

Novice Mid/Novice Low (NM/NL) Benchmark Check (7th Grade, End of Semester One)

For the Teacher:

The FCPS Secondary Level One World Language (WL) unit frameworks provide a roadmap for content while also identifying targeted proficiency goals. For Yearlong 7th Grade Introductory courses, benchmark assessments aligned to the district frameworks are expected to be administered two times per year during the common assessment testing window.

When to assess?

Benchmark proficiency checks will occur near the **end of each semester** for grades **7 and 8, and level one in high school** (see table below). These time periods reflect the anticipated proficiency jumps for students as reflected in the FCPS Secondary Level One WL Unit Frameworks and *At-A-Glance* document.

Table - Benchmark Testing Schedule and Test to Use

(For approved level one courses being offered at the middle school level for high school credit and all level one WL courses at the high school level).

	Middle School 7th Grade	Middle School 8th Grade	High School Level One
End of 1st Semester	NL/NM Benchmark assessment	NM Benchmark assessment	NM Benchmark assessment
End of 2nd Semester	NM Benchmark assessment	NH Benchmark assessment	NH Benchmark assessment

Data analysis is completed at the school level with the purpose of informing instruction and learning. Data will be shared with the district level as determined by district leadership.

Which modes of communication to assess?

The Interpersonal Speaking/Listening (teacher speaking with student) and Presentational Writing modes of communication are assessed. Chinese and Japanese may choose to only assess Interpersonal Speaking at this time.

Which KY Academic Standards (KAS) for WL and FCPS Secondary Level One curricular content are assessed?

Assessed Mode of Communication	Assessed KAS for WL	Assessed FCPS Level One Content
Interpersonal Speaking	<p>NL.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</p> <p>I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>Unit 1: Let’s Get Started!</p> <p>(A) Greeting and Introduction (B) School Supplies (C) School (D) Farewell</p>
Presentational Writing	<p>NL.C.3.PW/PS.Q1 Narrate</p> <p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures and visuals.</p>	<p>Unit 1: Let’s Get Started!</p> <p>(A) About yourself (B) About your school and courses</p>

How to begin?

Prior to assessing, teachers are encouraged to read the *Benchmark Proficiency Expectations* table (see below) for Novice Mid (NM) and the *Benchmark Guide* (see below). Teachers will use the FCPS NL/NM Interpersonal *Benchmark Assessment* (see below) to converse one-on-one with each student. Plan for 4-5 minutes per student for the Interpersonal Speaking. For Presentational Writing, teachers will use the FCPS NM Presentational Writing *Benchmark Assessment* (see below). Although this assessment is not timed, it is anticipated students will need 20-40 minutes to complete. 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. Reviewing this document may provide support regarding language expectations.

How to score?

For each *Part* of the Interpersonal assessment, a student's demonstrated language will either **Meets** or **Does Not Meet** the benchmark expectation. 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** ratings will earn a **No** score for Interpersonal.

For the Presentational Writing assessment, a student's demonstrated language must score **Meets** in **each** part: 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.

Below is a review of the proficiency expectations for Novice Mid.

Description of Novice Mid Language	
Functions	<ul style="list-style-type: none"> • I communicate slightly. • I use memorized phrases and automatic responses to produce words, lists, and phrases.
Context, Content	<ul style="list-style-type: none"> • I can interact in everyday & familiar situations. • I exchange information about myself and about topics I have learned.
Text Type	<ul style="list-style-type: none"> • I list/name/ identify with words and memorized phrases. • I begin to attempt to use sentences with a pattern.
Language Control	<ul style="list-style-type: none"> • Because of my grammar, word order/choice, and/or pronunciation, I may be difficult to understand by someone used to non-native language users. • I frequently need time, cues, and or repetition.

What is included in this assessment packet?

Page(s)	Description	For Teacher or Student
1-3	Overview of benchmark assessment and procedures	Teacher
4	Interpersonal Speaking Assessment and Rubric	Teacher
5	Description of Interpersonal Speaking Assessment	Student
6-7	Interpersonal Benchmark Guide with Sample Answers and Prompts	Teacher
8	Presentational Writing Prompt with Pre-Writing Space	Student
9	Presentational Writing Response Page	Student
10	Presentational Writing Grading Rubric	Teacher

FCPS World Language Benchmark Assessment: Novice Low/Novice Mid Interpersonal Speaking/Listening

Student Name: _____

Class: _____

Teacher prompt	Meets	Does not meet
PART A: GREETING AND INTRODUCTION		
"Hello."		
"How are you?"		
"What is your name?"		
PART B: SCHOOL SUPPLIES		
"What is this?"		
"What color is the __ (school supply) ___?"		
"What items do you have/need for __ (class) ___?"		
PART C: SCHOOL		
"What is your schedule?"		
"What time is __ (class) ___?"		
"Where is the __ (location in school) ___?"		
PART D: FAREWELL		
"Goodbye."		

Benchmark Score Demonstrated (Circle One):

Yes

No

Interpersonal Speaking/Listening Novice Mid/Novice Low Proficiency Benchmark Check

Interpersonal Speaking
Standards:
<p>Exchange Information and Ideas: I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
Interpersonal Assessment:
<p>Instructions: You will have a brief conversation with your teacher in the target language. You will be asked multiple questions on things you have studied. Respond to the questions including as much information as you can- whether that be through listing information, using phrases, or sentences. The language proficiency target for this speaking assessment is Novice Mid. Below is a description of what that language level might look like.</p>

Description of Novice Mid Language	
Functions	<ul style="list-style-type: none"> ● I communicate slightly. ● I use memorized phrases and automatic responses to produce words, lists, and phrases.
Context, Content	<ul style="list-style-type: none"> ● I can interact in everyday & familiar situations. ● I exchange information about myself and about topics I have learned.
Text Type	<ul style="list-style-type: none"> ● I list/name/ identify with words and memorized phrases. ● I begin to attempt to use sentences with a pattern.
Language Control	<ul style="list-style-type: none"> ● Because of my grammar, word order/choice, and/or pronunciation, I may be difficult to understand by someone used to non-native language users. ● I frequently need time, cues, and or repetition.

Interpersonal Novice Mid / Novice Low Benchmark Guide

For Novice Mid language use, providing visuals, gestures, and language frames in your sentences are acceptable techniques. Eliciting techniques and possible student responses are meant to serve as a guide and not an exhaustive listing.

Teacher Questions	Eliciting Techniques for NM (use if needed)	Possible Student Responses
PART A: GREETING AND INTRODUCTION		
"Hello."	<ul style="list-style-type: none"> (Gesture) Wave 	"Hello." "Hi."
"How are you?"	<ul style="list-style-type: none"> (Repeat with options) "I'm good. How are you?" 	"Good." "I'm good." Any other emotion that suits.
"What is your name?"	<ul style="list-style-type: none"> (Model) "My name is Ms. Jones, what is your name?" (Gesture) Point to name tag. "What is your name?" 	"Bob." "My name is Bob." "I am Bob."
PART B: SCHOOL SUPPLIES		
"What is this?"	<ul style="list-style-type: none"> (Gesture) Hands turned indicating a question (Model and prompt with new object) "This is a pencil. What is this?" (Model and prompt with picture) "Here is a pencil. What is this?" 	"A pencil." "This is a pencil."
"What color is the __ (school supply) _?"	<ul style="list-style-type: none"> (Model) "The pencil is orange? No. What color?" 	"Yellow."
"What items do you have/need for __ class) __?"	<ul style="list-style-type: none"> (Model and prompt with a picture or object) "Oh, a pencil. Do you have a pencil?" 	"I need a pencil." "Yes, I have a pencil." "No, thank you."

PART C: SCHOOL		
"What is your schedule?"	<ul style="list-style-type: none"> • (Gesture) Point to a sample schedule 	<p>"I study science."</p> <p>"9:00 am Math, 10:00 am French."</p>
"What time is _(class)_?"	<ul style="list-style-type: none"> • (Model) "Math class is at 10:00." • (Gesture) Point to a clock/watch. 	<p>"11:00."</p> <p>"English class is at 11:00."</p>
"Where is the ___(location in school)_?"	<ul style="list-style-type: none"> • (Gesture) Looking action with hands and face. • (Model) "Where is the cafeteria?" (pointing at a school map) 	<p>"There is the cafeteria."</p> <p>"To the left of the gym."</p>
PART D: FAREWELL		
"Goodbye!"	<ul style="list-style-type: none"> • (Gesture and prompt) 	<p>"Goodbye."</p> <p>"Bye."</p>

Presentational Writing

Novice Mid/Novice Low Proficiency Benchmark Check

Presentational Writing			
Parts	Standards	Possible Topics	Requirements
A	<p>Narrate: I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>About Yourself</p> <ul style="list-style-type: none"> ● Greeting ● Introduction of self ● Schedule 	Minimum 6 sentences
B	<p>Inform or Describe: I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>About Your School</p> <ul style="list-style-type: none"> ● Courses available ● Locations throughout school ● School supplies ● The calendar, months, seasons of the year 	

Presentational Assessment:

Scenario: Your school’s Language Club is having their monthly activity after school today. Since it is still the first semester, the focus will be on getting to know each other and the school. The teacher asks that all students write a short note to be used in the ice-breaker activity. Be sure to include an introduction of yourself, information about your classes and information about the school.

Instructions: Write a note in which you introduce yourself to your teacher and the other club members. Your note should include at least 6 sentences or phrases.

Name: _____

Date: _____

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Novice Mid / Novice Low Benchmark Rubric:

Criteria	Description	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 such as school. 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