



## Frequent Asked Questions (FAQs)

**Q1:** Why making changes? Explain *Contest* vs. *Assessment*.

**A1:** Inspired by a practice of Chinese schools in California, this year Academic Affairs modified the event of Chinese character/phrase Recognition (CCPR) from a contest to an assessment. There are two reasons for the change.

- (1) The purpose of CCPR is to encourage students to review the essential Chinese characters and phrases they have learned during the school year. Many students felt too stressful from the competitive setting. Students were not motivated enough to put in their best effort towards the event due to lack of interest and low expectation.
- (2) The assessment of CCPR will provide many advantages over the contest, for students, teachers, parents, and school alike. In order to qualify for a certification, students can benefit from reviewing the materials, which leads to better reading & writing skills. Assessment results can help parents have a better understanding about progress of their children, as well as help RCLS improve the quality of Chinese language education, such as selecting appropriate teaching materials and offering additional tutoring.

**Q2:** What is “reasonable time”?

**A2:** Basically, it is as long as it takes for a student to complete the assessment. Teachers can provide as many characters/phrases as they think appropriate for the students to review. However, to operate the assessment more efficiently, Academic Affairs will limit the amount of characters/phrases being tested within approximately 3 minutes. Based on past experience, students were able to recognize the maximum 70-80 characters/phrases within 2 minutes. Therefore, we will select the maximum 100-120 characters/phrases for traditional classes (CHL), or 50-60 characters/phrase for CC classes (CSL). We hope each student can finish assessment thoroughly and comfortably, thus one minute grace period will be offered. We will watch closely how well this system works and then hopefully conclude more specific rules next year.

**Q3:** What is the “basic standard”?

**A3:** Result is based on Recognition Accuracy (RA), which is calculated by # correctly recognized characters/phrases divided by # tested. To qualify for a certification, a student needs to meet the basic standard of 60% RA. In other words, a student should be able to recognize at least 6 ones correctly in every 10 characters/phrases.

**Q4:** Is it appropriate to use the same standard for CHL and CSL?

**A4:** Students may see the basic standard is too easy (or too hard) to achieve, depending on a variety of reasons. We started with a fair 60% Recognition Accuracy for all, to experiment the system. We strongly encourage students to challenge themselves by pursuing higher RA score. To provide an incentive, we offer an award to students who achieve “Superior” grade (i.e. 90% and above RA). Furthermore, we will evaluate this year’s results and then develop more appropriate criteria for future assessments, especially whether setting up different basic standards for CHL and CSL.

**Q5:** How fair is the assessment, considering students coming from different backgrounds which may or may not have the advantage of learning Chinese?

**A5:** We recognize the fact that assessment could be more difficult for students without Chinese heritage or from non-Chinese speaking families. However, assessment is intended to provide an opportunity for students (and parents) to self assess their Chinese skill level. In terms of fairness, we can work with teachers to customize a list with fewer characters/phrases for students with different backgrounds. Criteria such as basic standard, time frame, and qualification will not be different.

**Q6:** What would happen if a student did not meet the basic standard?

**A6:** Students who do not meet 60% RA will not be eligible for a Certificate of Achievement. It is important to note, assessment results will not affect their grades. On the other hand, the results provide very valuable information for RCLS to develop a better teaching curriculum in upcoming school years. School, teachers, and parents can work together and develop teaching plans to assist student’s future progress, individually and collectively.

**Q7:** Is there a second chance for students who were absent or failed to meet the basic standard?

**A7:** All students (K3 and above, CC1 and above) are required to participate CCPR assessment. We strongly recommend students be present on the day of assessment (4/24). For students who are absent on 4/24, please re-arrange another individual assessment with Academic Affairs. RCLS plans to publish the assessment results within a week. For students who did not meet the basic standard are encouraged to study hard and try the assessment again. We believe all students can benefit from their hard work and will be proud of their achievement.

