

3rd 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 . . .

☐
☐
☐
☐
☐

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
-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.
		TARGET		

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

☐
☐
☐
☐

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
-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.
TARGET			

3rd Grade Student Proficiency Report: CHINESE

Utah Dual Language Immersion Program

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

☐
☐
☐
☐

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> -Able to recognize a limited number of characters. -They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context. 	<ul style="list-style-type: none"> -Able to recognize some characters and combinations of characters -Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. -Rereading is often required. <p style="text-align: center;">TARGET</p>	<ul style="list-style-type: none"> -Can understand, fully and with relative ease, key words, 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. 	<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.

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

☐
☐
☐
☐

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> -Copies or transcribes familiar words or phrases -Forms a very limited number of characters from the Chinese writing system -Produces a very limited number of isolated words or familiar phrases from memory 	<ul style="list-style-type: none"> -Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language -On less familiar topics, shows a marked decrease in accuracy -Writing may be difficult to understand even by sympathetic readers <p style="text-align: center;">TARGET</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 meet limited practical writing needs <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><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 meet limited practical writing needs <ul style="list-style-type: none"> -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.

3rd Grade Student Proficiency Report: CHINESE
Utah Dual Language Immersion Program