

6th Grade Student Proficiency Report: CHINESE

Utah Dual Language Immersion Language Program

Student Name	Language	Teacher
School	District	Date

Listening Ability- Your child's listening ability in the immersion language is best described as . . .

<p style="text-align: center;">INTERMEDIATE LOW</p> <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">INTERMEDIATE MID</p> <ul style="list-style-type: none"> -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. <p style="text-align: center;">TARGET</p>	<p style="text-align: center;">INTERMEDIATE HIGH</p> <ul style="list-style-type: none"> -Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.) 	<p style="text-align: center;">ADVANCED LOW</p> <ul style="list-style-type: none"> -Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects 	<p style="text-align: center;">ADVANCED MID</p> <ul style="list-style-type: none"> -Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech
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Speaking Ability- Your child's speaking ability in the immersion language is best described as . . .

<p style="text-align: center;">NOVICE HIGH</p> <p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> -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. 	<p style="text-align: center;">INTERMEDIATE LOW</p> <p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> -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. -Uses a variety of common verbs in present tense (formations may be inaccurate) -Other verb tenses/forms may appear but are not frequent. -The listener may be confused by this speech due to the many grammatical inaccuracies. 	<p style="text-align: center;">INTERMEDIATE MID</p> <p><i>Confident</i> ability to</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> -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) -Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Meaning is generally clear in spite of some grammatical inaccuracies. <p style="text-align: center;">TARGET</p>	<p style="text-align: center;">INTERMEDIATE HIGH</p> <p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> converse freely on autobiographical topics as well as issues related to daily living (in school, home, community) describe and narrate across the major timeframes of present, past and future speak in paragraph-length utterances have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners <ul style="list-style-type: none"> -Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail. -Sometimes achieves successful circumlocution when precise word is lacking. -Initiates and sustains conversations by using language creatively. -Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations -Control of present tense is solid but patterns of breakdown appear in past and future timeframes -Grammatical inaccuracies are still present.
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Reading Ability- Your child's reading ability in the immersion language is best described as . . .

<p style="text-align: center;">NOVICE HIGH</p> <ul style="list-style-type: none"> -Can understand, fully and with relative ease, key words and cognates, 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. 	<p style="text-align: center;">INTERMEDIATE LOW</p> <ul style="list-style-type: none"> -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. <p style="text-align: center;">TARGET</p>	<p style="text-align: center;">INTERMEDIATE MID</p> <ul style="list-style-type: none"> -Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. -Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics. 	<p style="text-align: center;">INTERMEDIATE HIGH</p> <ul style="list-style-type: none"> -Can understand fully and with ease non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. --Can understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of vocabulary, structures and writing conventions of the language.
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Writing Ability- Your child's writing ability in the immersion language is best described as . . .

<p style="text-align: center;">NOVICE HIGH</p> <ul style="list-style-type: none"> -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 	<p style="text-align: center;">INTERMEDIATE LOW</p> <ul style="list-style-type: none"> -Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -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 basic needs -There are basic errors in grammar, word choice, punctuation, spelling, -Writing is generally understood by native speaker used to writing of non-natives <p style="text-align: center;">TARGET</p>	<p style="text-align: center;">INTERMEDIATE MID</p> <ul style="list-style-type: none"> -Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics -Writing is framed in present time but may contain references to other time frames -Writing style closely resembles how the student speaks -Evidence of control of basic sentence structure and verb forms -Writing is understood readily by natives used to the writing of non-natives -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Meaning is generally clear in spite of some grammatical inaccuracies. 	<p style="text-align: center;">INTERMEDIATE HIGH</p> <ul style="list-style-type: none"> -Writes compositions and simple summaries related to school subjects and school and personal experiences -Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects -Writing is often, but not always, of paragraph length -Vocabulary, grammar and style closely resemble how the student speaks -Writing is generally understood by natives not used to the writing of non-natives
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