



**End-of-Year Proficiency Targets for Grades 9-12 Mandarin Chinese**  
**Catalina Foothills School District**  
**Tucson, Arizona**

Communicative Mode	Skill	HS Chinese 1	HS Chinese 2	HS Chinese 3	HS Chinese 4	HS Chinese 5
<b>INTERPERSONAL</b>	<b>Speaking &amp; Listening</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<b>INTERPRETIVE</b>	<b>Listening</b>	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<b>INTERPRETIVE</b>	<b>Reading</b>	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>PRESENTATIONAL</b>	<b>Speaking</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<b>PRESENTATIONAL</b>	<b>Writing</b>	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid

One of the goals of Catalina Foothills School District’s World Languages program is to develop students’ ability to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts. In order to reach this goal, CFSD has established targeted proficiency outcomes for Spanish and Mandarin Chinese. Two distinct sets of outcomes are necessary since Spanish and Mandarin Chinese are learned at different rates. Due to the unique features of the Mandarin language (i.e., its writing system, grammar, and tonality), students’ progress toward proficiency in Mandarin may be somewhat slower than that of students of Spanish. In other words, given the same amount of time studying their chosen language, students of Spanish may reach somewhat higher levels of proficiency as compared to students of Mandarin Chinese. (See CFSD Articulation Chart for Spanish for details.)