

# 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

## 問候：

- |  |   |   |   |
|--|---|---|---|
| 1. 你好！我的名字叫 _____ 你叫什麼名字呢？<br>(如果沒有反應，說：你的名字是不是叫 _____?) | 0 | 1 | 2 |
| 2. 你好， _____。很高興見到你。<br>(隨意*) 你好嗎？                       | 0 | 1 | 2 |

## 數字：

- |   |   |   |   |
|---|---|---|---|
| 3. 來讓我們一起數有幾隻熊。你可以跟我一起數嗎？<br>1, 2, 3, 4, 5.....10 很好！可不可以再數一次啊？<br>(看看孩子是否可以獨自數，如果不行，你可以幫助他。) | 0 | 1 | 2 |
| 4. (隨意*) 那裡有幾隻熊呢？<br>(從小組中，孩子數數看每一組有多少隻。)   | 0 | 1 | 2 |

## 顏色：

- |  |   |   |   |
|--|---|---|---|
| 5. 這隻熊是紅色的。這隻熊是藍色的。哪一隻是藍色的呀？                             | 0 | 1 | 2 |
| 6. 這隻熊是綠色的。這隻熊是黃色的。哪一隻是黃色的呀？                             | 0 | 1 | 2 |
| 7. (隨意*) 這隻熊是什麼顏色呢？<br>(詢問每個顏色。如果孩子沒有反應，說出顏色，看他/她是否能重述。) | 0 | 1 | 2 |

## 再見：

- |                      |   |   |   |
|----------------------|---|---|---|
| 8. 謝謝你！再見！(嘗試讓孩子重述。) | 0 | 1 | 2 |
|----------------------|---|---|---|

\* 繼續發問隨意題，如果孩子們看來樂意繼續回答。

## Pre-Assessment Rating Scale

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