Central Florida Assessment Collaborative

|  |
| --- |
| Individual Test Item Specifications |
| Chinese 2 |
| 2014 |

*The contents of this document were developed under a grant from the United States Department of Education. However, the content does not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the federal government.*

**Table of Contents**

[I. Guide to the Individual Benchmark Specifications 1](#_Toc362246932)

[Benchmark Classification System 1](#_Toc362246933)

[Definitions of Benchmark Specifications 3](#_Toc362246934)

[II. Individual Benchmark Specifications 4](#_Toc362246935)

I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

* Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.





**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided.

|  |  |
| --- | --- |
| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types****Cognitive****Complexity** | are used to assess the benchmark or group of benchmark.ideal level at which item should be assessed. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark.  |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes** | define the characteristics of the answers that a student must choose or provide. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. **II. Individual Benchmark Specifications** |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication |
| **Standard** | Interpretive Listening |
| **Benchmark Number** | WL.K12.IM.1.1 |
| **Benchmark** | Identify the main idea and supporting details of familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. |
| **Item Types** | Selected Response  |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will identify the main idea and essential details of familiar topics presented in complex and multilevel formats. |
| **Content Focus** | Identify the main idea and supporting details. |
| **Content Limits** | The content may include, but is not limited to, short conversations dealing with familiar topics from inside and outside the classroom.  |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* video or audio segments item stems
* directions provided in English
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that do not relate to an appropriate topic or details
* responses that inappropriately refer to the main topic and details
 |

|  |  |
| --- | --- |
| **Sample Item** | 中国的传统是不讲星座的，而讲属相。我今年十五岁，我的生日是 十一月二十四号，我属兔。Based on the audio recording, in Chinese culture, what is used to mark each year and indicate age?1. The Astrologer’s Zodiac
2. The Chinese Zodiac
3. The Gregorian Calendar
4. The Lunar Calendar

Correct Answer: B  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication |
| **Standard** | Interpretive Listening  |
| **Benchmark Number** | WL.K12.IM.1.3 |
| **Benchmark** | Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.  |
| **Item Types** | Selected Response  |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | The student will identify the main idea and supporting details of messages and announcements that are of personal interest to the students. |
| **Content Focus** | Recognize the main idea and details.  |
| **Content Limits** | The content may include, but is not limited to, messages and announcements discussing daily errands, describing shopping and eating, and other messages common to public spaces. .  |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* video or audio segments item stems
* directions provided in English
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that incorrectly reference the message/announcement
 |

|  |  |
| --- | --- |
| **Sample Item** | 如果你想得到一份暑假实习的机会，请上网申请星巴克暑期工读，工资每小时十元。Where is it suggested to apply for a summer job and how much is the pay per hour?1. Burger King, 10 Yuan
2. McDonalds, 10 Yuan
3. Starbucks Coffee, 10 Yuan
4. Starbucks Coffee, 15 Yuan

Correct Answer: C |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication |
| **Standard** | Interpretive Listening  |
| **Benchmark Number** | WL.K12.IM.1.4 |
| **Benchmark** | Identify essential information and supporting details on familiar topics presented through a variety of media. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate  |
| **Benchmark Clarification** | Identify and describe important points and supporting details in a variety of presentations. |
| **Content Focus** | Identify essential information and details.  |
| **Content Limits** | The content may include, but not be limited to, recognizing details on familiar topics from sources including documentary video, news articles, movie segments, publicity, or recorded native speaker dialogues that include redundancy and paraphrasing of the information presented. |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* video or audio segments
* item stems and directions provided in English
 |
| **Distractor Attributes** | Distractors may include, but are not limited to: * responses that refer incorrectly to the presented material
 |

|  |  |
| --- | --- |
| **Sample Item** | 我们大学的图书馆里有很多不同的外籍书刊，像欧洲电影杂志， 中国历史书， 和日本漫画， 这些都很受欢迎 。 What is available in the university library?1. A variety of European books including: French history, Spanish history, and German history.
2. A variety of movies including: Japanese Movies & Magazines, Chinese History Books, Japanese Cartoons.
3. A variety of books and magazines including: European Movies & Magazines, Chinese History Books, Japanese Cartoon Books.
4. A variety of books and magazines including: European Movies & Magazines, Chinese cartoon books, and Japanese History Books.

Correct Answer: C  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication |
| **Standard** | Interpretive Listening |
| **Benchmark Number** | WL.K12.IM.1.5 |
| **Benchmark** | Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.  |
| **Item Types** | Selected Response  |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Identify, describe, and explain the purpose or intended message behind a lecture on a topic that is familiar to students. |
| **Content Focus** | Identify, describe, and explain the purpose or intended message behind a lecture on a topic that is familiar to students. |
| **Content Limits** | The content may include, but is not be limited to, determining the speaker’s purpose in simple lectures on topics familiar to the student, including historical, artistic, scientific, culinary, and sports topics. |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level: * video or audio segments item stems
* directions provided English
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that refer incorrectly to the lecture
* responses that relate to common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item**  | 大家好，今天我们要学习颜色。你们知道彩虹是什么颜色吗？ 它是红，橙，黄，绿，蓝，靛，紫What topic is covered in the lecture today?1. The topic is colors.
2. The topic is hobbies.
3. The topic is rainbows.
4. The topic is the color or rainbows.

Correct Answer:  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpretive Listening  |
| **Benchmark Number** | WL.K12.IM.1.6 |
| **Benchmark** | Demonstrate understanding of complex directions and instructions in familiar settings. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | The student will demonstrate a complete understanding of multi-step directions.  |
| **Content Focus** | Understand complex directions |
| **Content Limits** | The content may include, but is not be limited to, following formal and informal commands. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level: * video or audio segments
* item stem and directions provided in English
 |
| **Distractor Attributes** | Distractors may include, but are not limited to: * responses that refer incorrectly to the directions
* responses that relate to common misconceptions
 |

|  |  |
| --- | --- |
| **Sample Item** | 镜湖的位置在学校的后山。从这儿走，向左转经过图书馆，再向右转就到了。How does one get to Jing Hu (镜湖) from here?1. Turn left, pass the library, turn right and you will be there.
2. Turn left, pass the library, turn left again, and you will be there.
3. Turn right, do not pass the library, turn left and you will be there.
4. Turn left, do not pass the library, turn right, and you will be there.

Correct Answer: A  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpretive Reading  |
| **Benchmark Number** | WL.K12.IM.2.1  |
| **Benchmark** | Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will engage with the text while employing learned target language reading strategies. Students are able to read and follow familiar directions with consistency and identify main ideas and supporting details.  |
| **Content Focus** | Identify the main idea and key details.  |
| **Content Limits** | The content may include, but is not limited to, topics familiar to the student, such as shopping, travel, home life, and free time activities.  |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* written dialogue
* written passage
 |
| **Distractor Attributes** | Distractors may include, but are not limited to**:*** responses that deal with information other than the main idea and/or key details
* responses that are common misconceptions
 |

|  |  |
| --- | --- |
| **Sample Item** | 我们家隔壁有五个英国大学生住在一起。 他们都很喜欢吃中国菜， 但是没有一个人会做菜。 What do the English students enjoy eating, but what is their obstacle?1. They enjoy eating Italian food, but do not have a pot to cook it.
2. They enjoy eating Chinese food, but do not have a pot to cook it.
3. They enjoy eating Italian food, but do not know how to make it.
4. They enjoy eating Chinese food, but do not know how to make it.

Correct Answer: D |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpretive Reading  |
| **Benchmark Number** | WL.K12.IM.2.2 |
| **Benchmark** | Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | The student will engage with the text while employing learned target language reading strategies. Students are able to read and follow familiar directions with consistency and identify main ideas and essential details. |
| **Content Focus** | Identify the main idea and essential details.  |
| **Content Limits** | The content may include, but is not limited to, topics familiar to the student, such as shopping, travel, and free time activities. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* written passage
 |
| **Distractor Attributes** | Distractors may include, but are not limited to**:*** responses that do not relate to the main idea/details
* responses that are common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item**  | 下雨了，下雨了， 小狗，小兔子， 和小猫都没有雨伞。他们跑到小松鼠家避雨。小松鼠请他们吃坚果，坚果太硬，咬不动， 所以他们都不喜欢吃。Which three animals went to the squirrel’s house to hide from the rain?1. dog, bear, mouse
2. dog, cat, mouse
3. dog, rabbit, cat
4. dog, rabbit, mouse

Correct Answer: C  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpretive Reading  |
| **Benchmark Number** | WL.K12.IM.2.3 |
| **Benchmark** | Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate, High  |
| **Benchmark Clarification** | The student will engage with the text while employing learned target language reading strategies and recognize and read common everyday authentic materials to gather specific information.  |
| **Content Focus** | Gather specific information from context rich written sources. |
| **Content Limits** | The content may include, but is not be limited to, commonly used and accessible advertisements, brochures, menus, schedules, and timetables in the target language. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* color or a black and white graphic of a menu, schedule, time table, brochure, or advertisement
 |
| **Distractor Attributes** | Distractors may include, but are not limited to**:*** responses that are common misconceptions
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample Item** | 小明的课程表

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  周一 | 周二 | 周三 | 周四 | 周五 |
| 九点 | 英文 |  | 英文 |  | 英文 |
| 十点 | 生物 | 数学 | 生物 | 数学 | 生物 |
| 十一点 |  | 中文 |  | 中文 |  |
| 十二点 | 午餐 | 历史 | 午餐 | 历史 | 午餐 |
| 一点 | 化学 | 午餐 | 化学 | 午餐 | 化学 |
| 两点 | 音乐 | 体育 | 音乐 | 体育 | 音乐 |

According to the schedule above, what days of the week and at what time does Little Ming take Music Class?1. Monday, Wednesday, Friday at 10 AM
2. Monday, Wednesday, Friday at 2 PM
3. Tuesday, Thursday, at 10 AM
4. Tuesday, Thursday at 2 PM

Correct Answer: B |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication |
| **Standard** | Interpretive Reading |
| **Benchmark Number** | WL.K12.IM.2.4 |
| **Benchmark** | Recognize many high-frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will engage with the text while employing learned target language reading strategies. Students are able to identify familiar idiomatic expressions and use context clues to interpret meaning.  |
| **Content Focus** | Recognize high-frequency idiomatic expressions.  |
| **Content Limits** | Expressions may include, but are not be limited to, expressions that are familiar to the student and expressions that can be identified using context clues.  |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* written text
 |
| **Distractor Attributes** | Distractors may include, but are not limited to**:*** responses that include incorrect interpretations of idiomatic expressions
* responses that are common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item**  | 春天来了，李小红家的花园里百花齐放，真是漂亮极了。What does the idiomatic expression, “百花齐放” mean in the context of this sentence?1. There are too many flowers in Little Red’s garden.
2. The flowers in little Red’s garden were planted in the spring.
3. There are many flowers in Little Red’s garden that have bloomed beautifully.
4. There are many flowers in Little Red’s garden that have many different colors: blue, red, yellow.

Correct Answer: C |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.1 |
| **Benchmark** | Express views and effectively engage in conversations on a variety of familiar topics. |
| **Item Types** | Audio Response |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | The student will engage in conversations on a variety of familiar topics to express views. |
| **Content Focus** | Express views in conversations.  |
| **Content Limits** | The content may include, but is not limited to, expressing views on familiar topics such as family, travel, health, school, and leisure activities.  |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segment
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that are not related to expressing views in conversation,
* responses that are common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item** | Read the conversation below, select the correct answer, and state the answer out loud to your teacher orally to be graded on pronunciation and tone.小李： 你会用筷子吃中国饭吗？大卫： 用筷子吃中国饭太难了，我每天还是喜欢用叉子吃饭。Which utensil does 大卫 prefer to use for eating? 1. 大卫喜欢用筷子中国饭
2. 大卫喜欢用叉子吃中国饭
3. 大卫喜欢用筷子和勺子吃中国饭
4. 大卫喜欢用叉子和勺子吃中国饭

Correct Answer: B |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.2 |
| **Benchmark** | Ask and answer questions on familiar topics to clarify information and sustain a conversation.  |
| **Item Types** | Selected Response, Audio Response |
| **Cognitive Complexity Level** | Low, Moderate  |
| **Benchmark Clarification** | The student will ask and answer questions on familiar topics. |
| **Content Focus** | Sustain a conversation.  |
| **Content Limits** | The content may include, but is not limited to, topics about family, activities, plans, shopping, travel, and so on.  |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segment
* a recorded conversation/written text in the targeted language dealing with everyday situations from home, work and/or school that utilize the concepts of questioning
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that do not relate to topics about family, activities, plans, shopping, travel
* responses that relate to common misconceptions
 |
| **Sample Item** | Read the question, select the correct answer, and state the answer out loud to your teacher orally to be graded on pronunciation and tone.A: 你有时间陪我找房子吗？ B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_./?/!1. 礼拜三我很忙呀！
2. 房子很贵呀！
3. 房子太旧了。
4. 没问题，什么时候去看？

Correct Answer:  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.3 |
| **Benchmark** | Express personal views and opinions on a variety of topics. |
| **Item Types** | Selected Response, Audio Response  |
| **Cognitive Complexity Level** | Low, Moderate, High  |
| **Benchmark Clarification** | The student will be able to express their own personal views and opinions on a chosen topic.  |
| **Content Focus** | Express personal views and opinions on familiar topics. |
| **Content Limits** | Topics may include, but are not limited to, daily activities, global concerns, cultural diversity, and so on. |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segment
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that do not relate to expressing personal views and opinions on familiar topics
* responses that relate to common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item**  | Read the question, select the correct answer, and state the answer out loud to your teacher orally to be graded on pronunciation and tone.A： 你喜欢这部电影吗？B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_。1. 这部电影很长呀。
2. 我很喜欢看电视。
3. 那个电影很好看。
4. 我很喜欢，男主角很会演。

Correct Answer:  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.4 |
| **Benchmark** | Engage effectively in a range of collaborative discussions (e.g., one-on one, in groups, and teacher-led). |
| **Item Types** | Selected Response, Audio Response |
| **Cognitive Complexity Level** |  Moderate |
| **Benchmark Clarification** | The student will engage effectively in collaborative discussions. |
| **Content Focus** | Engage in collaborative discussions. |
| **Content Limits** | The content may include, but is not limited to appropriate speech based upon their understanding of culturally-appropriate discussions in the target and/or original language. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segments
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | Read the conversation below, select the correct answer, and state the answer out loud it to your teacher orally to be graded on pronunciation and tone.A：小王的朋友今天有一点不舒服。B：他**怎**么了？A：他头痛。B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_./?/!What would be a reasonable response “B” should give to keep the conversation going?1. 医生没空。
2. 他打**针了**
3. 他看医生了吗？
4. 我没有不舒服呀!

Correct Answer: A  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.5  |
| **Benchmark** | Initiate and maintain a conversation on a variety of familiar topics. |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | The student will initiate and maintain a conversation on a variety of familiar topics. |
| **Content Focus** | Maintain a conversation. |
| **Content Limits** | The content may include, but is not limited to daily life topics such s classes, after-school activities, and weekend events. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segment
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that do not relate to maintaining a conversation on a variety of familiar topics
* responses that relate to common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item** | Imagine you are conversing with your friend and it is just the two of you, how would you initiate a conversation about your friend’s family?1. 他没有妹妹。
2. 他家有几口人
3. 你家有几口人？
4. 他爸爸妈妈几岁了？

Correct Answer: C  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.6 |
| **Benchmark** | Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. |
| **Item Types** | Audio Response |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | The student will effectively communicate by using known words and phrases.  |
| **Content Focus** | Deal with unfamiliar vocabulary. |
| **Content Limits** | The content may include, but is not limited to reasonable control of present tense to be expected with beginning use of past and future. Additionally, the content may include some idiomatic expressions and vocabulary dealing with time, foods, and places to eat. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segment
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that do not relate to communicating known words and phrases
* responses that relate to common misconceptions
 |

|  |  |
| --- | --- |
| **Sample Item** | Read the question, select the correct answer, and state the answer out loud to your teacher orally to be graded on pronunciation and tone.1. 出口是说话。
2. 出口是进货。
3. 出口是进口。
4. 出口是出去的地方

Correct Answer: D  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Interpersonal Communication  |
| **Benchmark Number** | WL.K12.IM.3.8 |
| **Benchmark** | Describe a problem or situation with details and state an opinion. |
| **Item Types** | Audio Response  |
| **Cognitive Complexity Level** | High  |
| **Benchmark Clarification** | The student will describe a situation with details and state an opinion. |
| **Content Focus** | Describe situations. |
| **Content Limits** | The content may include, but is not limited to familiar topics such as a restaurant visit or a shopping trip. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* video or audio segment
 |
| **Distractor Attributes** | Distractors include, but are not limited to:* responses that do not relate to a situation with details and a stated opinion
* responses that relate to common misconceptions.
 |

|  |  |
| --- | --- |
| **Sample Item** | 你喜欢什么运动？1. 我喜欢大狗。
2. 我喜欢喝茶。
3. 我喜欢打蓝球。
4. 我喜欢吃水果。

Correct Answer: D |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Speaking  |
| **Benchmark Number** | WL.K12.IM.4.2 |
| **Benchmark** | Describe events, plans, and actions, using logically sequenced and connected sentences with relevant details. |
| **Item Types** | Audio Response  |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | Describe events, plans, and actions, using sequenced and connected sentences and relevant details. |
| **Content Focus** | Describe events, plans, and actions. |
| **Content Limits** | Topics may include, but are not limited to, travel plans and activities, such as cultural and social gatherings. Students may create a logically sequenced scenario with relevant details. |
| **Stimulus Attributes** |  A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white) written prompt (in English)
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. 请问去大华学校怎么走？1. 怎么走， 就到了。
2. 走来走去， 就到了。
3. 大华学校走， 就到了。
4. 一直往东走， 就到了。

Correct Answer: D |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Speaking  |
| **Benchmark Number** | WL.K12.IM.4.3 |
| **Benchmark** | Retell a story or recount an experience with appropriate facts and relevant details. |
| **Item Types** | Audio Response  |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | Retell a story or recount an experience using appropriate facts and relevant details. |
| **Content Focus** | Narrate a story or experience.  |
| **Content Limits** | Topics may include, but are not limited to, past events, required activities, or future plans determined by grammatical constructions forming the focus of the curriculum. The experience that is described might have happened to the student or to someone else. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* written prompt (in English)
 |
| **Distractor Attributes** | None Specified  |

|  |  |  |
| --- | --- | --- |
| **Sample Item** | Please read the following Chinese statement and choose the best answer about the statement:

|  |
| --- |
| 妈妈说今天的天气很好，明天会下雨。 |

What will the weather be like tomorrow?1. rainy
2. snowy
3. sunny
4. windy

Correct Answer: A |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Speaking  |
| **Benchmark Number** | WL.K12.IM.4.4 |
| **Benchmark** | Provide supporting evidence using logically connected sentences that include relevant details. |
| **Item Types** | Audio Response |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | Provide supporting evidence based on visual prompts in a logical manner. |
| **Content Focus** | Provide supporting evidence. |
| **Content Limits** | Content may include, but is not limited to, an oral response to a prompt and image or series of images such as giving directions in town, cooking something, or completing a task at school or at home. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustrations (color, black and white)
* 10- to 30-second video or audio segment
 |
| **Distractor Attributes** | None Specified  |

|  |  |  |
| --- | --- | --- |
| **Sample Item** | Please read the following Chinese sentences and choose the best answer about the passage:

|  |
| --- |
| 我叫小文， 我有三个好朋友： 小丽，大卫和大中。小丽是英国人，大卫是美国人，大中和我也是中国人。 |

According to the passage, what is 小丽’s nationality?1. American
2. British
3. Chinese
4. Japanese

Correct Answer: B  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Speaking  |
| **Benchmark Number** | WL.K12.IM.4.5 |
| **Benchmark** | Retell or summarize a storyline using logically connected sentences with relevant details. |
| **Item Types** | Video Response  |
| **Cognitive Complexity Level** | Low  |
| **Benchmark Clarification** | Retell or summarize a storyline using coherent sentences with related details.  |
| **Content Focus** | Retell or summarize a storyline. |
| **Content Limits** | Content may include, but is not limited to, school, house, shopping, places in town, or pastimes. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level: * short passage
* photographs (color, black and white)
* illustrations (color, black and white)
 |
| **Distractor Attributes** | None Specified  |

|  |  |  |
| --- | --- | --- |
| **Sample Item** | Please read the following Chinese sentences and choose the best answer about the passage:

|  |
| --- |
| 你好， 我叫大大， 我有一个哥哥和一个妹妹。 哥哥是大学生， 妹妹是中学生， 我是高中生。 我们都很喜欢打篮球。  |

What is the summary of the above passage?1. moving to China
2. going to a theme park
3. joining a basketball team
4. introducing the family members

Correct Answer: D  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Speaking  |
| **Benchmark Number** | WL.K12.IM.4.6 |
| **Benchmark** | Describe, explain, and react to personal experiences using logically connected sentences with relevant details. |
| **Item Types** | Audio Response, Video Response |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | Describe and explain personal situations using coherent sentences and including relevant details. |
| **Content Focus** | Describe experiences. |
| **Content Limits** | Topics will be familiar to the student and may include, but are not limited to, education, family life, or leisure. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Levels:* photographs (color, black and white)
* illustrations (color, black and white)
 |
| **Distractor Attributes** | None Specified  |

|  |  |  |
| --- | --- | --- |
| **Sample Item** | Please read the following conversation and choose the best answer about the passage:

|  |
| --- |
| 姐姐： 明天我和我的朋友去公园。弟弟： 你去公园做什么？姐姐： 我们去公园看花。弟弟： 花有什么好看？姐姐： 我朋友很喜欢花。 明天是她的生日，所以我想跟她去公园看花。弟弟： 我不喜欢花， 你们去吧。 |

According to the conversation, how did弟弟 feel?1. excited
2. hungry
3. loved
4. uninterested

Correct Answer: D  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Writing  |
| **Benchmark Number** | WL.K12.IM.5.1  |
| **Benchmark** | Write narratives on familiar topics, using logically connected sentences with supporting details. |
| **Item Types** | Written Response |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | The student will write about and present information, concepts, and ideas in narrative form to an audience of readers using logically connected sentences with supporting details. |
| **Content Focus** | Write narratives on familiar topics. |
| **Content Limits** | Content may include, but is not limited to, introductions, immediate family, background information, school, hobbies, and sports. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* writing prompt
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | On the first day of the Chinese club meeting, Amy wants to speak Chinese during her introduction. Which of the following is the most appropriate for a personal introduction?1. 你好，Amy叫我, 我十五岁。 我想看书。
2. 你好，Amy我叫, 我十五岁。 我上十年级。
3. 你好，我叫Amy, 我十五岁。 我上十年级。
4. 你好，我叫Amy, 我十五岁。 我喜欢穿红色的上衣。

Correct Answer: C |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Writing  |
| **Benchmark Number** | WL.K12.IM.5.2  |
| **Benchmark** | Write informative texts through a variety of media, using connected sentences and providing supporting facts about the topic.  |
| **Item Types** | Written Response |
| **Cognitive Complexity Level** | Low, Moderate  |
| **Benchmark Clarification** | The student will write informational texts using a variety of media, using connected sentences, and providing supporting details.  |
| **Content Focus** | Writing informational text |
| **Content Limits** | Content may include, but is not limited to, cultural and current events, cultural and current events described in advertising, and comparable events that take place in students’ own surroundings. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* writing prompt
* written text
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | You and your Chinese friend are wearing shorts and t-shirts as you walk downtown looking for a place to eat. Your friend sees an upscale restaurant but you know that they have a dress code. Which answer below best tells your friend that to go there you have to be wearing pants and not shorts?1. 我们要穿裙子， 不穿长裤。
2. 我们要穿短裤，不穿西装。
3. 我们要穿长裤，不穿短裤。
4. 我们要穿西装，不穿裙子。

Correct Answer: C |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Writing  |
| **Benchmark Number** | WL.K12.IM.5.3 |
| **Benchmark** | State an opinion and provide supporting evidence using connected sentences.  |
| **Item Types** | Written Response |
| **Cognitive Complexity Level** | Moderate, High  |
| **Benchmark Clarification** | The student will state an opinion and provide supporting evidence using connected sentences. |
| **Content Focus** | State an opinion. |
| **Content Limits** | Content may include, but is not limited to, persuasive writing in which opinions may be about literary or informational materials. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* writing prompt
* illustration or graphic
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | Your Chinese friend is hungry for some hamburgers and he wants you to go get some hamburgers with him. However, you don’t want to eat hamburgers today. What is proper way to tell your friend that “I don’t want to eat hamburgers today”?1. 对不起，我今天不想吃汉堡。
2. 对不起，我今天不想吃苹果。
3. 对不起，我今天不想吃葡萄。
4. 对不起，我今天不想吃冰淇淋。

Correct Answer: A  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Writing  |
| **Benchmark Number** | WL.K12.IM.5.5 |
| **Benchmark** | Draft, edit, and summarize information, concepts, and ideas.  |
| **Item Types** | Written Response |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | The student will draft, edit, and summarize information, concepts and ideas.  |
| **Content Focus** | Edit and summarize information. |
| **Content Limits** | Content may include, but is not limited to, introductions, immediate family, background information, school, hobbies, travel, and sports. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* writing prompt
* graphic or illustration
 |
| **Distractor Attributes** | None Specified |

|  |  |
| --- | --- |
| **Sample Item** | You were walking around in a Chinese market and you overheard a Chinese mother and her child who were having a conversation, in Chinese, about the child’s favorite food. Which of the following sentences is the most appropriate to describe their conversation?1. 妈妈： 你喜欢不喜欢吃书包？

宝宝： 我不喜欢。1. 妈妈： 你喜欢不喜欢吃苹果？

宝宝： 他最喜欢。1. 妈妈： 你喜欢不喜欢打篮球？

宝宝： 我不喜欢。1. 妈妈： 你喜欢不喜欢吃葡萄？

宝宝： 我很喜欢。Correct Answer: D  |

|  |  |
| --- | --- |
| **Reporting Category** | Modes of Communication  |
| **Standard** | Presentational Writing  |
| **Benchmark Number** | WL.K12.IM.5.7 |
| **Benchmark** | Write a narrative based on experiences that use descriptive language and details.  |
| **Item Types** | Written Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will write a narrative or story using descriptive language and details and level-appropriate grammatical features and vocabulary including plot, character development, a beginning, middle and end. |
| **Content Focus** | Write a narrative. |
| **Content Limits** | Content may include, but is not limited to, an appropriate introduction, family education, employment, weather, clothing, travel, vacations and holidays, and future plans. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* writing prompt
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | Your friend Xiao Wen (小文) has long hair and big eyes. What is the following is the best sentence to narrate 小文’s facial features in Chinese?1. 小文有高高的头发和小小的眼睛。
2. 小文有短短的头发和小小的眼睛。
3. 小文有黑黑的头发和大大的眼睛。
4. 小文有长长的头发和大大的眼睛。

Correct Answer: D  |

|  |  |
| --- | --- |
| **Reporting Category** | Intercultural Standards |
| **Standard** | Culture  |
| **Benchmark Number** | WL.K12.IM.6.2 |
| **Benchmark** | Use practices and characteristics of the target cultures for daily activities among peers and adults. |
| **Item Types** | Selected Response, Audio Response |
| **Cognitive Complexity Level** | Low, Moderate, High  |
| **Benchmark Clarification** | The student will apply common behaviors and traits of the target culture that are used to engage in daily activities among peers and adults. |
| **Content Focus** | Apply daily cultural interactions.  |
| **Content Limits** | The content may include, but is not limited to, daily routines, family and/or school interactions.  |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level: * photographs (color, black and white)
* illustration (color, black and white)
* literary or historical documents
* video or audio segment
 |
| **Distractor Attributes** | Distractors may include, but are not limited to: * responses that do not relate to correct interpretations, relationships or details
* responses that relate to common misconceptions
 |

|  |  |
| --- | --- |
| **Sample Item** | What is the proper way to say “Happy Birthday” in Chinese?1. 生日快乐
2. 快乐新年
3. 快乐恭喜
4. 开心快乐

Correct Answer: A  |

|  |  |
| --- | --- |
| **Reporting Category** | Intercultural Standards  |
| **Standard** | Culture  |
| **Benchmark Number** | WL.K12.IM.6.4 |
| **Benchmark** | Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). |
| **Item Types** | Selected Response, Audio Response |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to recognize the products a culture produces and compare and contrast these products with products produced by other cultures. |
| **Content Focus** | Compare and contrast products across cultures.  |
| **Content Limits** | The content may include, but is not limited to, elements that can be compared or contrasted between cultures. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* photographs (color, black and white)
* illustration (color, black and white)
* literary or historical documents
* video or audio segment
 |
| **Distractor Attributes** | Distractors may include, but are not limited to: * responses that do not relate to correct interpretations, relationships or details
* responses that relate to common misconceptions
 |

|  |  |
| --- | --- |
| **Sample Item**  | Which of the following is a Chinese costume?1. Chima
2. Gofoku
3. Kimono
4. Qipao

Correct Answer: D  |

|  |  |
| --- | --- |
| **Reporting Category** | Intercultural Standards  |
| **Standard** | Connections |
| **Benchmark Number** | WL.K12.IM.7.1  |
| **Benchmark** | Use expanded vocabulary and structures in the target language to increase content area knowledge. |
| **Item Types** | Audio Response |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | Use expanded vocabulary and structures in the target language to summarize, clarify, or explain new content and demonstrate understanding of new information presented using expanded vocabulary and grammatical structures in the target language.  |
| **Content Focus** | Use target language to increase knowledge.  |
| **Content Limits** | Content may include, but is not limited to, authentic materials such as multi-media and teacher generated resources. The target language as the subject is excluded.  |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* literary or informational texts
* photographs (color, black and white)
* illustrations with captions, graphics, charts, etc. (color, black and white)
* two- to three-minute video segment
* two- to three-minute audio segment
* written prompt or research topic
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | Which of the following Chinese sentence has the correct grammar structure? 1. 我的朋友也是十年级我和。
2. 我和我的朋友也是十年级。
3. 我朋友和我的也十年级是。
4. 我十年级和我朋友也是的。

Correct Answer: B |

|  |  |
| --- | --- |
| **Reporting Category** | Intercultural Standards |
| **Standard** | Comparisons  |
| **Benchmark Number** | WL.K12.IM.7.2 |
| **Benchmark** | Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language. |
| **Item Types** | Audio Response  |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Demonstrate ability to discuss familiar topics and understand and introduce new information into these discussions. |
| **Content Focus** | Discuss general topics. |
| **Content Limits** | Content may include, but is not limited to, authentic material such as informational sources for geography, history, music, art, science, math, language, or literature. The target language as subject is excluded. |
| **Stimulus Attributes** | A stimulus may include, but is not limited to:* literary or informational texts
* photographs (color, black and white)
* illustrations with captions, graphics, charts, etc. (color, black and white)
* two- to thee-minute video segment
* two- to three-minute audio segment
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | Which of the following item does not belong?1. 飞机
2. 中文
3. 英文
4. 数学

Correct Answer: A  |

|  |  |
| --- | --- |
| **Reporting Category** | Intercultural Standards  |
| **Standard** | Comparisons  |
| **Benchmark Number** | WL.K12.IM.8.2 |
| **Benchmark** | Compare and contrast structural patterns in the target language and own. |
| **Item Types** | Written Response  |
| **Cognitive Complexity Level** | Moderate  |
| **Benchmark Clarification** | The student will identify structural patterns in the target language and compare and contrast them with English. |
| **Content Focus** | Identify structural patterns. |
| **Content Limits** | Content may include, but is not limited to, patterns of level-appropriate grammar and vocabulary dealing with topics such as shopping, travel, home life, and free time activities. |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* written passage
* video
* audio
* photographs (color, black and white)
* illustrations (color, black and white)
 |
| **Distractor Attributes** | Distractors may include, but are not limited to:* responses that do not relate to structural patterns in the target language and in own
* responses that relate to common misconceptions
 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample Item** | What are the correct definitions for numbers 1 and 2 in the below chart?

|  |  |  |
| --- | --- | --- |
| 中文 | Pinyin | English |
| 蓝色 | Lán sè | 1. **？**
 |
| 裙子 | 1. **？**
 | Dress |

1. 1 = blue; 2 = Qún zhi
2. 1 = black; 2 = Zhi qún
3. 1 = red; 2 = Shān Shàng
4. 1 = white; 2 = Shàng shān

Correct Answer: A |

|  |  |
| --- | --- |
| **Reporting Category** | Intercultural Standards  |
| **Standard** | Communities  |
| **Benchmark Number** | WL.K12.IM.9.1 |
| **Benchmark** | Use expanded vocabulary and structures in the target language to access different media and community resources. |
| **Item Types** | Written Response |
| **Cognitive Complexity Level** | Low  |
| **Benchmark Clarification** | The student will access different media and community resources in the target language. |
| **Content Focus** | Use the target language to access different media. |
| **Content Limits** | Content may include, but is not limited to, resources such as Internet search engines, newspapers, magazines, books, and video sites. The content includes topics that should be written so that they motivate students to research beyond simple definitions.  |
| **Stimulus Attributes** | A stimulus should be appropriate in length and pace to the Proficiency Level:* written texts
* illustrations
* photographs
* video segment
* audio segment
* electronic documentation
 |
| **Distractor Attributes** | None Specified  |

|  |  |
| --- | --- |
| **Sample Item** | You are in China and trying to go to an “Internet Café”, which of the following vocabulary terms represents “Internet Café”?1. 网上
2. 网吧
3. 网球
4. 网里

Correct Answer: B |