



9th Grade Student Proficiency Report: CHINESE

Student Name	Language CHINESE	Teacher
School	District	Date

LISTENING ABILITY *Your child's listening ability in the immersion language is best described as . . .*

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

<ul style="list-style-type: none"> • NOVICE HIGH <i>Partial</i> 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 	<ul style="list-style-type: none"> • INTERMEDIATE LOW <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 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. - 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. 	<ul style="list-style-type: none"> • INTERMEDIATE MID <i>Confident</i> ability to create with language to convey personal meaning by adapting learned material in single sentences & 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) - 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. 	<ul style="list-style-type: none"> • INTERMEDIATE HIGH <i>Partial</i> ability to 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 speaking 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 - 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
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- Meaning is generally clear in spite of some grammatical inaccuracies.

- Control of present tense is solid but patterns of breakdown appear in past & future timeframes
 - Grammatical inaccuracies are still present.

READING ABILITY *Your child's reading ability in the immersion language is best described as . . .*

• **INTERMEDIATE LOW**

- 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.

• **INTERMEDIATE MID**

- 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.

• **INTERMEDIATE HIGH**

- 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.

• **ADVANCED LOW**

- Can understand conventional narrative and descriptive texts with clear underlying structure though their comprehension may be uneven. Texts predominantly contain high-frequency vocabulary and structures.
- Can understand the main ideas and some supporting details primarily from situational and subject matter texts.
- Is challenged in comprehending more complex texts.

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

• **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
 - meet limited practical writing needs
 - 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.

• **INTERMEDIATE MID**

- Confident* ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences
- ask and answer questions
 - meet limited practical writing needs
 - Sentences are short, simple, mirroring oral language
 - Sentences are almost exclusively in present time but may begin to show evidence of past and future 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.

• **INTERMEDIATE HIGH**

- Partial* ability to write factual narratives, descriptions and summaries
- narrate and describe in major timeframes, using elaboration and clarification
 - write with good control of high frequency structures and vocabulary
 - 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.

• **ADVANCED LOW**

- Sustained but minimal* ability to write factual narratives, descriptions and summaries
- narrate and describe in major timeframes, using elaboration and clarification
 - write with good control of high frequency structures and vocabulary
 - Can meet basic academic writing needs.
 - Writes narrations and descriptions using all timeframes with some control of aspect (precision of particular verb tense)
 - Combines and links sentences into paragraph length and structure
 - Incorporates a limited number of cohesive devices but may evidence some redundancy and awkward repetition.
 - Relies on speaking patterns and the writing of first language to express written thought.

