Project Objective Example – Cambridge, MA

Objective 1. (Communication) At the end of year 1, 40% of the students will be performing at the Advanced Beginning Level E2, whereby, students manipulate objects to explain, has limited comprehension, responds with facial expressions and one or two word responses. At the end of Year 2, 70% of the students will perform at the Early Intermediate Mandarin Level D1 or Intermediate Level D2, participating in everyday conversation, producing complete phrases, understanding and partaking in reading and writing. At the end of Year 3, 90% of the students perform at the Advanced or Intermediate Fluency Mandarin Language Level C1 or C2, where by, students are able to use complex sentences in conversation, are able to use multiple strategies to construct meaning from print and can display reading and writing skills.

The assessment used is the Cambridge Mandarin Step by Step Assessment. The following table demonstrates how students would progress from the E1 (Yellow) to D1/D2 (Green) stage to the C1/C2 (Blue) stage as described in Objective 1.

Targeted Stages of Mandarin Language Acquisition

	Levels of Proficiency
E1 Beginning Mandarin	• No demonstrated proficiency • Depends heavily on gestures, and expressions • Has no comprehension of second language
E2 Advanced Beginning Mandarin	• Depends heavily on native language for speaking and writing • Manipulates objects to explain • Responds non-verbally or uses one or two word responses • Depends on gestures, and facial expressions • Has a limited comprehension of 2nd language
D1 Early Intermediate Mandarin	• Uses basic words and phrases to express needs and preferences • Begins to comprehend language and literacy activities • Can participate in simple conversation • Can produce longer, complete phrases with structural errors that hinder comprehension • Uses language for different purposes • Develops a paragraph using sequencing in writing, using beginning, middle and end • Begins to understand punctuation and grammar
D2	• Participates in everyday conversation about familiar topics • Produces longer, complete phrases and sentences with errors that hinder comprehension

Intermediate Mandarin	• Displays increasing comprehension • Actively participates in shared reading and writing • Relies on high-frequency words and known sentence patterns in shared reading
C^1 Advanced Intermediate Mandarin	• Uses complex sentences and phrases to engage in conversation • Demonstrates functional competency and production in content area • Demonstrate fluent Speech and meaning is generally clear but occasional errors occur • Demonstrate fluent reading, but comprehension is at a concrete level • Actively participates in guided reading and writing • Demonstrate more complex writing with occasional grammatical errors • Begins to approximate independent reading
C^2 Advanced Intermediate Mandarin	• Uses complex sentences and phrases to engage in conversation • Demonstrates functional competency and production in content areas • Speech is fluent and meaning is generally clear • Reading is fluent and comprehension is at grade level • Actively participates in guided reading and writing • Demonstrate complex writing with occasional grammatical errors • Demonstrate independent reading • Can produce language almost comparable to a native speaker • Actively uses academic language to negotiate meaning • Successfully participates in all areas of the curriculum • Uses multiple strategies to independently construct meaning from print • Can develop a topic including supporting details, and examples • Displays reading and writing skills with grade level appropriateness

The expectation that students would reach advanced intermediate fluency is very ambitious and goes beyond what occurs in most FLES programs. By aligning curriculum with the targeted proficiency levels described above, teachers are using a spiraling curricular approach that includes expanding objectives, activities and performance-based assessment from pre kindergarten and upward. The expectation is that students will move toward intermediate fluency in 3 years.

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