

# Mapping Chinese Language Learning Outcomes in Grades K-12

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Writing Team:

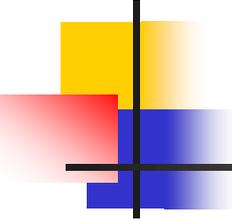
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# The purpose is to

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- Set well-defined learning objectives across early levels of Chinese language instruction
- Inform Chinese language teachers, parents, curriculum developers, and program administrators



# Theoretical Foundation

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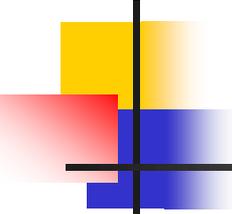
- What should students know and be able to do at each stage in the 5 C areas across the 3 modes of communication? – Interpretive, Interpersonal, Presentational
- The success of a Chinese language program is measured in terms of students' language proficiency: what students can do with the language to engage in real-life tasks at each level



## Establishing Learner Profiles based on

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- STAMP Test results
- Learning outcomes of established programs

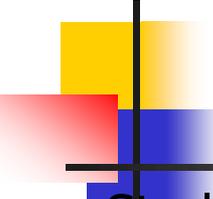


## Profiles of Students in an Immersion Program, Grades K-1

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At the end of kindergarten or first grade, students immersed in a 50/50 immersion program for one year will reach the Junior Novice Mid proficiency level. They can ...

- Recognize and understand some high-frequency, highly contextualized words and phrases
- Use Chinese to answer simple questions on familiar topics related to the curriculum, such as nursery rhymes and songs
- Use Chinese in very basic social conversations using memorized words

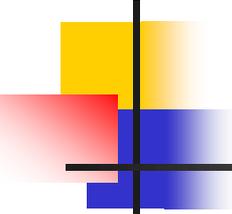


# Profiles of Students in an Immersion Program, Grade 3

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Students can reach Novice High. They can ...

- Recognize and read with accuracy highly contextualized words and phrases that relate to the school's or district's 3rd grade Chinese curriculum
- Use context clues to determine the meaning of unfamiliar characters and comprehend the given texts
- Communicate needs, personal experiences, and ideas in classroom discussions in all core content areas
- Maintain conversations with their teachers, peers, and Mandarin speakers on familiar topics at the sentence or short paragraph level and respond to topics that are related to 3rd grade curriculum both in academic and social interactions
- Have basic concepts of the structures of Chinese characters and use certain grammatical structures to make meaningful sentences
- Follow step-by-step written directions and begin to write essays about topics that are familiar to the 3rd grader's life experiences

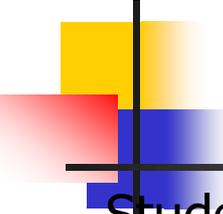


# Profiles of Students in an Immersion Program, Grade 5

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Students can reach Intermediate Low. They can ...

- Recognize and read with accuracy highly contextualized words and phrases that relate to the school's or district's 5th grade Chinese curriculum
- Generate and answer questions to demonstrate reading comprehension, monitor their comprehension, and use strategies to self-correct when needed
- Maintain conversations with native Mandarin speakers at the short paragraph level and respond to topics that are related to the 5th grade curriculum in academic and social interactions
- Follow steps to do research papers and present topics that are focused and organized with regard to personal interests or studies
- Follow multiple written directions and begin to write a multiple-paragraph essay using a structured model and teacher guidance

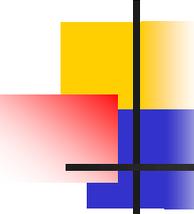


# Profiles of Students in an Immersion Program, Grade 7

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Students can reach Intermediate Mid or Intermediate High. They can ...

- Recognize and read with accuracy passages of highly contextualized words and phrases that relate to the school's or district's 7th grade Chinese curriculum
- Confidently generate and answer questions to demonstrate reading comprehension, monitor their comprehension, and use strategies to self-correct when needed
- Maintain conversations with native Mandarin speakers at the short paragraph level, even when the topics are unfamiliar
- Have knowledge about the Chinese writing system and can use certain sentence patterns and connected sentences to make meaningful paragraphs
- Follow steps to do research papers and present topics that are focused and organized with regard to personal interests or studies
- Explain historical events and trends that require clear understanding of timeframes and logical thinking

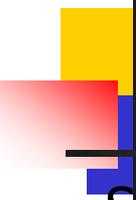


## Profiles of Students in a Chinese as a World Language Program, CH 1 (Grade 6/7)

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Students can reach Novice Low to Novice Mid. They ...

- Have basic knowledge about initial Chinese character literacy (see the CELIN Brief on Chinese literacy development)
- Can recognize, understand, and write some high-frequency, highly contextualized words and phrases related to daily activities
- Can communicate about a limited number of very familiar topics, such as greetings, self-introduction, and basic information about everyday life, using Chinese words and phrases they have practiced and memorized



# Profiles of Students in a Chinese as a World Language Program, CHN 3 (Grade 9)

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Students can reach Novice High to Intermediate Low. They can ...

- Read and write sentences with high-frequency words and phrases that relate to the school's or district's 9<sup>th</sup> grade curriculum and their life experiences
- Use strategies to determine the meanings of unfamiliar characters and aid their memorization of characters
- Communicate about simple real-life situations, such as conversations about their studies and life experiences with peers of the target culture
- Have developed linguistic competence, such as knowledge of word structure and grammar, that enable them to create with the language at the sentence level
- Can write essays with strings of sentences about topics that are familiar to a high school student's life experiences.

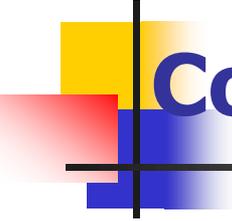


# Profiles of Students in a Chinese as a World Language Program, CHN 5 (Grade 11)

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Students can reach Intermediate Mid to Intermediate High. They can ...

- Easily understand messages that relate to everyday life situations and authentic material such as public notices, announcements, and advertisements
- Generate and answer questions to demonstrate reading comprehension, monitor their comprehension, and use strategies to self-correct when needed
- Maintain conversations at the paragraph level and respond to topics that are related to their grade-level curriculum in academic and social interactions
- Follow steps to do research papers and present topics that are focused and organized with regard to personal interests or studies



## Conclusion

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The standards-based and performance-oriented learning outcomes for various levels of Chinese instruction will help guide the effective teaching and learning of Chinese in the early grades through high school. They are aligned with the newly revised World-Readiness Standards for Learning Languages to “create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.”