## Listening Ability

Your child’s listening ability in the immersion language is best described as . . .

<table>
<thead>
<tr>
<th>NOVICE LOW</th>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Recognizes single, isolated words, greetings and polite expressions.</td>
<td>-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support).</td>
<td>-Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.</td>
<td>-Understands familiar questions, commands and statements in a limited number of content areas.</td>
<td>-Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</td>
</tr>
<tr>
<td>Requires slower than normal rate of speech and/or with repetitions.</td>
<td>May require repetition, slower speech, or rephrasing.</td>
<td>-May require repetition, slower speech, or rephrasing.</td>
<td>-Follows information that is being given at a fairly normal rate.</td>
<td>-Carries out commands.</td>
</tr>
</tbody>
</table>

## Speaking Ability

Your child’s speaking ability in the immersion language is best described as . . .

<table>
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<th>INTERMEDIATE MID</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</td>
<td><strong>Partial</strong> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</td>
<td><strong>Sustained but minimal</strong> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</td>
<td><strong>Confident</strong> ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences.</td>
</tr>
<tr>
<td>-Frequent searching for words is common.</td>
<td>-Can respond intelligibly in sentences most of the time but does not sustain sentence-level speech.</td>
<td>-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
<td>-Has basic vocabulary to permit discussions of a personal nature and subject area topics.</td>
</tr>
<tr>
<td>-May use native language or gestures when attempting to create with language beyond what is known.</td>
<td>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</td>
<td>-Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
<td>-May attempt circumlocution when appropriate vocabulary is missing.</td>
</tr>
<tr>
<td>-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.</td>
<td>-May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</td>
<td>-Handles a limited number of everyday social and subject content interactions.</td>
<td>-Maintains simple sentence-level conversations.</td>
</tr>
</tbody>
</table>

**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 . . .

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</thead>
</table>
| - 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. | - 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. | - 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. | - 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 . . .

<table>
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</tr>
</thead>
</table>
| - 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 | - 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 | 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 | - 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  
- 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