**Evidence-Based Reporting**

**Chinese 2 Learning Targets**

Adlai E. Stevenson High School

**Presentational****Communication Targets**

*The Presentational Mode offers students the opportunity to communicate both orally and in writing. This is one-sided communication; there is no opportunity for dialogue. Examples include: lists, sentences, paragraphs, essays, speeches, prepared projects, and prepared responses.*

I can write in characters to express meaning

**1A** *(complexity/creativity)*

4 - I can provide basic information on familiar topics in **transferrable memorized phrases/expressions, and connected sentences all** in characters.

3 - I can provide basic information on familiar topics in **transferrable memorized phrases/expressions, and** a series of **sentences** in characters.

2 - I can provide some basic information on familiar topics in **lists**, **memorized phrases/expressions, and a series of sentences** in characters.

1 - I can provide some basic information on familiar topics in **lists**, **memorized phrases/expressions, and simple sentences** in characters and phonetic symbols.

**1B** *(comprehensibility, elaboration, accuracy)*

4 - I can write with **extensive** vocabulary and **appropriate** grammatical structures with **minimal errors** that is understood by **readers unaccustomed to** the writing of language learners.

3 - I can write with **learned essential** vocabulary and **simple** grammatical structures with **sporadic errors** and is understood by **readers accustomed to** the writing of language learners.

2 - I can write with **limited** vocabulary and grammatical structures with **frequent errors** that is understood only by **sympathetic** **readers accustomed to** the writing of language learners.

1 - I can write with **elements of** vocabulary and **no/limited** grammatical structures that **is difficult to be understood** by **sympathetic** **readers accustomed to** the writing of language learners.

I can express meaning in speaking

**1C**

4 - I can create meaning on **familiar topics** with **no hesitations** and **a variety of deta**ils using **connected** sentences.

3 - I can create meaning on **familiar** **topics** with **minimal hesitations** and **a variety of** details using **a series of**

 sentences.

2 - I can create **basic** meaning on **familiar topics** with **minimal** hesitations with **a** **variety of** details using **simple**

 sentences.

1 - I can create **basic** meaning on **familiar topics** with hesitations with **redundant** details using **simple** sentences**.**

**Interpersonal Communication Targets**

*The Interpersonal Mode is characterized by the active negotiation of meaning among individuals though speaking and writing; this is two-way communication. Examples include: conversations with classmates or instructor, blogging, and texting.*

I can create meaning through conversation

**2A** *(fluency/cohesiveness/communication strategies)*

4 - I can communicate by creating meaning on **familiar topics** using **connected phrases and a series of sentences,** with **no hesitations,** and with communication strategies.

3 - I can communicate by creating **basic** meaning on **familiar topics** using **connected phrases and simple sentences,** with **minimal** **hesitations,** and with **some** communication strategies.

2 - I can communicate by creating **basic** meaning on **familiar topics** using **mostly connected phrases and simple sentences**, with **hesitations,** and with **some** communication strategies.

1 - I can communicate by stating basic on **familiar topics** with **hesitations** using unconnected questions and answers, and with **limited** communication strategies.

**2B** *(comprehensibility, accuracy, elaboration)*

4 - I can speak with **extensive** vocabulary and appropriate grammatical structures with **minimal errors** that is understood by **native speakers unaccustomed to** the speech of language learners.

3 - I can speak with **learned essential** vocabulary and simple grammatical structures with **sporadic errors** that is understood by **listeners accustomed to** the speech of language learners.

2 - I can speak with **limited** vocabulary and grammatical structures with **frequent errors** that is understood only by **sympathetic** **listeners accustomed to** the speech of language learners.

1 - I can speak with **elements of** vocabulary and no/limited grammatical structures that cannot be understood by **sympathetic** **listeners accustomed to** the speech of language learners.

 I can maintain daily target language use

**2C**

4 - I can maintain daily target language during **all** required and some unrequired times.

3 - I can maintain daily target language use **consistently** during required times.

2 - I can maintain daily target language use **inconsistently** during required times.

1 - I can maintain daily target language use **minimally** and often resort to my native language.

**Interpretive Skills Targets**

*The Interpretive Mode allows students to interact with written and audio sources in order to demonstrate their understanding of the content. Examples include reading, listening, cultural information, grammar, and vocabulary.*

I can interpret an audio/visual source (listening)

**3A**

4 - I can identify the **main** **point** and **some ideas** of an audio/visual source that is spoken at a **normal** speed with **minimal** repetition or with visual aids.

3 - I can identify **some ideas** of an audio/visual source that is spoken at a **normal** speed with **minimal** repetition or with visual aids.

2 - I can identify **some ideas** of an audio/visual source that is spoken at a **slower** speed, **repetitive**, or with visual aids.

1 - I can identify familiar **words**, **phrases, and simple sentences** of an audio/visual source that is spoken at a **slower** speed, **repetitive**, or with visual aids.

I can interpret a written passage (reading)

**3B**

4 - I can identify **main** **point** and **some supporting** **details** in **authentic texts** that contain familiar vocabulary.

3 - I can identify **main** **point** in **authentic and teacher-made** **texts** that contain familiar vocabulary.

2 - I can identify **words, and phrases, in teacher-made** **texts** that contain familiar vocabulary.

1 - I can identify **words**, and **phrases** **in simple teacher-made** **texts** that contain familiar vocabulary.