

Listening Ability

Proficiency Target: Novice High

How well do Kindergarten Chinese students understand what they hear?

Students are able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. At this level, students may require repetition, rephrasing and/ or a slowed rate of speech for comprehension.

adapted from the ACTFL Proficiency Guidelines—Listening

When students exhibit Novice High listening proficiency in Chinese, here are some examples of the kinds of things they are able to understand:

1. short conversations about daily life, routines and other familiar topics
2. short descriptions of people
3. short, simple messages and announcements
4. information pertaining to subject area content
5. directions and instructions limited to one or two steps
6. simple stories that follow a logical order and are supported by props, visuals and/or gestures

Speaking Ability

Proficiency Target: Novice Mid

How well do Kindergarten Chinese students speak?

These new speakers are more comfortable responding to questions rather than asking them. When they respond, they use isolated words, several words, a phrase or maybe a short sentence to answer the question. Often when they respond, they recycle the words of their speaking partner. It is not unusual for these speakers to frequently hesitate to search for words and to exhibit language inaccuracies as they attempt to respond. Topics that they can talk about pertain to themselves, their immediate environment and content of subjects they are studying in school.

adapted from the ACTFL Proficiency Guidelines--Speaking

When students exhibit Novice Mid speaking ability in Chinese, here are examples of the kinds of things they can do:

1. greet someone in a culturally appropriate manner
2. introduce self
3. ask "how are you?"
4. respond appropriately to the question "how are you?"
5. answer simple questions to provide basic information
6. ask simple, formulaic questions
6. provide simple information on subject matter content

Reading Ability

Proficiency Target: Novice Low

How well do Kindergarten Chinese students read?

These new readers are 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.

adapted from the *ACTFL Proficiency Guidelines--Reading*

When students exhibit Novice Low reading ability in Chinese, here are some examples of the kinds of things they can do:

- | |
|---|
| 1. connect characters to their sounds |
| 2. connect some characters and phrases to their meanings |
| 3. recognize some characters and phrases with help from visuals |
| 4. follow along on the page when the text is being read aloud |

Writing Ability

Proficiency Target: Novice Low

How well do Kindergarten Chinese students write?

They copy or transcribe familiar characters or groups of characters. Given adequate time and familiar cues, they can reproduce from memory a limited number of isolated words or familiar phrases, but errors are to be expected.

adapted from the *ACTFL Proficiency Guidelines--Writing*

Writing Ability

When students exhibit Novice Low writing ability in Chinese, here are some examples of the kinds of things they can do:

- | |
|---|
| 1. copy Chinese characters and sentences using correct stroke order |
| 2. reproduce from memory a modest number of isolated characters but with errors |
| 3. create sentences given familiar characters |
| 4. write simple structured sentences given a model |