

# Novice Mid (NM) Benchmark Assessment (7th Grade, End of Semester Two)

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, 8, and Level 1 in high school** (see table below). These time periods reflect the anticipated proficiency jumps for students as reflected in the FCPS 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).

	<b>Middle School 7th Grade</b>	<b>Middle School 8th Grade</b>	<b>High School Level One</b>
<b>End of 1st Semester</b>	NL/NM Benchmark assessment	NM Benchmark assessment	NM Benchmark assessment
<b>End of 2nd Semester</b>	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/Listening at this time.

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

<b>Assessed Mode of Communication</b>	<b>Assessed KAS for WL</b>	<b>Assessed FCPS Level One Content</b>
<p><b>Interpersonal Speaking</b></p>	<p><b>NM.C.2.IS/IL/IW.Q3 Preferences and Opinions</b>                      I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p><b>NM.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</b>                      I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>In addition to spiraled content:</p> <p><b>Unit 2: Let’s Eat!</b>                      (B) Food preferences &amp; meals                      (C) Recipe ingredients &amp; where to buy them.</p>
<p><b>Presentational Writing</b></p>	<p><b>NM.C.3.PW/PS.Q1 Narrate</b>                      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><b>NM.C.3.PW/PS.Q2 Preferences or Opinions</b>                      I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>In addition to spiraled content:</p> <p><b>Unit 2: Let’s Eat!</b>                      (B) Food preferences &amp; meals                      (C) Recipe ingredients &amp; where to buy them</p>

**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 4-5 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. 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 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.

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

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

### What is included in this assessment packet?

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

# FCPS World Language Benchmark Assessment: Novice Mid

## Interpersonal Speaking/Listening

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

Class: \_\_\_\_\_

Teacher prompt	Meets	Does not meet
<b>PART A: GREETING AND INTRODUCTION</b>		
"Hello, what's your name?"		
"How are you?"		
"What classes do you have today?"		
<b>PART B: FOODS AND MEALS</b>		
"What do you like to eat for lunch?" (or other meal)		
"What is your favorite food?"		
"What time do you eat dinner?" (or other meal)		
<b>PART C: INGREDIENTS AND RECIPES</b>		
"What food do you like to eat?"		
"What ingredients do you need to make [dish in target culture]?"		
"Where can you buy ingredients for [dish in target culture]?"		
<b>PART D: FAREWELL</b>		
"Goodbye!"		

**Benchmark Score Demonstrated (Circle One):**

**Yes**

**No**

# Interpersonal Speaking/Listening Novice Mid Proficiency Benchmark Check

<b>Interpersonal Speaking</b>
<b>Standards:</b>
<p><b>Exchange Information and Ideas:</b> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p>
<p><b>Preferences and Opinions:</b> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p>
<b>Interpersonal Assessment:</b>
<p><b>Instructions:</b> 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>

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

# FCPS World Language Benchmark Guide

For Novice Mid language use, providing visuals, gestures, and language frames in your sentences are acceptable techniques.

Teacher Questions	Eliciting Techniques for NM (use if needed)	Possible Student Responses
<b>PART A: GREETING AND INTRODUCTION</b>		
"Hello, what's your name?"	<ul style="list-style-type: none"> <li>(Model) "My name is....and you?"</li> </ul>	<p>"John."</p> <p>"My name is John."</p>
"How are you?"	<ul style="list-style-type: none"> <li>(Repeat with options). "I am fine. And you?"</li> </ul>	<p>"Good."</p> <p>"I'm good."</p> <p>Any other emotion that suits.</p>
"What classes do you have today?"	<ul style="list-style-type: none"> <li>(Repeat with options) "You have (language) class. What other classes do you have today?"</li> </ul>	<p>"I have French, math, English."</p> <p>"French, math, English."</p>
<b>PART B: FOODS AND MEALS</b>		
"What do you like to eat for lunch?" (or other meal)	<ul style="list-style-type: none"> <li>(Model and repeat) "I like to eat pizza. What do you like?"</li> </ul>	<p>"I like hamburgers."</p> <p>"I like soup for lunch."</p> <p>"I like to eat salad, sandwiches and dessert."</p>
"What is your favorite food?"	<ul style="list-style-type: none"> <li>(Model and repeat) "I like... What do you like?"</li> </ul>	<p>"I like french fries."</p> <p>"I prefer chips."</p>
"What time do you eat dinner?" (or other meal)	<ul style="list-style-type: none"> <li>(Model and repeat) "I eat dinner at/in... When do you eat dinner?"</li> </ul>	<p>"I eat dinner at 6 o'clock."</p> <p>"I eat dinner in the evening."</p> <p>Any other appreciate time/time of day that suits.</p>

<b>PART C: INGREDIENTS AND RECIPES</b>		
"What meal/dish do you like to eat?"	<ul style="list-style-type: none"> <li>(Model) "I like to eat... What meal/dish do you like to eat?"</li> </ul>	"I like to eat Schnitzel."
"What ingredients do you need to make [dish in the target culture]?"	<ul style="list-style-type: none"> <li>(Model and repeat) "To make a sandwich, I need to buy bread, meat, and cheese. What do you need to buy to make...?"</li> </ul>	<p>"I need eggplant, tomato and zucchini to make Ratatouille."</p> <p>"To make tortilla española, I need to buy potatoes, oil and eggs."</p>
"Where can you buy the ingredients for [dish in the target culture]?"	<ul style="list-style-type: none"> <li>(Model and repeat) "I can buy ingredients for a sandwich at Kroger. Where can you buy the ingredients for...?"</li> </ul>	<p>"I can buy the ingredients for dumplings at the supermarket."</p> <p>"I can buy the ingredients for sushi at the fish market."</p>
<b>PART D: FAREWELL</b>		
"Goodbye!"	<ul style="list-style-type: none"> <li>(Gesture and prompt)</li> </ul>	<p>"Goodbye."</p> <p>"Bye."</p> <p>"See you later."</p>



## **Presentational Writing Novice Mid Proficiency Benchmark Check**

You have been chosen as the “Student of the Week” for your school and the school wants to tell all about you on its social media page. Write about yourself by sharing the following details:

- ✓ Section 1- Profile photo: A quick sketch of yourself.
- ✓ Section 2- Biographical Info: Your name, where you are from, and how old you are.
- ✓ Sections 3, 4, 5- Favorite Foods: For each post, include a quick sketch of your favorite food to eat at each of the three meals during the day: breakfast, lunch, and dinner. Below the sketch, include information in the target language. Be sure to talk about what you like to eat for that meal and when/where you eat the meal.
- ✓ Sections 6, 7, 8- Favorite Meals: For each post, include a quick sketch. Below the sketch, include information in the target language. Be sure to talk about what ingredients for each of the meals that you mentioned in sections 3, 4, and 5, as well as where you would go to buy those items.

<p><b>1)</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p><b>Student of the Week:</b></p> <div style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;">FOLLOW </div>	
<p><b>3)</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>4)</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>5)</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Novice Mid Benchmark Rubric

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

Class: \_\_\_\_\_

Criteria	Description	Meets	Does not meet
<b>Functions</b>	Student writes about self, using lists or memorized phrases. Student may attempt to use an occasional simple sentence.		
<b>Content/Context</b>	Student writes about self and familiar topics such as foods, physical traits, and activities. Student may repeat vocabulary and/or phrases.		
<b>Text Type</b>	Student writes primarily with lists of memorized words or memorized phrases. Student may present some sentences, using formulaic phrases or memorized chunks.		
<b>Language Control</b>	Most of the words are understandable, but some may require a sympathetic reader.		

**Benchmark Score Demonstrated (Circle One):**

**Yes**

**No**