - May use native language or gestures when attempting to create with language beyond what is known.
  - Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.

- **NOVICE HIGH**
  - Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.
  - Ask and answer questions.
  - Handle a simple survival situation (daily needs) in the language.
  - Uses vocabulary from everyday topics and subject area content to provide basic information.
  - Uses memorized expressions with ease and accuracy.
  - Can respond in intelligible sentences most of the time but does not sustain sentence-level speech.
  - Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.
  - May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.

- **INTERMEDIATE LOW**
  - Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.
  - Ask and answer questions.
  - Handle a simple survival situation (daily needs) in the language.
  - Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.
  - Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.
  - Handles a limited number of everyday social and subject content interactions.
  - The listener may be confused by this speech due to the many grammatical inaccuracies.

- **INTERMEDIATE MID**
  - Confident ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.
  - Ask and answer questions.
  - Handle a simple survival situation (daily needs) in the language.
  - Has basic vocabulary to permit discussions of a personal nature and subject area topics.
  - May attempt circumlocution when appropriate vocabulary is missing.
  - Maintains simple sentence-level conversations.
  - May initiate talk spontaneously without relying on questions or prompts.
  - May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however).
  - Meaning is generally clear in spite of some grammatical inaccuracies.
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## Reading Ability
Your child’s reading ability in the immersion language is best described as . . .

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| -Able to recognize a limited number of characters.  
-They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context. | -Able to recognize some characters and combinations of characters  
-Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.  
-Rereading is often required. | -Can understand, fully and with relative ease, key words, as well as formulaic phrases, across a range of highly contextualized texts.  
-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.  
-Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. | -Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.  
-There may be frequent misunderstandings.  
-Readers will be challenged to understand connected texts of any length. |

## Writing Ability
Your child’s writing ability in the immersion language is best described as . . .

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| -Copies or transcribes familiar words or phrases  
-Forms a very limited number of characters from the Chinese writing system  
-Produces a very limited number of isolated words or familiar phrases from memory | -Writes a modest number of words or phrases in context  
-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for  
-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language  
-On less familiar topics, shows a marked decrease in accuracy  
-Writing may be difficult to understand even by sympathetic readers | Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences  
-Ask and answer questions  
-Meets limited practical writing needs | Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences  
-Ask and answer questions  
-Meet limited practical writing needs |
| | | -Meets limited basic practical writing needs using lists, short messages, and simple notes  
-Writing is focused on common elements of daily school life  
-Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time  
-Writing is often comprehensible by natives used to the writing of non-natives | -Sentences are short, simple, mirroring oral language  
-Sentences are almost exclusively in present time and generally have repetitive structure  
-Topics are highly predictable content areas and personal information  
-Vocabulary is adequate to express elementary needs  
-There are basic errors in grammar, word choice, spelling, punctuation  
-Writing is generally understood by native readers used to the writer of non-natives |
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