

Date: 7th April 2024

Subject: Diagnostic Report - Chinese Language Proficiency Assessment

Student Name: Lim WY

Age: 13

Grade: Secondary 1

Introduction:

This diagnostic report aims to assess the Chinese language proficiency of **Lim WY**, a 13-year-old student currently attending Secondary 1 with Chinese language at G3 level .

The evaluation encompasses :

1. Reading comprehension
2. Vocabulary recognition
3. Writing skills and
4. Overall confidence in Chinese language

Assessment Findings:

Vocabulary Recognition:

WY demonstrates significant difficulty in recognising Chinese characters, resulting in an inability to attempt comprehension sections. Assessed to be at a standard equivalent to that of a Primary 4~5 level. Despite efforts to utilise an electronic dictionary, WY struggles to choose the correct characters, indicating a gap in fundamental vocabulary understanding.

Comprehension Skills:

WY exhibits an inability to attempt comprehension exercises effectively due to challenges in word recognition. The comprehension level is assessed to be at a standard equivalent to that of a Primary 4~5 student, falling below expectations for a student in Secondary 1.

Writing Skills:

Writing skills are evaluated to be at a Primary 3-4 level, indicating a need for improvement in structure, coherence, and expression in Chinese writing. Despite attempts to use an electronic dictionary, WY struggles to select appropriate characters, leading to errors in written composition. She wrote 我的命只是琬莹（我的名字是琬莹）竟年我是十三谁（今年我是十三岁）

Self-Confidence:

It is observed that WY lacks confidence in the Chinese language, potentially stemming from difficulties in vocabulary recognition and writing. Building self-confidence in language proficiency is crucial for WY to overcome challenges and excel in Chinese language studies.

Recommendations:

Individualised Instruction:

Provide personalised tutoring sessions focused on improving vocabulary recognition, comprehension skills, and writing proficiency.

Vocabulary Building:

Implement strategies such as flashcards, mnemonic devices, and interactive activities to enhance vocabulary acquisition.

Reading Practice:

Encourage regular reading of Chinese texts at an appropriate difficulty level to improve comprehension and fluency.

Writing Skill:

To have regular composition practice session to reinforce proper writing techniques and provide constructive feedback on written compositions.

Confidence-Building Activities:

Engage WY activities that foster self-confidence, such as public speaking, role-playing, and positive reinforcement.

Parental Involvement: Encourage parents to support WY by practicing Chinese language skills at home and providing encouragement and reinforcement.

In conclusion, WY requires targeted intervention and support to address challenges in Chinese language proficiency. With individualised instruction, consistent practice and encouragement, WY can develop the necessary skills and confidence to succeed in Chinese language studies.

Please feel free to contact me for further discussion or to develop an action plan tailored to WY's specific needs.

Sincerely,

Lin Lin Laoshi 琳琳老师

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