



**UNIVERSITY OF MARYLAND GLOBAL CAMPUS (UMGC)
DEPARTMENT OF EDUCATION**

Conceptual Framework (CF) Alignment: UMGC’s professional education unit instills in all candidates the belief that all students can learn and learn at high levels, and that they as teachers and teacher candidates are instrumental in ensuring that this learning occurs. This transcript review form is used for MAT admissions in conjunction with Key Assessments 2 – Description of transcript analysis process, which aligns with CF Learning Objective 1: Teaching for Learning – The candidate acts upon academic content, professional and pedagogical knowledge, and understanding of students to maximize student achievement. The use of this transcript review form also aligns with the Department’s Professional Dispositions category 1: Relationship with students through curriculum and instruction.

**MAT TRANSCRIPT REVIEW FORM FOR MANDARIN CHINESE,
PK – GRADE 12 TEACHER CERTIFICATION – ACTFL STANDARDS 2013**

ACTFL Assessment Standards for Certification	Typical Courses Aligned with Standards (Course Samples)	Courses Completed (Include Prefix, Number, and Name)	# of Credits
Language, Linguistics, Comparisons - Demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency	<ul style="list-style-type: none"> • Advanced Conversation • Advanced Oral Communication • Advanced Chinese 		
Language, Linguistics, Comparisons –	<ul style="list-style-type: none"> • Sounds and Transcriptions of Mandarin Chinese 		

<p>Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own</p>	<ul style="list-style-type: none"> • Advanced Chinese Grammar • Chinese Historical Phonology • Linguistics of the Chinese Writing System • Selected Topics in Chinese Linguistics 		
<p>Language, Linguistics, Comparisons – Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own</p>	<ul style="list-style-type: none"> • The Languages of East Asia • Intercultural Understanding • Introduction to Language • Advanced Readings in Chinese • Chinese Composition and Style 		
<p>Cultures, Literatures, Cross-Disciplinary Concepts – Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices</p>	<ul style="list-style-type: none"> • Traditional Chinese Values • Topics in Chinese Media • International Relations of China • Life in China Through Plays / Television • Readings in Modern Chinese 		

<p>Cultures, Literatures, Cross-Disciplinary Concepts –</p> <p>Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language</p>	<ul style="list-style-type: none"> • Chinese Fiction and Drama • Modern Chinese Literature in Translation • Special Topics in Contemporary Chinese • Chinese Revolutionary History • Chinese Music History 		
		Total Credits:	

Notes: All foreign language applicants must take the [Oral Proficiency Interview \(OPI\)](#) and the [Written Proficiency Test \(WPT\)](#) and provide evidence of meeting the score of **Advanced Low** or higher on the Chinese exams to be admitted into the MAT.

Mandarin Chinese, PK-12 Certification

Full standards are available at ACTFL: <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>