

# Novice Mid (NM) Benchmark Assessment

## (8th Grade, End of Semester One)

## (High School, End of Semester One)

The FCPS Secondary Level One World Language (WL) Unit Frameworks provide a roadmap for content while also identifying targeted proficiency goals. For middle schools offering level one as an approved high school credit course, benchmark assessments aligned to the district curriculum are expected to be administered two times per year, at the end of the semesters one and two.

### 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?**

Assessed Mode of Communication	Assessed KAS for WL	Assessed FCPS Level One Content
<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><b>Unit 1: Let's Get Started!</b> (A) About Yourself (B) School Life</p> <p><b>Unit 2: Let's Eat!</b> (C) Food preferences &amp; ingredients</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><b>Unit 1: Let's Get Started!</b> (A) About Yourself (B) School Life</p> <p><b>Unit 2: Let's Eat!</b> (C) Food preferences &amp; ingredients</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 **Meet** 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.

<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 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 old are you?"		
"How are you today?"		
<b>PART B: SCHOOL LIFE</b>		
"What color is [show picture of supply]?"		
"What classes do you have today?"		
"What time is your [name of subject] class?"		
<b>PART C: FOODS AND MEALS</b>		
"What do you like to eat for lunch?" (or other meal)		
"What food do you not like to eat?"		
"What ingredients do you need to make [food 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 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>

# 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 old are you?"	<ul style="list-style-type: none"> <li>(Repeat with options). "Are you 12 or 13 years old?"</li> </ul>	<p>"I am thirteen years old."</p> <p>"I'm thirteen."</p>
"How are you today?"	<ul style="list-style-type: none"> <li>(Repeat with options) "I'm good. How are you?"</li> </ul>	<p>"Good"</p> <p>"I'm tired."</p> <p>Any other emotion that suits.</p>
<b>PART B: SCHOOL LIFE</b>		
"What color is [show picture of supply]?"	<ul style="list-style-type: none"> <li>(Model) "The pencil is orange? No. What color is...?"</li> </ul>	<p>"The notebook is blue."</p> <p>"It is yellow."</p>
"What classes do you have today?"	<ul style="list-style-type: none"> <li>(Model) "Right now you are in Japanese class. What other classes do you have today?"</li> <li>(Gesture) Point to a sample schedule</li> </ul>	<p>"I study / have science."</p> <p>"9:00 am math, 10:00 am French."</p>
"What time is your [name of subject] class?"	<ul style="list-style-type: none"> <li>(Model) "You have English class at 10:00. What time are your other classes?"</li> <li>(Gesture) Point to a clock/watch.</li> </ul>	<p>"I have art at 11:00."</p> <p>"English class is at noon."</p>


<b>PART C: 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 food do you not like to eat?"	<ul style="list-style-type: none"> <li>(Model and repeat) "I don't like to eat broccoli. What do you not like to eat?"</li> </ul>	<p>"I don't like to eat cheese."</p> <p>"I don't like brussel sprouts."</p>
"What ingredients do you need to make [food in target culture]?"	<ul style="list-style-type: none"> <li>(Model) "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>
<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 - School Life: For each post, include a quick sketch. Below the sketch, include information in the target language. Be sure to talk about your favorite classes, what supplies you need for those classes, and when you have them during the day.
- ✓ Sections 6, 7, 8 - Favorite Foods: For each post, include a quick sketch of your favorite food. Below the sketch, include information in the target language. Be sure to talk about what you like to eat for a meal during the day, what you need to make that food, and where you can buy ingredients.

<p><b>1)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div>	<p><b>Student of the Week:</b></p> <div style="text-align: right; margin-top: 10px;">  </div>	
<p><b>3)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>4)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>5)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>6)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div>	<p><b>7)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div>	<p><b>8)</b></p> <div style="border: 1px solid black; width: 230px; height: 130px; margin-bottom: 10px;"></div>
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## Novice Mid Benchmark Rubric

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

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

		<b>Meets</b>	<b>Does not meet</b>
<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**