## 2nd Grade Student Proficiency Report: CHINESE

**Utah Dual Language Immersion Program**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Language</th>
<th>Teacher</th>
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</table>

### Listening Ability

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

- [ ] NOVICE LOW
- [ ] NOVICE MID
- [ ] NOVICE HIGH
- [ ] INTERMEDIATE LOW
- [ ] INTERMEDIATE MID

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

**NOVICE HIGH**
- 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 LOW**
- Understands most sentence-level speech in new contexts at a normal rate of speech although slowdowns may be necessary for unfamiliar topics.
- Carries out commands.

**INTERMEDIATE MID**
- Understands most sentence-level speech in new contexts at a normal rate of speech although slowdowns 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 LOW
- [ ] NOVICE MID
- [ ] NOVICE HIGH
- [ ] INTERMEDIATE LOW
- [ ] INTERMEDIATE MID

**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.

**INTERMEDIATE LOW**
- 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**
- 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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*Created by Greg Duncan for the Utah Dual Language Immersion Program* •  *Utah State Office of Education* •  *August 2014*
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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 | **TARGET**  
**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  
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 | - Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences  
- Sentences are short, simple, mirroring oral language  
- Sentences are almost exclusively in present time and generally have repetitive structure  
- Writing is generally understood by native readers used to the writer of non-natives |

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