

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 . . .

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
<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. 	<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>	<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.) 	<ul style="list-style-type: none"> -Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects 	<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

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

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<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><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><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><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 time-frames 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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