



Novice Low Benchmark Assessment

(Kindergarten)

The FCPS K-5 World Language (WL) curriculum provides a roadmap for content while also identifying targeted proficiency goals. For those schools with elementary world language programs, benchmark assessments will be administered to all participating students at three specified grade levels.

When to assess?

Benchmark assessments will occur near the **end of the 3rd 9 weeks** for grades **K, 2, and 5**. These three grades reflect the anticipated proficiency jumps for students as reflected in the FCPS K-5 WL Curriculum. Each teacher's *Benchmark Spread Sheet* is to be submitted to the District World Language Specialist by the 3rd week of the 4th grading period.

Which modes of communication to assess?

For K, the Interpersonal Speaking/Listening will be assessed (teacher speaking with student). This short assessment is divided into 5 Parts: (A) Greeting and Introduction, (B) Classroom Materials, (C) Animals, (D) Body Parts, (E) Farewell

Unlike other grades' assessments, only 1 mode is assessed at the K level.

How to begin?

Prior to assessing, teachers are encouraged to read the *Benchmark Proficiency Expectations* (see below) for Novice Low (NL) and the *Benchmark Guide* (see below). Teachers will use the FCPS NL *Benchmark Assessment* (see below) to converse one-on-one with each student.

Plan for 2 ½ minutes per student. Depending on your school's flexibility, assessing may be completed in one class period or may take multiple classes. Please plan accordingly.

How to score?

For each *Part* of the assessment, a student's demonstrated language will either **Meets** or **Does Not Meet** the NL benchmark expectation. The *Benchmark Guide* provides samples of anticipated student responses and suggested tips for eliciting responses from students. Once completed, a student who has earned a score of **Meets** for each *Part* of the assessment, will have earned a **Yes** for that proficiency level. A student who has earned one or more **Does Not Meet**, will earn a **No** score.

Only the Benchmark Spreadsheet will be submitted to the District World Language Specialist.

FCPS World Language Benchmark Proficiency Expectations

Novice Low (Kindergarten)

Criteria	<i>Taken from the FCPS Novice Low Interpersonal Communication SGG Rubric at the '3' level</i>
Functions	Exchanges information about self, using a few memorized words.
Context, Content, and Vocabulary	Exchanges information in a highly personalized context on topics that relate to basic biographical information, such as greetings and introducing self. Able to sometimes but not always use some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics.
Text Type	Communicates limited things about self. Lists, names, or identifies common things with single words and begins to use memorized phrases. Answers one or two basic questions.
Language Control	Comprehends isolated words in basic, high frequency messages when given adequate time, when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. Sometimes communicates using isolated words. May be difficult to be understood by a sympathetic interlocutor.

Novice Low Benchmark Assessment: Interpersonal



Student Name: _____

Homeroom Teacher: _____

Teacher prompt	Meets	Does not meet
PART A: GREETING AND INTRODUCTION		
"Hello."		
"What is your name?"		
"How are you?"		
PART B: CLASSROOM MATERIALS		
"What is this?"		
"Where is the (CLASSROOM OBJECT)?"		
PART C: ANIMALS		
"What is this?"		
"Where is the (ANIMAL)?"		
"Is the (ANIMAL) big or small?"		
"Is the (ANIMAL) (COLOR A) or (COLOR B)?"		
"Do you like (ANIMAL)?"		
PART D: BODY PARTS		
"What is this?"		
"Where is the (body part)?"		
"Are you (emotion A) or (emotion B)?"		
PART E: FAREWELL		
"Goodbye."		

Benchmark Score Demonstrated (Circle one): YES NO

Notes: _____

For examples of possible eliciting techniques see *Benchmark Assessment Guide*.

FCPS World Language Benchmark Guide: Interpersonal

Novice Low (Kindergarten)

Teacher Questions	Eliciting Techniques for NL (Use if needed)	Possible Student Responses
Possible Eliciting Techniques		
Model	Answer the question yourself with a correct answer and then ask the student again	
Repeat with gesture	Repeat the question and add a gesture to aid the student's understanding	
Repeat with visual prompt	Repeat the question and point to a visual such as a calendar or picture of animals or food, etc.	
Reframe with either/or, yes/no question	Reframe the question but pose it as an either/or question or ask yes or no from the student	
Gesture	Use gestures to convey meaning to student	
Examples		
Teacher Questions	Eliciting Techniques for NM (Use if needed)	Possible Student Responses
"How are you?"	<ul style="list-style-type: none"> (Model) "I'm fine today. How are you?" 	"(I'm) fine. (Thanks.)"
	<ul style="list-style-type: none"> (Reframe) "Are you fine or not fine today?" 	"(I'm) fine. (Thanks.)"
"What is this?"	<ul style="list-style-type: none"> (Gesture) Hands turned indicating a question 	"(This is) a <i>pencil</i> ."
	<ul style="list-style-type: none"> (Model and prompt with new object) "This is a <i>pencil</i>. What is this?" 	
	<ul style="list-style-type: none"> (With picture) "What do you see in this classroom?" 	
	<ul style="list-style-type: none"> (Model and repeat with visual prompt) "Here is a <i>pencil</i>. What is this?" 	
"Where is the (CLASSROOM OBJECT)?"	(Model and prompt with new object) "Here is the <i>pencil</i> . Where is the <i>paper</i> ?"	"Here is the <i>pencil</i> ." or Point at the <i>paper</i> ."

Novice Mid Benchmark Assessment: **Presentational Writing**



There is no district benchmark writing prompt administered for kindergarten.