



## **Novice High Benchmark Assessment (5th 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 3<sup>rd</sup> 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 3<sup>rd</sup> week of the fourth grading period.

### **Which modes of communication to assess?**

For 5<sup>th</sup> 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 4 Parts: (A) Greeting and Introduction (B) Community, (C) Shopping, (D) Farewell. The Presentational Writing includes descriptions of A) Activities, B) Things to buy, C) Food, D) Places, E) Friend, Family.

### **How to begin?**

Prior to assessing, teachers are encouraged to read the Novice High (NH) *Benchmark Proficiency Expectations* (see below) for both the Interpersonal Speaking/Listening and Presentational Writing as well as the *Benchmark Guide* (see below) for sample proficiency level responses.

For Interpersonal, teachers will use the FCPS NH *Benchmark Assessment* to converse one-on-one with each student. Plan for 3 minutes per student. For Presentational Writing, teachers will use the FCPS NH *Benchmark Assessment* prompt. This prompt is not timed; it is anticipated that students will need between 20-50 minutes to write. Teachers may conduct Interpersonal assessments during Presentational Writing time.

### **How to score?**

For each *Part* of the Interpersonal assessment, a student's demonstrated language will either **Meets** or **Does Not Meet** the NH 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 the Interpersonal benchmark proficiency level. A student who has earned one or more **Does Not Meet**, will earn a **No** score for Interpersonal.

For the Presentational Writing assessment, a student's demonstrated language must score **Meets** in each component: Function (addressing overall purpose), Context (including content from each guiding question), Text Type (containing sentences), and Language Control (being comprehensible to you, a sympathetic reader). A student earning **Meets** in each component will earn a **Yes** for that benchmark proficiency level in Writing. A student who has earned one or more **Does Not Meet**, will earn a **No** score for Writing.

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

## FCPS World Language Benchmark Proficiency Expectations: Interpersonal

### Novice High (5<sup>th</sup> Grade)

<b>Criteria</b>	<i><b>Taken from the FCPS Novice High Presentational Writing SGG Rubric at the '3' level</b></i>
<b>Functions</b>	Responds to predictable questions, exchanges information on topics about self and others.
<b>Context, Content, and Vocabulary</b>	Exchanges information in everyday situations and able to give some descriptions. Able to use highly predictable vocabulary and begins to use high frequency idiomatic expressions.
<b>Text Type</b>	Produces formulaic sentences and sometimes creates with language expressing original thoughts to meet needs. Able to produce unrehearsed language.
<b>Language Control</b>	Comprehends language on familiar context but may need some support such as visual/contextual clues, or restatements. Language may be hesitant as student creates or "fluent" as student uses highly familiar phrases. In general, student is understood by a sympathetic interlocutor.

# Novice Mid Benchmark Assessment: Interpersonal



**Student Name:** \_\_\_\_\_

**Homeroom Teacher:** \_\_\_\_\_

Teacher prompt	Meets	Does not meet
<b>PART A: GREETING AND INTRODUCTION</b>		
"Hello."		
"What is your name?"		
"Where do you live?"		
<b>PART B: COMMUNITY</b>		
"What is in your community?"		
"What do you like to do there? Why?"		
<b>PART C: SHOPPING</b>		
"What do you want to buy? Why?"		
"How much does it cost?"		
<b>PART D: FAREWELL</b>		
"Goodbye."		

**Overall Score (Student meets benchmark score?):**                      **Yes**                      **No**

Notes:

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

## FCPS World Language Benchmark Assessment: Interpersonal Novice High (5<sup>th</sup> Grade)

<b>Possible Eliciting Techniques</b>		
Recast	Repeat with more details or more correct language	
Model	Answer the question yourself with a correct answer and then ask the student again	
Prompt	Ask students for more information to move from a Novice Mid answer to a more detailed Novice High answer	
<b>Examples</b>		
Teacher Questions	Eliciting Techniques: NM (Use if needed)	Possible Student Responses
"What is in your community?"	<ul style="list-style-type: none"> <li>• (Recast and prompt) "What else is in Lexington?" "And what else?"</li> </ul>	"(There are) <u>restaurants, parks, stores, etc.</u> "
"What things do you like to do there? Why?"	<ul style="list-style-type: none"> <li>• (Model and prompt) "I like to listen to music with my friends. What do you like to do?"</li> </ul>	<p><i>Student must give a short description. Examples may vary.</i></p> <p>"I like to <u>play soccer</u> in the park with my friends. "I like to <u>read and watch TV.</u>"</p> <p><u>"Because it is fun."</u> <u>"It is interesting."</u></p>

# Novice High Benchmark Assessment:


## Presentational Writing

### Novice High (5th grade)



The World Language Programs of Fayette County have decided to select one 5<sup>th</sup> grade student to enjoy a Dream Day in Lexington. Today is your Dream Day! You can do anything you want. What do you do?

Describe your day with as much detail as possible, be sure to include detailed answers to the following questions:

<ul style="list-style-type: none"><li>● What do you do?</li><li>● What do you buy?</li><li>● What do you eat?</li><li>● Where do you go?</li><li>● Who is with you?</li></ul>	
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Feel free to add any other details to make you dream day as incredible as possible.

A large, hand-drawn style thought bubble with a green outline. Inside the bubble, there are 15 horizontal black lines for writing. The bubble has several smaller circles at the bottom, suggesting it is a thought bubble.

# FCPS World Language Benchmark Rubric: Presentational Writing Novice High (5<sup>th</sup> Grade)

		<b>Meets</b>	<b>Does not meet</b>
<b>Functions</b>	Student writes about familiar experiences, using simple sentences. Sentences are mostly combinations of memorized phrases. Student may create some original sentences.		
<b>Content/Context</b>	Student writes basic information about preferences and needs related to familiar topics discussed in class (places in the city or in the home, foods, friends, common activities). Student may repeat vocabulary and use high frequency phrases.		
<b>Text Type</b>	Student writes primarily with sentences. Most sentences are formulaic, but some sentences may be original.		
<b>Language Control</b>	Most sentences are understandable but may require a sympathetic reader.		

**Overall Score (Did the student meet the benchmark?):**      **Yes**                      **No**

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

For sample writing answers at benchmark level, see Sample Writing *Benchmark Guide*.

# FCPS World Language Benchmark Guide:

## Presentational Writing

### Novice High (5<sup>th</sup> Grade)

Novice High Function: These sentences are created with the memorized chunk "I go..." The first sentences are restatements of the prompt. The topic is familiar and about the student.

Novice High Text Type: Most sentences are simple sentences, such as "I buy a red shirt." However, some memorized phrases have been used to expand sentences, such as "at the mall."

My name is Luis Jones. On my dream day I go to the mall. On my dream day I watch a movie. At the mall, I go to Kohl's. I buy a red shirt. Red is my favorite color. I buy a video game. At the mall I eat pizza and ice cream. I like pizza and ice cream. I go to the movies with my friends. My friends are Lisa and Keisha. Lisa and Keisha like pizza, too. Lisa not likes ice cream. Then, I go home. At home we play video games.

Novice High Language control: This sentence is comprehensible, but may not be grammatically correct. The student likely attempted to create an original sentence, but it requires a sympathetic reader to be understood.

Novice High Content: Content is about preferences and familiar topics discussed in class.  
"I like pizza and ice cream."