



Novice Mid Benchmark Assessment

(2nd Grade)

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 fourth grading period.

Which modes of communication to assess?

For 2nd grade, the Interpersonal Speaking/Listening (teacher speaking with student) and Presentational Writing will be assessed. Chinese and Japanese will not assess Presentational Writing at this grade level. The Interpersonal assessment is divided into 5 Parts: (A) Greeting and Introduction, (B) Animals, (C) Food, (D) School, (E) Farewell. The Presentational Writing includes a prompt asking students to share: A) Description of self, B) School subjects, C) Food, D) Family, E) Animals.

How to begin?

Prior to assessing, teachers are encouraged to read the *Benchmark Proficiency Expectations* (see below) for Novice Mid (NM) and the *Benchmark Guide* (see below). Teachers will use the FCPS NM Interpersonal *Benchmark Assessment* (see below) to converse one-on-one with each student. Plan for 3 minutes per student for the Interpersonal Speaking. For Presentational Writing, teachers will use the FCPS NM Presentational Writing *Benchmark Assessment*. Although this assessment is not timed, it is anticipated students will need 20-40 minutes to complete. If possible, the teacher may choose to conduct Interpersonal assessments while students are working on the Presentational Writing assessment.

The *Benchmark Guide* for Interpersonal Communication provides samples of anticipated student responses and suggested tips for eliciting responses from students. The *Benchmark Guide* for Writing contains a sample writing with descriptions of how the sample represents the targeted proficiency level, NM. Reading through these two documents will provide support regarding language expectations.

How to score?

For each *Part* of the assessment, a student's demonstrated language will either **Meets** or **Does Not Meet** the NM benchmark expectation. Once completed, a student who has earned a score of **Meet** 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. For Interpersonal Speaking, a student must **Meets** all 5 Parts in order to earn a Yes for the NM benchmark level. For Presentational Writing, a student must Meets

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

FCPS World Language Benchmark Proficiency Expectations

Novice Mid (2nd grade)

Criteria	<i>Taken from the FCPS Novice Low Interpersonal Communication SGG Rubric at the '3' level</i>
Functions	Responds to questions about self by listing, naming and identifying. Responds to questions about very familiar topics. Asks formulaic questions.
Context, Content, and Vocabulary	Talks about basic biographical information and about everyday life. Vocabulary is highly predictable and is related to vocabulary learned in class, relating to everyday topics, such as greetings, food, school, as well as some likes and dislikes.
Text Type	Lists, names, or identifies, using memorized words and phrases. Sentences and questions are predictable and formulaic.
Language Control	Comprehends highly predictable phrases when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. Is understood mostly by a sympathetic listener, but may need cues and prompting in order to communicate.

FCPS World Language Benchmark Assessment:

Interpersonal

Novice Mid (2nd Grade)

Student Name: _____

Homeroom Teacher: _____

Teacher prompt	Meets	Does not meet
PART A: GREETING AND INTRODUCTION		
"Hello."		
"How are you?"		
"How is the weather today?"		
PART B: ANIMALS		
"Which animals are big/small?"		
"Does a (ANIMAL student mentioned) run, swim or fly?"		
"Do you like (ANIMAL) or (ANIMAL)?"		
PART C: FOOD		
"What do like to eat?"		
"Is (FOOD student mentioned) healthy or unhealthy?"		
PART D: SCHOOL		
"What school supplies do I need for class?"		
"What school subject do you like?"		
PART E: FAREWELL		
"Goodbye."		

Benchmark Score Demonstrated (Circle One): Yes No

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

FCPS World Language Benchmark Guide

Novice Mid (2nd grade)

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.	
Prompt	Ask students for more information to move from a Novice Low answer to a Novice Mid answer	
Examples		
Teacher Questions	Eliciting Techniques for NM (Use if needed)	Possible Student Responses
"How is the weather today?"	<ul style="list-style-type: none"> (Repeat with a visual prompt, ex. Point to a calendar) "How is the weather today?" 	<p>"It's sunny/cloudy."</p> <p>"It's cold/hot."</p> <p><i>Or other phrase describing the current weather</i></p>
"Which animals are big/small?"	<ul style="list-style-type: none"> (Repeat with gesture) 	<p>List of 2-3 big or small animals.</p> <p>or</p> <p><i>"<u>Animal 1</u>, <u>animal 2</u> and <u>animal 3</u> are big/small."</i></p>
"Which school subjects do you like/not like (pick one)?"	<ul style="list-style-type: none"> (Model and repeat) 	<p>"I like <u>school subject</u>."</p>
"What school supplies do you need for <u>class</u> ?" (refer to subject described by student)	<ul style="list-style-type: none"> (Model and repeat) If student only says one word, respond "And what else?" 	<p>"I need <u>school supply 1</u>, <u>school supply 2</u>, <u>school supply 3</u>."</p>

FCPS World Language Benchmark Assessment

Novice Mid (2nd grade)

You have been chosen as the star student for your school and the school wants to tell all about you in the next school newsletter. Write about yourself by sharing the following details:

- ✓ Introduce yourself
- ✓ School subjects you like or dislike
- ✓ Healthy or unhealthy foods that you like or dislike
- ✓ Describe what your family is like
- ✓ Farm animals you like or dislike



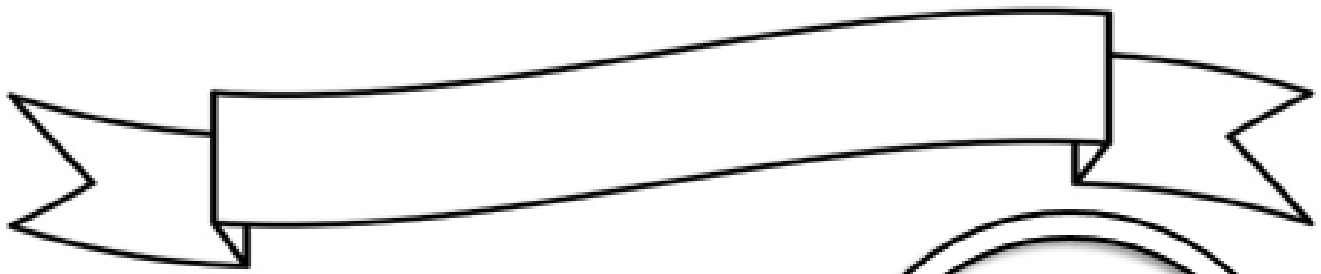
FPCS World Language Benchmark Rubric: Presentational Writing

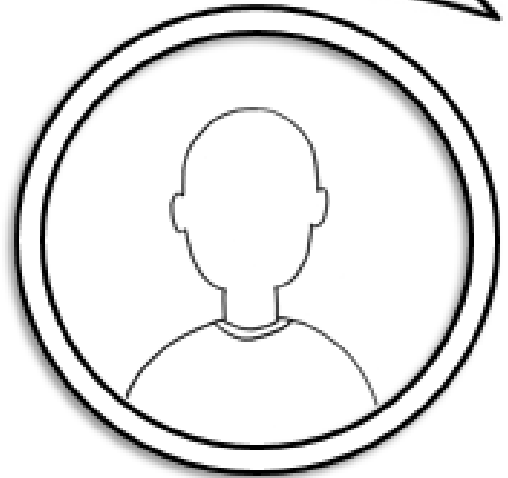
Novice Mid (2nd Grade)


		Meets	Does not meet
Functions	Student writes about self, using lists or memorized phrases, possibly learned in class. Student may attempt to use an occasional simple sentence.		
Content/Context	Student writes about self and familiar topics discussed in class (school subjects, healthy/unhealthy foods, immediate family, physical traits and farm animals). Student may repeat vocabulary and/or phrases.		
Text Type	Student writes primarily with lists of memorized words or memorized phrases. Student may present some sentences, using formulaic phrases or memorized chunks.		
Language Control	Most of the words are understandable, but some may require a sympathetic reader.		

Benchmark Score Demonstrated (Circle One): Yes No

For sample student writing at the Novice Mid Benchmark level, see the *Benchmark Guide* for Presentational Writing.










   

Todo sobre mi

Me llamo Sara.

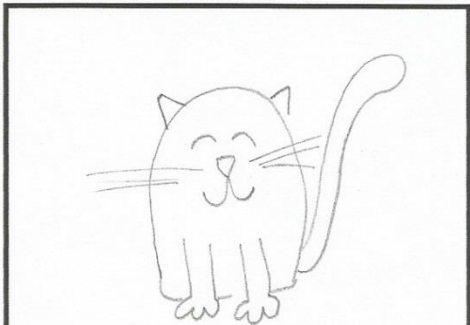


Student uses a memorized phrase, "I like..." and is also listing. Words are misspelled, and some grammar is not correct, but it is understandable by a sympathetic reader.


  Comida 

Me gusta frutas e
agua e cereal.
saludable
No me gusta brocoli.

Animales



Me gusta gato.
Pequeno, blanco
e negro, rapido
El gato corre.

Me gusta musica,
arte, e STEM.
Canto en la clase
day musica. 

  esc

Student repeats a memorized phrase, "I like..." and is also listing. Student uses a complete sentence – memorized from class. There are some misspellings, but the meaning is still clear.