

## 2nd Grade Student Proficiency Report: CHINESE

### Utah Dual Language Immersion Program

Student Name	Language	Teacher
School	District	Date

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

<b>NOVICE LOW</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support). -Requires slower than normal rate of speech and/or with repetitions.	-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.	-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.	-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.
		<b>TARGET</b>		

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

<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
-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.	<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.	<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. -The listener may be confused by this speech due to the many grammatical inaccuracies.	<i>Confident</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 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..
<b>TARGET</b>			

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**Reading Ability-** Your child's reading ability in the immersion language is best described as . . .





<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Able to recognize a limited number of characters.</li> <li>-They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</li> </ul>	<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Able to recognize some characters and combinations of characters</li> <li>-Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</li> <li>-Rereading is often required.</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <ul style="list-style-type: none"> <li>-Can understand, fully and with relative ease, key words, as well as formulaic phrases, across a range of highly contextualized texts.</li> <li>-Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul>	<p><b>INTERMEDIATE LOW</b></p> <ul style="list-style-type: none"> <li>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.</li> <li>-There may be frequent misunderstandings.</li> <li>-Readers will be challenged to understand connected texts of any length.</li> </ul>
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**Writing Ability-** Your child's writing ability in the immersion language is best described as . . .





<p><b>NOVICE LOW</b></p> <ul style="list-style-type: none"> <li>-Copies or transcribes familiar words or phrases</li> <li>-Forms a very limited number of characters from the Chinese writing system</li> <li>-Produces a very limited number of isolated words or familiar phrases from memory</li> </ul>	<p><b>NOVICE MID</b></p> <ul style="list-style-type: none"> <li>-Writes a modest number of words or phrases in context</li> <li>-Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>-Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>-On less familiar topics, shows a marked decrease in accuracy</li> <li>-Writing may be difficult to understand even by sympathetic readers</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p><b>NOVICE HIGH</b></p> <p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> <li>create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>ask and answer questions</li> <li>meet limited practical writing needs</li> </ul> <ul style="list-style-type: none"> <li>-Meets limited basic practical writing needs using lists, short messages, and simple notes</li> <li>-Writing is focused on common elements of daily school life</li> <li>-Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time</li> <li>-Writing is often comprehensible by natives used to the writing of non-natives</li> </ul>	<p><b>INTERMEDIATE LOW</b></p> <p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> <li>create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>ask and answer questions</li> <li>meet limited practical writing needs</li> </ul> <ul style="list-style-type: none"> <li>-Sentences are short, simple, mirroring oral language</li> <li>-Sentences are almost exclusively in present time and generally have repetitive structure</li> <li>-Topics are highly predictable content areas and personal information</li> <li>-Vocabulary is adequate to express elementary needs</li> <li>-There are basic errors in grammar, word choice, spelling, punctuation</li> <li>-Writing is generally understood by native readers used to the writer of non-natives.</li> </ul>
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