1st Grade Student Proficiency Report: CHINESE Delaware World Language Immersion Program



Student Name			Language		Teacher		
School			District			Date	
Listening Ability- Your	child's	listening ability in th	e immersion l	language is be	est described as	•	
NOVICE LOW -Recognizes single, isolated words,		NOVICE MID tands predictable questions,	-Understands simp		INTERMEDIAT -Understands familiar q	uestions,	INTERMEDIATE MID -Understands most sentence-level
greetings and polite expressions.	familiar contextu support -Require	nts, and commands in topic areas (with strong lal without prompting lal without prompting lal without prompting lal without prompting lal with repetitions.	statements and co familiar topics and in new topics with support. -May require repe speech, or rephras	some sentences strong contextual tition, slower	commands and stateme limited number of conte -Understands questions statements in new cont with strong contextual s -Follows information the given at a fairly normal	ent areas and ent areas upport. at is being	speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topicsCarries out commands.
					TARGET		
Speaking Ability- Your child's speaking ability in the immersion language is best described as							
NOVICE MID		NOVICE HI	GH	INTER	MEDIATE LOW		INTERMEDIATE MID
-Uses single words, multiple words, shiphrases, greetings, polite expressions, other memorized expressions on a liminumber of topicsFrequent searching for words is commodified with the search words and short phrases are usually accurate, but inaccuracies occur when trying to proclanguage beyond the scope of memorimaterial.	and ited non. when yond d other ture	Partial ability to create with language to comeaning by adapting leading sentences and sentences ask and answer questions handle a simple survival sineeds) in the language -Uses vocabulary from every subject area content to provinformationUses memorized expression accuracyCan respond in intelligible settle time but does not sustain speech -Sentences may not always coverb formations, and other ginaccuracies may be presentMay revert to the use of Englanguage words cannot be redealing with unfamiliar topic.	tuation (daily day topics and de basic s with ease and entences most of a sentence-level contain the proper rammatical glish when foreign trieved or when	meaning by a in single senter sentences ask and answer handle a simple needs) in the -Has basic vocabul and asking questio academic needs, be elaborating on the -Can maintain simple sentence level by calthough in a restrement and subject conterers.	guage to convey personal dapting learned material ences and strings of questions a survival situation (daily language ary for making statements to satisfy basic social a put not for explaining or em. ple conversations at the creating with the language ictive and reactive mannenumber of everyday social	create me. in s sen ask ar handl nee -Has bas a person -May att e, converse rMay ini relying o -May att sentence connecte -Meanin	et ability to en with language to convey personal aning by adapting learned material ingle sentences and strings of tences and answer questions en a simple survival situation (daily eds) in the language ic vocabulary to permit discussions of eal nature and subject area topics. The empt circumlocution when it is simple sentence-level entertails sometimes are to prompts. The empt longer, more complex est, including the use of basic sentence ors (e.g., and, but, however) gris generally clear in spite of some tical inaccuracies

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NOVICE LOW -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.	NOVICE MID -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 phraseRereading is often required. TARGET	NOVICE HIGH -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.	INTERMEDIATE LOW -Can understand some information from the simplest connected texts dealing with a limite 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 v	vriting ability in the immersion lang	guage is best described as	
NOVICE LOW	NOVICE MID Writes a madest purples of parties or physics	NOVICE HIGH	INTERMEDIATE LOW
NOVICE LOW -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	NOVICE MID -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	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 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	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 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