

HKEAA-ESF Chinese Assessment for International Schools  
Band Descriptors

Band Name	Reading Descriptors	Writing Descriptors
<b>Proficient</b>  Chinese at Near Native level (CNN 2)	<ul style="list-style-type: none"> <li>▪ Understands factual texts of the most common genres with a high degree of accuracy in comprehension, e.g. middle school textbooks and newspaper reports.</li> <li>▪ Understands and reads literary works which do not contain involved plots or sophisticated emotional development, e.g. short stories for students or simple poems.</li> <li>▪ Able to pursue secondary schooling in Chinese after a short, intensive language study.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes informative texts for practical purposes with clarity and a consistent personal style, e.g. recounts of events or reports on familiar topics.</li> <li>▪ Writes creatively, argumentatively or persuasively, using the grammar and vocabulary expected of native speakers of a similar age.</li> <li>▪ Writes coherently and cohesively, showing flexible use of language.</li> </ul>
<b>Competent</b>  Chinese at Near Native level (CNN1)	<ul style="list-style-type: none"> <li>▪ Understands factual texts of the most common genres with a reasonable degree of accuracy and comprehension, e.g. middle school textbooks and newspaper reports.</li> <li>▪ Able to pursue secondary schooling in Chinese after intensive language study for a year.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes for practical purposes, providing factual information in a logical sequence, e.g. recounts or simple reports on familiar matters.</li> <li>▪ Expresses personal opinion and arguments, using basic grammar and vocabulary expected of native speakers of similar age.</li> </ul>
<b>Functional</b>  Chinese as a Second Language (CSL2)	<ul style="list-style-type: none"> <li>▪ Comprehends factual texts which deploy simple language with some degree of accuracy, e.g. advertisements or stories in youth magazines.</li> <li>▪ Reads letters written in common, everyday language.</li> <li>▪ Reads and understands simple literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes a recount or description of everyday nature, e.g. personal diary or work log, showing varied choice of words.</li> <li>▪ Writes a variety of texts demonstrating some control over clarity and detail, e.g. simple reports or a letter of application.</li> </ul>
<b>Developing</b>  Chinese as a Second Language (CSL1)	<ul style="list-style-type: none"> <li>▪ Understands simple, informative texts, e.g. plain language advertisements or stories in youth magazines.</li> <li>▪ Reads personal or business letters in common, everyday language about familiar matters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records an event or describes a person or object using everyday, high frequency words, e.g. a travel journal.</li> <li>▪ Writes simple reports by summarising and rearranging information gathered from familiar contexts, using the core vocabulary of the context.</li> </ul>
<b>Basic</b>  Chinese as an Additional Language (CAL3)	<ul style="list-style-type: none"> <li>▪ Understands simple, controlled texts, e.g. weather forecasts and train schedules.</li> <li>▪ Understands some basic content of popular items in newspapers and magazines.</li> <li>▪ Understands some main ideas in simple, personal or business communication, e.g. letters, postcards or notices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes simple, informative texts on familiar topics using a vocabulary of a few hundred common words, e.g. an instruction or annotation.</li> <li>▪ Describes people, objects or matters in a written text, using linguistic devices learnt in and out of class.</li> </ul>
<b>Elementary</b>  Chinese as an Additional Language (CAL2)	<ul style="list-style-type: none"> <li>▪ Can identify some points in simple, controlled texts, e.g. weather forecasts and timetables.</li> <li>▪ Comprehends the headlines of general newspaper reports.</li> <li>▪ Understands some aspects of personal or business communication, e.g. letters, postcards or notices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes simple messages on familiar topics using a vocabulary of two hundred common, basic words, e.g. notes or simple instructions.</li> <li>▪ Describes people or objects at word or sentence level. Can join sentences into paragraphs.</li> </ul>
<b>Emerging</b>  Chinese as an Additional Language (CAL1)	<ul style="list-style-type: none"> <li>▪ Understands some elements of simple, controlled texts, e.g. names, gender and dates.</li> <li>▪ Able to identify single words or phrases in prescribed materials, e.g. menus, catalogues, book covers and road signs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express meaning at the single word or phrase level within the one hundred most frequently used Chinese characters.</li> <li>▪ Able to communicate on prepared topics by drawing Chinese characters, with reference to a dictionary.</li> </ul>