

# Novice High (NH) Benchmark Assessment (8th Grade, End of Semester Two) (High School, End of Semester Two)

The FCPS Secondary 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 semesters one and two.

### When to assess?

Benchmark proficiency checks will occur near the **end of each semester and end of** 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 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>NH.C.2.IS/IL/IW.Q1 Exchange Information and Ideas</b> I can request and provide information by asking and answering practice and some original questions on familiar and everyday topics, using simple sentences most of the time.</p> <p><b>NH.C.2.IS/IL/IW.Q3 Preferences and Opinions</b> I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p>	<p>In addition to spiraled content:</p> <p><b>Unit 3: Let’s Hang Out!</b> (A) About yourself and activity preferences</p> <p><b>Unit 4: Let’s Introduce Family!</b> (B) About Your Family</p> <p><b>Unit 5: Let’s Explore!</b> (C) About Your Community</p>
<p><b>Presentational Writing</b></p>	<p><b>NH.C.3.PW/PS.Q1 Narrate</b> I can present personal information about my life and activities, using simple sentences most of the time.</p> <p><b>NH.C.3.PW/PS.Q3 Inform or Describe</b> I can present on familiar and everyday topics, using simple sentences most of the time.</p>	<p>In addition to spiraled content:</p> <p><b>Unit 3: Let’s Hang Out!</b> (A) About yourself and activity preferences</p> <p><b>Unit 4: Let’s Introduce Family!</b> (B) About Your Family</p> <p><b>Unit 5: Let’s Explore!</b> (C) About Your Community</p>

**How to begin?**

Prior to assessing, teachers are encouraged to read the *Benchmark Proficiency Expectations* (see below) for Novice High (NH) and the *Benchmark Guide* (see below). Teachers will use the FCPS NH Interpersonal *Benchmark Assessment* (see below) to converse one-on-one with each student. Plan for 4-5 minutes per student for the Interpersonal Speaking.

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 High.

<b>Description of Novice High Language</b>	
<b>Functions</b>	<ul style="list-style-type: none"> <li>• I begin to take part in a conversation and exchange information.</li> <li>• I begin to ask/answer questions beyond memorized ones.</li> </ul>
<b>Context, Content</b>	<ul style="list-style-type: none"> <li>• I begin to interact in some informal situations.</li> <li>• I exchange information about myself and begin to understand and converse about topics including my activities and immediate environment.</li> </ul>
<b>Text Type</b>	<ul style="list-style-type: none"> <li>• I identify/describe with memorized phrases and created sentences.</li> <li>• I begin to use/understand separate sentences.</li> </ul>
<b>Language Control</b>	<ul style="list-style-type: none"> <li>• Because of my grammar, word order/choice, and or pronunciation, I am generally understood by someone used to non-native language users.</li> <li>• I sometimes need time, cues, and or repetition. I begin to self-correct.</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 Writing Rubric	Teacher

# FCPS World Language Benchmark Assessment: Novice High

## Interpersonal Speaking/Listening

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

Teacher prompt	Meets	Does not meet
<b>PART A: ABOUT YOURSELF</b>		
"Hello, how are you?"		
"What do you like to do?"		
"Why do you like to do that?"		
<b>PART B: ABOUT YOUR FAMILY</b>		
"Describe your family."		
"What profession does your __(family member)__ do?"		
"What does he/she do as a __(profession)___?"		
<b>PART C: HOME AND COMMUNITY</b>		
"Where do you live?"		
"What is it like?"		
<b>PART D: FAREWELL</b>		
"Goodbye!"		

**Benchmark Score Demonstrated (Circle One):          Yes                  No**

# Interpersonal Speaking/Listening Novice High Proficiency Benchmark Check

<b>Interpersonal Speaking</b>
<p style="text-align: center;"><b>Standards:</b></p> <p><b>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>Narrate:</b> I can present personal information about my life and activities, using simple sentences most of the time.</p>
<p style="text-align: center;"><b>Interpersonal Assessment:</b></p> <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. Use sentences to respond to the questions and include as much information as you can. The language proficiency target for this speaking assessment is Novice High. Below is a description of what that language level might look like.</p>

<b>Description of Novice High Language</b>	
<b>Functions</b>	<ul style="list-style-type: none"> <li>● I begin to take part in a conversation and exchange information.</li> <li>● I begin to ask/answer questions beyond memorized ones.</li> </ul>
<b>Context, Content</b>	<ul style="list-style-type: none"> <li>● I begin to interact in some informal situations.</li> <li>● I exchange information about myself and begin to understand and converse about topics including my activities and immediate environment.</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 use/understand separate sentences.</li> </ul>
<b>Language Control</b>	<ul style="list-style-type: none"> <li>● Because of my grammar, word order/choice, and or pronunciation, I am generally understood by someone used to non-native language users.</li> <li>● I sometimes need time, cues, and or repetition. I begin to self-correct.</li> </ul>

# FCPS World Language Benchmark Guide

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

Teacher Questions	Eliciting Techniques for NH (use if needed)	Possible Student Responses
<b>PART A: ABOUT YOURSELF</b>		
"Hello, how are you?"	<ul style="list-style-type: none"> <li>Elicitation should not be needed.</li> </ul>	"Hello. I'm fine." Responses may be varied.
"What do you like to do?"	<ul style="list-style-type: none"> <li>(Model) "I like to read books. What do you like to do?"</li> </ul>	"I like to run and swim." "I like to play the piano."
"Why do you like to do that?"	<ul style="list-style-type: none"> <li>(Model) "I like to read because I am smart. Why do you like to...?"</li> </ul>	"I like to run because I am athletic." "I like to play computer games because they are fun."
<b>PART B: ABOUT YOUR FAMILY</b>		
"Describe your family."	(Prompt for expansion) <ul style="list-style-type: none"> <li>"What does your family look like?"</li> <li>"How many people are in your family?"</li> </ul>	"My family is big." "My dad is tall and has dark hair." "I have two brothers and a sister."
"What profession does your ___(family member)___ do?"	<ul style="list-style-type: none"> <li>(Model) "I am a teacher. What is your ...'s job?"</li> </ul>	<i>Student must give a short description. Examples may vary.</i> "My grand-mother is a doctor." "My brother is a pilot."
"What does he/she do as a ___(profession)___?"	<ul style="list-style-type: none"> <li>(Model) "I am a teacher. I work in a school. Where does your ... work?"</li> </ul>	"My grandmother works in a hospital." "My sister drives a bus."

<b>PART C: HOME AND COMMUNITY</b>		
"Where do you live?"	(Prompt for expansion) <ul style="list-style-type: none"> <li>• "What is that near?"</li> <li>• "And what else?"</li> </ul>	"I live in Lexington." "I live in an apartment." "I live near Fayette Mall."
"What/How is it like?"	(Prompt for expansion) <ul style="list-style-type: none"> <li>• "What else is in Lexington?"</li> <li>• "How many rooms are in your house?"</li> <li>• "And what else?"</li> </ul>	<i>Student must give a short description. Examples may vary.</i> "Lexington is big. There is a big mall. Lexington does not have a zoo."
<b>PART D: FAREWELL</b>		
"Goodbye!"	<ul style="list-style-type: none"> <li>• Elicitation should not be needed.</li> </ul>	"Bye." "Goodbye."



## **Presentational Writing Novice High 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 information: Your name, where you are from, and how old you are.
- ✓ Sections 3 & 4 - About your friends: For each post, include a quick sketch. Below each sketch, include information in the target language. Be sure to talk about your favorite activities and activities you like to do with your friends.
- ✓ Sections 5 & 6- About your family: For each post, include a quick sketch. Below each sketch, include information in the target language. Be sure to talk about your family member, what they do as a job, and some descriptions of what they look like.
- ✓ Sections 7 & 8- Hometown: For each post, include a quick sketch. Below each sketch, include information in the target language. Be sure to talk about where you live (house/apt OR the city), what your town is like, what you can do in your town.

<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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# Presentational Writing

## Novice High Proficiency Benchmark Check

Student name: \_\_\_\_\_ Class: \_\_\_\_\_

Criteria	Description	Meets	Does not meet
<b>Functions</b>	Student writes about self, immediate environment, and begins to provide description.		
<b>Content/Context</b>	Student writes about self and immediate environment, such as home, community, and activities. Able to use highly predictable vocabulary and begins to use high frequency idiomatic expressions.		
<b>Text Type</b>	Student writes using formulaic sentences and sometimes creates with language expressing original thoughts. Able to produce unrehearsed language. Able to write discrete sentences and possibly a string of sentences.		
<b>Language Control</b>	Meaning is mostly understandable, but some may require a sympathetic reader.		

**Benchmark Score Demonstrated (Circle One):    Yes            No**