

## 6th Grade Student Proficiency Report: CHINESE

### Utah Dual Language Immersion Language Program

Student Name	Language	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 style="text-align: center;"><b>TARGET</b></p>	<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</li> </ul> <p>(Can request clarification verbally.)</p>	<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</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>handle a simple survival situation (daily needs) in the language</li> </ul> <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</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>handle a simple survival situation (daily needs) in the language</li> </ul> <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</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>handle a simple survival situation (daily needs) in the language</li> </ul> <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 style="text-align: center;"><b>TARGET</b></p>	<p><b>INTERMEDIATE HIGH</b></p> <p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> <li>converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)</li> <li>describe and narrate across the major time-frames of present, past and future</li> <li>speak in paragraph-length utterances</li> <li>have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners</li> </ul> <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 and 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 . . .





<p style="text-align: center;"><b>NOVICE HIGH</b></p> <ul style="list-style-type: none"> <li>-Can understand, fully and with relative ease, key words and cognates, 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 style="text-align: center;"><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> <p style="text-align: center;"><b>TARGET</b></p>	<p style="text-align: center;"><b>INTERMEDIATE MID</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.</li> </ul>	<p style="text-align: center;"><b>INTERMEDIATE HIGH</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>--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.</li> </ul>
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**Writing Ability-** Your child's writing ability in the immersion language is best described as . . .





<p style="text-align: center;"><b>NOVICE HIGH</b></p> <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 style="text-align: center;"><b>INTERMEDIATE LOW</b></p> <ul style="list-style-type: none"> <li>-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material</li> <li>-Sentences are short, simple and of a conversational-style with basic word order</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 basic needs</li> <li>-There are basic errors in grammar, word choice, punctuation, spelling,</li> <li>-Writing is generally understood by native speaker used to writing of non-natives</li> </ul> <p style="text-align: center;"><b>TARGET</b></p>	<p style="text-align: center;"><b>INTERMEDIATE MID</b></p> <ul style="list-style-type: none"> <li>-Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics</li> <li>-Writing is framed in present time but may contain references to other time frames</li> <li>-Writing style closely resembles how the student speaks</li> <li>-Evidence of control of basic sentence structure and verb forms</li> <li>-Writing is understood readily by natives used to the writing of non-natives</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 style="text-align: center;"><b>INTERMEDIATE HIGH</b></p> <ul style="list-style-type: none"> <li>-Writes compositions and simple summaries related to school subjects and school and personal experiences</li> <li>-Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects</li> <li>-Writing is often, but not always, of paragraph length</li> <li>-Vocabulary, grammar and style closely resemble how the student speaks</li> <li>-Writing is generally understood by natives not used to the writing of non-natives</li> </ul>
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