



# 7th Grade Student Proficiency Report: CHINESE

Student Name	Language <b>CHINESE</b>	Teacher
School	District	Date

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

<p><b>• INTERMEDIATE LOW</b></p> <ul style="list-style-type: none"> <li>- Understands familiar questions, commands and statements in a limited number of content areas</li> <li>- Understands questions and statements in new content areas with strong contextual support.</li> <li>- Follows information that is being given at a fairly normal rate.</li> </ul>	<p><b>• INTERMEDIATE MID</b></p> <ul style="list-style-type: none"> <li>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</li> <li>- Carries out commands.</li> </ul>	<p><b>• INTERMEDIATE HIGH</b></p> <ul style="list-style-type: none"> <li>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</li> <li>- Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)</li> </ul>	<p><b>• ADVANCED LOW</b></p> <ul style="list-style-type: none"> <li>- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul>	<p><b>• ADVANCED MID</b></p> <ul style="list-style-type: none"> <li>- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</li> <li>- May have difficulty with highly idiomatic speech</li> </ul>
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## SPEAKING ABILITY *Your child's speaking ability in the immersion language is best described as . . .*

<p><b>• NOVICE HIGH</b></p> <p><i>Partial</i> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <li>- Uses vocabulary from everyday topics and subject area content to provide basic information.</li> <li>- Uses memorized expressions with ease and accuracy.</li> <li>- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</li> <li>- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>- May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics</li> </ul>	<p><b>• INTERMEDIATE LOW</b></p> <p><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</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <li>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</li> <li>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</li> <li>- Handles a limited number of everyday social and subject content interactions.</li> <li>- Uses a variety of common verbs in present tense (formations may be inaccurate)</li> <li>- Other verb tenses/forms may appear but are not frequent.</li> <li>- The listener may be confused by this speech due to the many grammatical inaccuracies.</li> </ul>	<p><b>• INTERMEDIATE MID</b></p> <p><i>Confident</i> ability to create with language to convey personal meaning by adapting learned material in single sentences &amp; strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> <li>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>- May attempt circumlocution when appropriate vocabulary is missing.</li> <li>- Maintains simple sentence-level conversations.</li> <li>- May initiate talk spontaneously without relying on questions or prompts.</li> <li>- May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)</li> <li>- Uses an increasing number and variety of verbs.</li> <li>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</li> <li>- Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>	<p><b>• INTERMEDIATE HIGH</b></p> <p><i>Partial</i> ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)</p> <p>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</p> <ul style="list-style-type: none"> <li>- Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.</li> <li>- Sometimes achieves successful circumlocution when precise word is lacking.</li> <li>- Initiates and sustains conversations by using language creatively.</li> <li>- 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</li> <li>- Control of present tense is solid but patterns of breakdown appear in past &amp; future timeframes</li> <li>- Grammatical inaccuracies are still present.</li> </ul>
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## READING ABILITY *Your child's reading ability in the immersion language is best described as . . .*

### • NOVICE HIGH

- 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.

### • 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.

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

### • 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  
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.

### • 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.