

DEFENSE LANGUAGE INSTITUTE - WASHINGTON OFFICE
PERIODIC ASSESSMENT REPORT

School: DLS	Student: Adrienne
TO#:	Teacher(s): Jingjing (George)
Language: Chinese - Mandarin	Weeks: 44 out of 68
Course Type: Full Basic Course	Date: 06/28/2024

PART 1: SUPERVISOR COMMENTS & RECOMMENDATIONS

	<u>Speaking</u>	<u>Reading</u>	<u>Listening</u>
End-of-training goal (per TO):	1+	2	2
Current <u>estimated</u> ILR rating:	2	1+/2	1+/2

Progress Towards Goal ILR Rating (Check One):

Student is meeting benchmarks

Speaking ☒ Reading ☒ Listening ☒

Student is not meeting benchmarks

Speaking ☐ Reading ☐ Listening ☐

The student is a Refresher and does not have formal testing goals. ☐

Quiz/Test Scores:

Date	Score	Assessment Type
06/07/2024	UNIT 7-F 90/100	Speaking
06/07/2024	97.5/100	Listening
06/07/2024	98/100	Reading

06/12/2024	95/100--R	Achievement Quiz
06/12/2024	96/100--L	Achievement Quiz
06/14/2024	93/100	Achievement Quiz
06/18/2024	92/100--L	Achievement Quiz
06/18/2024	90/100--R	Achievement Quiz
06/21/2024	92/100	Listening
06/21/2024	95/100	Speaking
06/25/2024	85/100	Achievement Quiz
06/28/2024	UNIT 8 -M 95/100	Speaking
06/28/2024	100/100	Listening
06/28/2024	100/100	Reading

Additional Comments and Recommendations

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7/13/2024

Supervisor Signature and Date

PART 2: INSTRUCTOR COMMENTS & RECOMMENDATIONS

Please specify student's specific strength(s) and area(s) s/he needs to improve.

Strengths:	
Speaking	The student pronunciation is okay, and the speed of speaking is also not bad.
Reading	She can easily recognize simplified and traditional characters.
Listening	If she has background knowledge that can understand listening exercises.
Other Skills	Vocab retention is decent.

Needs Improvement:	
Speaking	Need to learn more collocation so that sound more natural.
Reading	Need to increase reading speed in general and also practice reading more traditional Chinese.

Listening	She has trouble listening to authentic material and need to practice listening to more authentic material.
Other Skills	n/a

Please attach a remedial plan to this document, if necessary.

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Attitude & Engagement	<input checked="" type="checkbox"/> Fully engages in all learning tasks and activities and meets all class objectives.	<input type="checkbox"/> Typically engages in all learning tasks and activities and generally meets the intent of class objectives.	<input type="checkbox"/> Attempts to do some learning tasks and activities but avoids some and occasionally does not meet the class objectives.
Class Participation	<input checked="" type="checkbox"/> Always contributes to class tasks and stimulates discussion.	<input type="checkbox"/> Usually contributes to class tasks and regularly participates in discussions.	<input type="checkbox"/> Occasionally contributes to class tasks and sometimes participates in discussions.
Assignments (includes homework)	<input checked="" type="checkbox"/> Excellent quality and completed on time. Most assignments exceed requirements.	<input type="checkbox"/> Satisfactory quality and completed on time in most cases. Most assignments meet requirements.	<input type="checkbox"/> Inadequate quality and often misses deadlines. Most assignments are incomplete and do not meet requirements.

Additional Comments and Recommendations:

Speaking: The student has good pronunciation and maintains a reasonable speaking pace. This suggests a solid foundation in spoken Chinese, which is essential for effective communication.

Reading: She can easily recognize both simplified and traditional characters. This dual recognition skill is impressive and beneficial for comprehensive Chinese literacy.

Listening: When provided with background knowledge, she can understand listening exercises. This indicates that she has a good contextual understanding and can utilize clues to comprehend the material.

Vocabulary retention is decent, meaning she can remember and use the words she learns effectively.

Areas for Improvement:

Speaking: Collocations: To sound more natural, you need to learn more collocations. This will help you speak more fluently and naturally, as collocations are key to sounding like a native speaker.

Suggestions: Practice speaking with native speakers or language exchange partners.

Use collocation dictionaries or resources to learn common word pairings.

Engage in activities like role-playing or storytelling to use new collocations in context.

Reading: Reading Speed: Needs to increase general reading speed to enhance overall comprehension and fluency.

Traditional Chinese: More practice with traditional Chinese characters is needed to balance reading skills.

Suggestions: Set aside regular time for extensive reading, focusing on both simplified and traditional texts. Use apps and tools designed to improve reading speed and comprehension. Read a variety of genres to encounter diverse vocabulary and sentence structures.

Listening: Authentic Material: Struggles with understanding authentic material and needs more practice with it.

Suggestions: Listen to podcasts, watch movies, or listen to news in Chinese to expose herself to authentic language use.

Practice listening to different dialects and accents to become more versatile in understanding spoken Chinese. Listen to news channels or radio broadcasts in the target language. This helps in understanding different accents and formal language usage.

Use subtitles initially if needed, gradually removing them as comprehension improves.

Overall Recommendations:

Integrate Learning: Combine speaking, listening, and reading practice by engaging in conversations about what you read or listen to. This holistic approach reinforces all skills simultaneously.

Consistency: Consistent daily practice is crucial. Even short, regular sessions are more effective than sporadic, intensive ones.

Feedback: Seek constructive feedback from teachers or language partners to continually refine your skills.

By focusing on these areas and utilizing the provided suggestions, you can make significant strides in your Chinese language proficiency.

The student has potential to learn foreign language.



Instructor Signature and Date

PART 3: STUDENT AKNOWLEDGMENTS AND SIGNATURE

I acknowledge the following:

Received initial course syllabus (first month only)

Received revised course syllabus (if one is updated)

Concur with the assessment provided in this report

Do not concur with the assessment provided in this report

Completed my proficiency assessment form, reviewed with my instructor

Reviewed the remedial plan and signed it, if applicable.



7/12/2024

Student signature & date