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
- Recognizes single, isolated words, greetings and polite expressions.

☐ NOVICE MID
- 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.

☐ NOVICE HIGH
- 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.

☐ 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.

☐ 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.

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

☐ NOVICE 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.

☒ 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 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.

☐ 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 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.

☐ INTERMEDIATE MID
Confident 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.

Created by Greg Duncan for the Utah Dual Language Immersion Program • Utah State Office of Education • August 2014
# 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 . . .

<table>
<thead>
<tr>
<th>NOVICE LOW</th>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
</tr>
</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>
<thead>
<tr>
<th>NOVICE LOW</th>
<th>NOVICE MID</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
</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  
- 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 | 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. |