

Mandarin Language Program Pre-Assessment

Child's Name _____ Grade Level: K 1

School _____ Classroom Teacher _____

Child's Primary Home Language: _____

Other Language(s) Spoken at Home: _____

If qualified for ESL, current WLPT level: 1 2 3 4

Greetings:

- | | | | |
|--|---|---|---|
| 1. Hello! My name is _____ What's your name?
(If no response, say: Is your name _____?) | 0 | 1 | 2 |
| 2. Hello, _____. Nice to meet you.
(Optional *) How are you? | 0 | 1 | 2 |

Numbers:

- | | | | |
|--|---|---|---|
| 3. Let's count these bears. Can you count with me?
1, 2, 3, 4, 5.....10 Very good! Can you count them again?
(See if child can count independently, if not, you can help.) | 0 | 1 | 2 |
| 4. (Optional *) How many bears are there?
(Form groups, child counts how many in each group.) | 0 | 1 | 2 |

Colors:

- | | | | |
|--|---|---|---|
| 5. This bear is red. This bear is blue. Which one is blue? | 0 | 1 | 2 |
| 6. This bear is green. This bear is yellow. Which one is green? | 0 | 1 | 2 |
| 7. (Optional *) What color is this bear?
(Ask color of each one. If child doesn't respond, say color
and see if he/she can repeat it.) | 0 | 1 | 2 |

Goodbye:

- | | | | |
|--|---|---|---|
| 8. Thank you! Goodbye! (Try to get child to repeat.) | 0 | 1 | 2 |
|--|---|---|---|

* Continue to optional questions only if child seems comfortable and able to continue.

Pre-Assessment Rating Scale

<p>1. Hello! My name is..... What's your name?</p> <ul style="list-style-type: none">• 2 – Gives name, appears to understand question without prompts.• 1 – Answers w/ prompting such as T pointing to name tag, “Is your name...?”• 0 – Does not respond, may seem hesitant and/or confused.
<p>2. Nice to meet you. How are you?</p> <ul style="list-style-type: none">• 2 – Gives an appropriate response (in L1/L2) or repeats “nice to meet you.”• 1 – Repeats phrases w/ prompting, may or may not seem to understand phrase.• 0 – Does not respond, may seem hesitant and/or confused.
<p>3. Can you count with me? Can you count them again?</p> <ul style="list-style-type: none">• 2 – Child counts along w/ teacher & can count again independently.• 1 – Child tries to count along & counts again with help.• 0 – Child may count along but is hesitant and/or somewhat confused.
<p>4. How many bears are there?</p> <ul style="list-style-type: none">• 2 – Child counts bears in each group formed, mostly correctly.• 1 – Child counts w/ some prompting, may need help.• 0 – Child does not count or needs much help and/or cannot finish.
<p>5. This bear is red. This bear is blue. Which one is blue?</p> <ul style="list-style-type: none">• 2 – Child can quickly identify the right color and seems to understand question.• 1 – Child identifies color w/ some repeating and prompting.• 0 – Child does not identify correct color, seems hesitant and/or confused.
<p>6. This bear is green. This bear is yellow. Which one is green?</p> <ul style="list-style-type: none">• 2 – Child can quickly identify the right color and seems to understand question.• 1 – Child identifies color w/ some repeating and prompting.• 0 – Child does not identify correct color, seems hesitant and/or confused.
<p>7. What color is this bear?</p> <ul style="list-style-type: none">• 2 – Child names most colors and seems to understand question.• 1 – Child names most colors w/ some repeating and/or prompting.• 0 – Child names few colors w/ much prompting, seems hesitant and/or confused.
<p>8. 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.