

Mandarin Language Program Post-Assessment Rating Scale

<p>1. Hello, _____. How are you?</p> <ul style="list-style-type: none"> • 2 – Responds with an appropriate greeting to teacher. • 1 – Seems to understand but response is limited. • 0 – Does not respond, may seem hesitant and/or confused.
<p>2. Can you count the bears?</p> <ul style="list-style-type: none"> • 2 – Child counts independently and correctly from 1-20. • 1 – Child tries to count but may need help with some numbers. • 0 – Child does not count, needs much help and/or cannot finish.
<p>3. How many bears are there?</p> <ul style="list-style-type: none"> • 2 – Child counts bears in each group formed or gives total without counting. • 1 – Child counts w/ some prompting, may need help. • 0 – Child does not count, needs much help and/or cannot finish.
<p>4. Which group has more? Which has less?</p> <ul style="list-style-type: none"> • 2 – Child correctly identifies the group with more and less. • 1 – Child identifies more and less with some prompting. • 0 – Child does not identify more and less correctly and/or seems confused.
<p>5. Which one is big? Which one is small?</p> <ul style="list-style-type: none"> • 2 – Child correctly identifies the big and small bear. • 1 – Child identifies big and small with some prompting. • 0 – Child does not identify big and small correctly and/or seems confused.
<p>6. Which one is green? Which one is red?</p> <ul style="list-style-type: none"> • 2 – Child can quickly identify at least 4 colors correctly. • 1 – Child identifies 3-4 colors w/ some repeating and prompting. • 0 – Child does not identify 3-4 colors, seems hesitant and/or confused.
<p>7. What color is this?</p> <ul style="list-style-type: none"> • 2 – Child can name correct colors for 4 or more fruits. • 1 – Child names some colors correctly w/ some prompting. • 0 – Child does not name correct colors, seems hesitant and/or confused.
<p>8. Show me the apple, banana....etc.</p> <ul style="list-style-type: none"> • 2 – Child can quickly identify 4 or more fruits. • 1 – Child identifies 3-4 fruits w/ some repeating and/or prompting. • 0 – Child does not identify 3-4 fruits, seems hesitant and/or confused.
<p>9. What's this?</p> <ul style="list-style-type: none"> • 2 – Child can name 4 or more fruits. • 1 – Child names some fruits correctly w/ some prompting. • 0 – Child does not name fruits correctly, seems hesitant and/or confused.
<p>10. Point to the circle, square, triangle, rectangle.</p> <ul style="list-style-type: none"> • 2 – Child can quickly identify each shape. • 1 – Child identifies shapes w/ some repeating and/or prompting. • 0 – Child does not identify shapes, seems hesitant and/or confused.
<p>11. Can you sing me a song?</p> <ul style="list-style-type: none"> • 2 – Child sings one of the songs learned (teacher may help begin). • 1 – Child sings w/ some repeating and/or prompting. • 0 – Child does not sing, seems hesitant and/or confused.
<p>12. Thank you! Goodbye!</p> <ul style="list-style-type: none"> • 2 – Child responds appropriately w/ same or similar phrases. • 1 – Child responds w/ some repeating and/or prompting. • 0 – Child does not respond, responds w/ much hesitation and/or confusion.