

Florida Hard-to-Measure Content Area:

World Languages

Test Item Specifications

Proficiency Levels:

Novice-Low/Novice-Mid to Advanced-Low



Florida Department of Education

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NOTE: The contents of this item specifications document were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

INTRODUCTION

Origin and Purpose of the Specifications

From the American Recovery and Reinvestment Act of 2009, a Race to the Top fund was provided for 11 states and the District of Columbia for the purpose of engaging in Race to the Top reform grants that are grounded in comprehensive reform. In September 2010, the U.S. Department of Education announced that Florida was a winner of the federal Race to the Top Phase 2 competition. An important component of Florida's winning application focused on the *Standards and Assessments* assurance area that “[adopts] rigorous standards and assessments that prepare students for success in college and the workplace” as well as “[builds] data systems that measure student success and inform teachers and principals how they can improve their practices” (Race to the Top, Florida Report, Year 1: School Year 2010-2011, p.2).

As an awardee of the Race to the Top reform grants, Florida, through its Office of Race to the Top Assessments, began to manage seven projects awarded to Local Education Agencies for the purpose of developing high-quality assessments for hard-to-measure content areas. The Florida Department of Education (FDOE) sought and included recommendations from educators across the state, including the Florida Organization of Instructional Leaders (FOIL) and a State Advisory Committee on District-Developed Student Assessments for Instructional Effectiveness (DDSAIE), comprised of parents, teachers, and district-level administrators, to determine the appropriate scope of work for assessment development for the hard-to-measure content areas. Provided these recommendations, teacher assignment and student enrollment data were analyzed to determine the courses that reach the greatest number of students and teachers in the hard-to-measure content areas. As a result of the analysis, World Languages was identified as a content area with courses having the greatest need for assessment development.

To develop high-quality assessments for the hard-to-measure content area of World Languages (WL), Duval County Public Schools was awarded the WL Race to the Top grant identified henceforth as *Project Proficere*. *Proficere* engaged Florida teachers to develop high-quality assessments for the following five language areas: American Sign Language, French, German, Italian, and Latin. As such, the assessment items will become accessible to Florida public school districts and teachers through the State's electronic Interim Assessment Item Bank and Test Platform (IBTP). When the IBTP is fully operational, educators will have the ability to search the extensive bank of test items that have been vetted by Florida teachers, to export items, and to generate customized assessments to meet district and classroom needs. Additionally, a pool of practice items will be made available to students and parents, which independent schools may access as well.

Via the *Project Proficere* website (<http://www.duvalschools.org/reseval/proficere/>), the Project invited teachers from Florida's 67 districts to submit applications for participation. Furthermore, *Proficere* developed partnerships with Lake, Polk, and Seminole Counties as well as the following universities and associations: the University of South Florida (College of Education, David C. Anchin Center), the University of North Florida (World Languages, College of Arts and Sciences), the Florida Foreign Languages Association (FFLA), and the Foreign Languages Association for Managers in Education (FLAME). These partners help provide expertise throughout the process of developing the *Specifications*.

In October of 2011 *Proficere* was launched at conferences for FFLA and FLAME. Through *Proficere's* website, the Project recruited a geographically diverse group of teachers from across the State to work alongside Duval teachers who applied for participation as *Specifications* developers. Subsequent to the

application process, 25 teachers were selected to participate in Phase One of the Project. These *Original* 25 participants comprised five distinct linguistic groups, with each group consisting of five teachers who possessed distinguished WL expertise and/or participated actively in their WL associations. Phase One leadership and teacher-participants are listed in the table below.

Table 1
Proficere Leadership and Specifications Developers

Phase One Primary Leadership	
Director of <i>Project Proficere</i>: Melanie Bolt, Ph. D.	Duval County
Executive Director of Instructional Research and Accountability: Timothy Ballentine	Duval County
Supervisor of World Languages: Joanne Davis, Ph. D.	Duval County
Specialist for the Deaf/HH Program Brenda N. Dale, M.Ed.	Duval County
Supervisor of Test Development: Gwyn Seltzer	Duval County
FDOE <i>Proficere</i> Liaison: Annamarie Cairo-Tijerino, M.Ed.	Leon County
Teachers of American Sign Language	
Jennifer Allinson	Duval County
*Craig Leavitt	Duval County
FFLA 2011 Associated Leagues Teacher of the Year, Florida American Sign Language Teacher Association (FASLTA) Shawn Olmstead	Seminole County
*Lesley Silvestris	Duval County
Dimarly Suarez	Clay County
Teachers of French	
President of the American Association of Teachers of French (AATF) *Lauren Doyle-McCombs, Ph. D.	Duval County

*Louise Hunley, Ph. D.	Duval County
*Grace Kellermeier, Ed. D.	Volusia County
Elisabeth Sundstrom	Duval County
Corinne Torres	Seminole County
Teachers of German	
FFLA 2011 Associated Leagues Teacher of the Year, Florida Association of Teachers of German (FATG) Kevin Browne	Brevard County
Dawn Hall	Broward County
*Sara Hoefler	Orange County
Anthony Krupp, Ph. D.	Miami-Dade County
Teachers of Italian	
Manuela Biancotti	Broward County
*Elizabeth Gentry	Duval County
Katherine Grazier-Pescante	Hillsborough
Sheryl Martino	Collier County
Marzia Vitali	Seminole County
Teachers of Latin	
Alan Blessing	Pinellas County
Timothy Kandel	Broward County
*Janice Lee	Duval County
Aurelia Ogles	Lake County
Jeffrey Satriano	Leon County

*An asterisk indicates Phase One participants who served as members of an Expert Panel to review and edit the *Specifications*.

Scope of This Document

The *Specifications* document, grounded in the 2011 World Languages Next Generation Sunshine State Standards (WL-NGSSS), provides benchmark and proficiency level guidelines for the development of all WL assessment items contained in the World Languages Item Bank.

The Overall Considerations section of this document explains the guidelines that should be followed during the item development process. The Criteria for the WL IBTP Items section describes the item style and format as well as the criteria for selecting stimulus materials. The Degree of Challenge of WL IBTP Items section of this document discusses the concepts of item difficulty and cognitive complexity levels. The Guidelines for Item Writers and the Guide to the Proficiency Level Specifications sections provide an overview for selection and development of all item types within the scope of the IBTP and presents a benchmark classification scheme, respectively. The Benchmark Specifications section describes specific information pertaining to each WL benchmark in the WL-NGSSS. The following information is contained within this section: benchmark clarification statements, content limits, stimulus attributes, and a sample item for each benchmark grouping (*FCAT 2.0 Science Specifications*, Grade 8, p. 1).

Overall Considerations

This section through page 30 of the *Specifications* describes the guidelines that apply to all assessment items developed for the World Languages IBTP and draws on the Overall Considerations of the *FCAT 2.0 Reading Test Item Specifications, Grades 9-10* (p. 2) and the *FCAT 2.0 Science Test Item Specifications, Grade 8* (p. 2-3).

Overall considerations are broad item-development guidelines that should be addressed during the development of assessment items. Other sections of this document relate more specifically to the particular aspects of item development (content limits, for example).

Each item should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item content.

- Items should be proficiency-level appropriate in terms of item difficulty, cognitive demands, and reading level. The Individual Benchmark Specifications and the Item Writer Glossary provide information to the writer about which topics are appropriate for use in test items at each Proficiency Level.
- Assessment items should be written to the cognitive level of the benchmark unless otherwise noted in the Individual Specifications section. For example, if a benchmark states that the student will interpret a text, the assessment item should assess an interpretation.
- At a given proficiency level, the items should exhibit a varied range of difficulty.
- The reading level of items should be on or below the proficiency level for which a given item is written.
- Items should assess the application of a concept rather than the memorization of a fact unless noted otherwise in the Individual Benchmark Specifications.
- Items will not require the student to define terms.

- Some items may be written to include stimulus material that is associated with several items in addition to the item stem.
- Items may require the student to apply skills described in the prior knowledge benchmarks from lower proficiency levels; however, that knowledge should not be assessed in isolation.
- Each item should be written clearly and unambiguously to elicit the desired response.
- Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

Item Contexts (Scenarios)

The context in which an item is presented is called the item context or scenario. Assessment items should be placed in a context.

- Each item context should be designed to interest students at a given proficiency level. Scenarios should be appropriate for students in terms of proficiency-level experience, difficulty, and cognitive development.
- The context should relate to the question asked and should lead the student cognitively to the question. Efforts should be made to keep assessment items as concise as possible without losing cognitive flow or missing the main idea or concept.
- Scenarios in items related to a proficiency level that generally corresponds to an elementary school student’s WL study should be limited to those familiar to an elementary school student rather than global situations. Scenarios in items related to a proficiency level that generally corresponds to a junior high/middle school student’s WL study should be limited to those familiar to a junior high/middle school student rather than global situations. However, for a proficiency level that typically corresponds to a high school student’s Year 3 of WL study may include topics and vocabulary indicative of global situations.
- Item contexts should utilize a variety of semi-authentic media that are interesting and appealing to students at the proficiency level for which the media are intended. Graphics, audio, and video material with controversial or offensive content should not be included in the items. Confusing or emotionally charged subjects also should be avoided. References to trademarks, commercial products, and brand names should not be included in the items.
- Item content should be timely but unlikely to become dated.

Construct Assessed: Language Proficiency

The framing of the WL-NGSSS was based on the Common European Framework of Reference for Languages (CEFR) which provides a basis for the mutual recognition of language qualifications and prepares students for an interdependent world (*World Languages Course Descriptions: an Update*, January 19, 2012). The WL-NGSSS were approved by the State Board of Education in December of 2010 and are presented in Appendix A and at <http://www.fldoe.org/aala/pdf/2011WorldLanguagesStandards.pdf>. The approval of the WL-NGSSS underscores the following shift: No longer do the Standards focus on grade-level performance, but emphasize language proficiency. For example, a Novice Low Proficiency Level, whether taught to a first grader or a tenth grader would contain the same standard content (*World Languages Course Descriptions: an Update*, January 19, 2012).

The Center for Applied Second Language Studies (CASLS) defines language proficiency as “a measure of

a person’s ability to use a given language to convey and comprehend meaningful content in realistic situations” (University of Oregon, p. 6). The WL-NGSSS provide a basis for assessing students’ proficiency on World Language tasks in five Modes of Communication and in four Intercultural Standards, which taken together provide evidence for students’ linguistic capacity.

2011 Florida World Languages Next Generation Sunshine State Standards

Within the WL-NGSSS, students’ linguistic proficiency is evidenced through two overarching goal areas that include that are as follows:

- (1) Modes of Communication and
- (2) Intercultural Standards

These goal areas are comprised by nine Standards as follows:

- (1) Modes of Communication
 - Standard 1: Interpretive Listening
 - Standard 2: Interpretive Reading
 - Standard 3: Interpersonal Communication
 - Standard 4: Presentational Speaking
 - Standard 5: Presentational Writing
- (2) Intercultural Standards
 - Standard 6: Culture
 - Standard 7: Connections
 - Standard 8: Comparisons
 - Standard 9: Communities

The first goal area of language proficiency addresses communication, which can be described in different ways; however, the American Council on the Teaching of Foreign Languages (ACTFL), *Standards for Foreign Language Learning in the 21st Century*, provides a description of communication in terms of three modes.

Three Modes of Communication Described by ACTFL

Interpretive Mode

The interpretive mode relates to the understanding of spoken or written language, such as listening to a broadcast or reading a magazine. It involves having a culturally appropriate understanding of the meaning of oral or written messages sent through print and visual images. In this mode, the original author is not present to clarify misunderstandings. Necessary to achieving successful communication in this mode are the receptive language abilities of listening

and reading and the ability to use visual images to assist in comprehension (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*, p. 19).

Presentational Mode

The presentational mode involves spoken or written communication, such as giving a speech or writing a story. It involves producing spoken or written messages for an audience with whom there is no immediate personal contact. Thus, there is no possibility to clarify intended meanings when misunderstandings occur. Such messages need to reflect awareness of cultural differences in order to be presented in a manner that will enable appropriate interpretation by persons from a cultural background where the foreign language is spoken. Necessary to achieving successful communication in this mode are the productive language abilities of speaking and writing and the ability to use visual images (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*, p. 20).

Interpersonal Mode

The interpersonal mode involves two-way, interactive communication, such as conversing face-to-face or exchanging e-mail messages. It is characterized by direct communication between individuals who are in personal contact, thus allowing the participants to clarify their meaning when misunderstandings occur. In this mode, participants in the interaction use both linguistic and non-linguistic feedback from others to ascertain the extent to which their message is being successfully communicated and can make adjustments and clarifications accordingly. Necessary to achieving successful communication in this mode are the productive language abilities of speaking and writing, the receptive abilities of listening and reading, and the ability to use and interpret nonverbal behavior, including body language in face-to-face interactions (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*, p. 19).

While ACTFL's *Standards for Foreign Language Learning* characterizes communication in terms of three modes, the WL-NGSSS further delineates communication to include five Standards. These five Standards comprise the first goal area of language proficiency: Modes of Communication that is contained within the WL-NGSSS. The five Standards are presented below, underneath a corresponding ACTFL mode of communication:

Interpretive Mode

- **Standard 1 of WL-NGSSS Modes of Communication:**

Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

- **Standard 2 of WL-NGSSS Modes of Communication:**

Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

Presentational Mode

- **Standard 3 of WL-NGSSS Modes of Communication:**

Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

- **Standard 4 of WL-NGSSS Modes of Communication:**

Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally *appropriate context in the target language*.

Interpersonal Mode

- **Standard 5 of WL-NGSSS Modes of Communication:**

Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

The second goal area of language proficiency in the WL-NGSSS is Intercultural Standards, which can be better understood in terms of four categories found within the *Framework for the 2004 Foreign Language National Assessment of Educational Progress*. These include the following:

Culture

“The *Culture* goal relates to gaining knowledge and understanding of a different culture on its own terms. Culture is understood as the perspectives, practices, and products common to a society. The philosophical perspectives of a cultural group—the meanings, attitudes, values, and ideas that form its worldview—are the basis from which practices and products are derived. Practices are the patterns of social interaction accepted by the society, such as its rules for greeting and leave-taking, how space and gestures are used in personal interactions, and how status is determined. Products may be tangible (such as books, paintings, or buildings) or intangible (such as laws or a system of education). Understanding interrelationships among perspectives, practices, and products of the culture(s) studied in the foreign language classroom provides important content and purpose for participating in communication in the foreign language” (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*).

Connections

The *Connections* goal relates to using the foreign language to connect to other academic disciplines to acquire knowledge. This goal provides a clear purpose for communication in the foreign language, whether to reinforce and further one’s knowledge of other academic disciplines or to acquire information and recognize distinctive viewpoints available only through the foreign language and its cultures” (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*).

Comparisons

“The *Comparisons* goal relates to developing insight into the nature of language and culture through comparisons between the native language and culture and a foreign language and

culture. Making comparisons provides a clear purpose for communication in the foreign language.” (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*).

Communities

“The *Communities* goal relates to participating in multilingual communities at home and around the world. This goal provides a context in which the foreign language is used purposefully for communication. Within the instructional setting, the context may extend beyond the school community through communication with speakers of the foreign language through e-mail or audiotapes, for example. Ideally, the context will involve using the language for personal enjoyment” (*Framework for the 2004 Foreign Language National Assessment of Educational Progress*).

The second goal area of language proficiency in the WL-NGSSS is Intercultural Standards, which is comprised by the following four Standards:

- **Standard 1 of WL-NGSSS Intercultural Standards:**

Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

- **Standard 2 of WL-NGSSS Intercultural Standards:**

Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

- **Standard 3 of WL-NGSSS Intercultural Standards:**

Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

- **Standard 4 of WL-NGSSS Intercultural Standards:**

Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Levels

The WL-NGSSS provide a basis for assessing students’ proficiency on World Languages tasks in the five Modes of Communication and in the four Intercultural Standards, which provide evidence for students’ language proficiency. The Proficiency Levels listed within the WL-NGSSS are as follows:

- Novice Low-Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

- Advanced High
- Superior

It should be noted that the Proficiency Levels contained in the WL-NGSSS do not directly correspond to 2012 ACTFL Levels. Therefore, as general reference points of comparison it may be useful for WL item writers to consider the Center for Applied Second Language Studies (CASLS) four Benchmark Levels, which include Beginning, Transitioning, Expanding, and Refining.

Benchmark Levels Described by CASLS

Beginning Proficiency

“Beginning proficiency is characterized by a reliance on a limited repertoire of learned phrases and basic vocabulary. A student at this level is able to recognize the purpose of basic texts, such as menus, tickets, short notes, etc. by understanding common words and expressions. The student is able to understand a core of simple, formulaic utterances in both reading and listening. In writing and speaking, the student is able to communicate basic information through lists of words and some memorized patterns” (*Computerized Assessment of Proficiency Test Specifications, CASLS*).

Transitioning Proficiency

“Transitioning proficiency is characterized by the ability to use language knowledge to understand information in everyday materials. The learner is transitioning from memorized words and phrases to original production, albeit still rather limited. In reading, students at this level should be able to understand the main ideas and explicit details in everyday materials such as short letters, menus, and advertisements. In listening, students at this level can follow short conversations and announcements on common topics and answer questions about the main idea and explicitly stated details. In speaking and writing, students are not limited to formulaic utterances, but can express factual information through the manipulation of grammatical structures” (*Computerized Assessment of Proficiency Test Specifications, CASLS*).

Expanding Proficiency

“Expanding proficiency is characterized by the ability to understand and use language for straightforward informational purposes. At this level, students can understand the content of most factual, non-specialized written or spoken texts intended for a general audience, such as newspaper articles, television programs, and the like. In writing and speaking, students have sufficient control over language to successfully express a wide range of relationships (e.g., temporal, sequential, cause and effect, etc.)” (*Computerized Assessment of Proficiency Test Specifications, CASLS*).

Refining Proficiency

“Refining proficiency is characterized by the ability to understand and use language that serves a rhetorical purpose and involves reading or listening ‘between the lines.’ Students at this level can follow spoken and written opinions and arguments, such as those found in newspaper editorials. The students have sufficient mastery of the language to shape their production, both written and spoken, for particular audiences and purposes and to

clearly defend or justify a particular point of view” (*Computerized Assessment of Proficiency Test Specifications*, CASLS).

In general, the Year of Study, the WL-NGSSS Proficiency Levels, and the CASLS Benchmark Levels provide flexible correspondences that are displayed in the table on the following page.

Table 2
Correspondences to Year of Study

Year of Study	Standards’ Proficiency Level	CASLS Benchmark Level
1	Novice Low/Mid- Novice High	Beginning
2	Intermediate Low- Intermediate Mid	Beginning/Transitioning
3	Intermediate High- Advanced Low	Transitioning
4	Advanced Low- Advanced Mid	Transitioning
5	Advanced High	Transitioning/Expanding
6	Superior	Expanding

For the purpose of drafting the *Specifications* document, *Project Proficere* teachers deliberated about what course content, or topics, should fall within each Proficiency Level. The teachers considered their classroom expertise, the Year of Study, the CASLS Benchmark Levels as well as the World Languages Course Descriptions set forth for American Sign Language, French, German, Latin, and Italian (<http://www.fldoe.org/aala/pdf/wlclududjan.pdf>).

Furthermore, *Proficere* teachers reflected on a January 19, 2012 presentation by the FDOE Bureau of Student Achievement through Language Acquisition, indicating that the “course descriptions reflect a much higher level of rigor than previous versions” (*World Languages Course Descriptions: an Update*). The Bureau further explained that by teachers knowing the development process and how national and international guidelines were utilized, teachers may better understand that the new course descriptions will guide them on what students should learn while retaining teachers’ flexibility in how they choose to teach.

Key Committee Decisions

World Languages *Specifications* developers made the following key decisions:

Proficiency Levels

- While the Proficiency Levels presented in the WL-NGSSS range from Novice Low/Mid to Superior, *Proficere* teachers wrote the *Specifications* for Novice Low/Mid through Advanced Low Levels exclusively. Teachers based their decision on the rationale that Novice Low/Mid to Advanced Low Proficiency Levels are associated with the highest enrolled courses (on which the Office of Race to the Top Assessments focus).
- Specifications writers also noted that the Advanced Mid to Superior Proficiency Levels are associated with IB, AICE, and AP courses for which rigorous assessments already exist that require high levels of languages proficiency.

American Sign Language (ASL)

- To provide uniformity and guidance when writing scripts (*gloss*) for ASL items, item writers should refer to *Master ASL* by Jason Zinza. As supplemental guides, item writers should utilize *Signing Naturally, Level 2* (Lentz, Smith, and Mikos, 1992) and *Signing Naturally, Level 3* (Mikos, Smith, and Lentz, 2003). These texts provide the basis for all *glossing* in the item development process for ASL.
- ASL item writers should consider the following clarifications pertaining to the WL-NGSSS:

Standard 1: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas from culturally authentic conversations on a variety of topics in the target language.

Standard 2: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas from culturally authentic narrations from one individual on a variety of topics in the target language.

Standard 4: Presentational Speaking

In ASL's formal mode, the student will present information to an audience. The student will be able to present information, concepts, and ideas to an audience in an impromptu manner on a variety of topics in a culturally appropriate context in the target language; this may or may not be recorded.

Sample test question: Look at this picture. You have five minutes to prepare a formal composition in ASL telling a story about this picture, including role shifting, blending, and other ASL narration techniques. (The student is signing to a live audience.)

Standard 5: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience on a variety of topics in a culturally appropriate context in the target language when provided time to prepare. The recording of information presented in ASL's formal mode is modified to reflect recording parameters. Presentational writing in ASL can be differentiated from speaking in the sense that the signer must be fully aware of recording

parameters that influence one's signing, such as a reduced use of space, finger-spelling placement, and the like.

Sample test question: You are meeting for the first time a Deaf person who has Usher's Syndrome, with the typical tunnel vision limitation. Prepare a self-introduction that takes into consideration a limited sign space. (The student is recorded while signing to an audience [in a culturally appropriate context]).

CRITERIA FOR WL IBTP ITEMS

Item Style and Format

This section presents stylistic guidelines and formatting directions that item writers should follow while developing items for the WL IBTP.

General Guidelines

- Assessment items should be clear and concise and should use topics and sentence structure appropriate for the assessed proficiency level. Item writers should refer to the resources provided during item writer training and to the Glossary in Appendix A to determine whether the language used in the test item is proficiency-level appropriate.
- Topics should be proficiency-level appropriate. Item writers should refer to Appendix B, the Internationally Accepted Topics Lists for Proficiency Levels, and to Appendix C, the Guide to the Proficiency Level Descriptors.
Assessment items should have only one correct answer. The words *most likely* or *best* should only be used when appropriate to the question.
- The final sentence of all test item stems must be expressed as a question.
- Assessment items utilizing art/images should be to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art/image.
- Media in test items should be clearly labeled and contain all necessary information.
- Test items should not use the word not (e.g., Which of the following is NOT an example of ...).
- Masculine pronouns should NOT be used to refer to both genders. Name(s) should be used whenever possible to avoid gender-specific pronouns (e.g., instead of *The student will make changes so that he...* use *John and Maria will make changes so that they...*).
- An equal balance of male and female names should be used, including names representing current student names and different ethnic groups appropriate for Florida.
- Graphics referenced in a test item will not be presented within the item itself.

Criteria for Selecting Stimulus Materials

World Languages items may contain any of the stimuli listed below.

Graphics

Graphics should be of non-copyrighted art works in the public domain or teacher-produced and should represent a wide variety of graphic/art forms. Graphics may include text boxes and other labels, legends, keys, and captions. Graphics should also reflect multicultural diversity and avoid gender stereotyping. Graphics must be clear and easy to reproduce, and be semi-authentic whenever possible. Graphics that require the test-taker to have prior or specialized knowledge that is inconsistent with the WL-NGSSS should not be included.

Audio Segments

Audio segments should be clear. The segment should begin at a static point and then provide clear audio from beginning to the end. The segment should last no longer than one minute.

Video Segments

Video segments should be clear and demonstrate the focus of the question without superfluous background material present. They should not contain more than two or three people engaged in the activity that is being illustrated. The segment should start at a static position and then show the action to be illustrated clearly from the start to the finish. The segment should last no longer than one minute.

Item Response Types

The items developed for the WL IBTP will be comprised by the six response types found in the table below.

Table 3
Item Response Types

	Item Response Types	Description of Item Response Type	Media
MC	Multiple Choice: to include four response options	Includes four response options: A, B, C, and D	Media may be included in the item <i>stimulus</i>
AR	Audio Response: not to exceed 60 seconds; to be proficiency-level appropriate	Requires a microphone; the student speaks into a microphone to respond	Media may be included in the item <i>stimulus and/or the item response</i>
VR	Video Response: not to exceed 60 seconds; to be proficiency-level appropriate	Requires a webcam; the student's response is video-recorded	Media may be included in the item <i>stimulus and/or the item response</i>
WR	Written Response: to be proficiency-level appropriate	Ranges from a minimum of a one-word response to an extended written response	Media may be included in the item <i>stimulus</i>
PT	Portfolio Task: to be proficiency-level appropriate	Best assessed in the classroom; rubrics are utilized	Media may be included in the item <i>response</i>
TE	Technology Enhanced: to be proficiency-level appropriate	Includes hot spots and drop-and-drag capability using a mouse with the computer	Media may be included in the item <i>stimulus and/or the item response</i>

The purpose of the WL IBTP is to assess student proficiency on World Languages tasks in five Modes of Communication and in four Intercultural Standards. The item types listed above include two different materials: texts and media.

Texts

Texts may include literary or informational selections. Literary texts provide insight, entertainment, or inspiration and include fiction and some types of nonfiction (e.g., biographies, speeches, essays, poetry, and drama). Literary texts should address a variety of themes appropriate for and interesting to students at the designated Proficiency Level. Teacher-composed or excerpts from literary texts must reflect qualities of good literature.

Provided informational texts, language is used to solve problems, raise questions, provide information, and present new ideas about the subject matter. Another form of informational text includes functional reading materials (e.g., websites, how-to material) encountered in real-world situations. Informational texts must include a variety of proficiency-level appropriate information sources.

Texts should represent different points of view, contexts, and cultures while including issues and problems that persist across time. The texts should have identifiable key topics and relevant supporting details.

As students progress beyond the lower proficiency levels, they may read informational texts with increasing frequency in and outside of school. Therefore, the percentage of informational texts that

students will encounter on the WL IBTP may increase as they move up through the proficiency levels.

The following table provides examples of literary and informational texts that may be represented on the WL IBTP.

Table 4
Types of Texts

Types of Literary Text	Types of Informational Text
<p>Fiction (May include Teacher-Constructed Texts)</p> <ul style="list-style-type: none"> • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Fantasy • Drama • Excerpts from longer Works <p>Nonfiction</p> <ul style="list-style-type: none"> • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques 	<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Historical documents (e.g., Declaration of Independence) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries <p>Secondary Sources/Nonfiction (May include Teacher Constructed Texts)</p> <ul style="list-style-type: none"> • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles <p>Functional Materials (May include Teacher Constructed Texts)</p> <ul style="list-style-type: none"> • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., table, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages

Media

Media are used to provide both necessary and supplemental information. That is, some media provide necessary information for answering the question while other media display or support the context of the item. Scenarios may include charts, diagrams, illustrations, photographs/images, audio segments or video segments unless otherwise noted in the Individual Benchmark Specifications.

- Assessment items should not begin with media (graphics, audio or video segments). Media in items should be preceded by text.
- All diagrams and charts should be titled. Titles should be displayed in capital letters, boldfaced, and centered.
- Illustrations, photographs/images, audio and video segments should be titled or introduced. If a title is used, the title may be placed above or below the illustration or photograph/image.

Sources

(FCAT 2.0 Reading Test Item Specifications, Grades 9-10, pp. 4-7)

Texts and media should be (1) non-copyrighted material in the public domain, (2) teacher-constructed texts/media, or material for which permission has been granted for use in Florida’s IBTP. These

selections should represent a wide variety of contexts and WL-NGSSS subject areas. Published material from the public domain should be selected from a wide variety of sources. These should be utilized on tests as they are published, or as closely and reasonably as can be accomplished. Teacher-constructed texts or media will be the property of the FDOE.

Characteristics of Texts and Media

Selections must be well-written and semi-authentic. They should be cohesive, logically arranged, and stylistically consistent. Material that requires the student to have prior or specialized knowledge that is not contained in the main text should include the necessary information in a separate insert, such as an introduction or a text box.

Excerpts must function as intact, stand-alone pieces. They must contain recognizable key concepts, exemplify all the elements of good writing, and meet the requirements for complete selections with a readily identifiable beginning, middle, and end.

Teacher-constructed material should reflect the same qualities and tone of good literature and include informational materials that are proficiency-level appropriate. The material should present subject matter that is of high interest and pertinent to students' lives. Also, the format (i.e., the presentation of the texts and media) should be proficiency-level appropriate.

The selection of public domain works should follow the same rigorous process as do all other types of selections. Public domain selections will be reviewed for any bias and sensitivity issues and proficiency-level appropriateness. The public domain selections must reflect the characteristics of good literature and media.

Content

As a general guideline, content should be based on topics located in Appendix B and properly pertain to the intended Proficiency Level. Texts and media may contain sufficient content, including details and idea development, to serve as a basis for at least three assessment items. During the initial development of items, eight items should be written for a selection of medium or longer length. Items should also be developed for shorter selections that can be paired with selections of similar topics.

Texts and media should be interesting and appealing to students at the Proficiency Level for which the selections are intended. Texts and media at a given Proficiency Level should include a range of Proficiency Level selections that are representative of the material students may be expected to read and comprehend. Additionally, texts and media should be conceptually appropriate and relevant. They should reflect real-world settings and events that are interesting to students and not limited to classroom or school-related situations. Texts and media with controversial or offensive content should not be included in items. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked to ensure copyright permission is granted. If there is any question about the accuracy of content, the FDOE may require at least two additional sources to verify the information in the WL IBTP.

Modifications

Material that is public domain or for which copyright permission has been granted that is otherwise appropriate may be modified to remove, replace, or footnote a word or phrase that is above the Proficiency Level; however, if the word or phrase has sufficient context, it may be tested. Footnotes may be used at all proficiency levels. (Footnotes are counted in the total word count of the text but are not tested in items.) Any modifications must be reviewed carefully to ensure they do not significantly alter the meaning, clarity, Proficiency Level, tone, and so on, of the text. Selections may need to be edited simply to satisfy length requirements.

Texts and Media Features

Graphics should be included with texts wherever possible. Graphics may include photographs, website features, illustrations, maps, charts, advertisements, and schedules. Maps, tables, text boxes, and other graphic stimuli must have appropriate labels, legends, keys, and/or captions. All graphics should help students understand the text and/or provide information supplemental to the text. Graphics should also reflect multicultural diversity and avoid gender stereotyping.

Item writers should not develop items where the stimulus, correct answer, or multiple-choice distracters are dependent upon recognition of color. If a reference to color is used in an item, the color must be labeled with appropriate text. All artwork must be high quality.

Diversity

Texts should bring a range of cultural diversity to the assessment. Characters, settings, and situations should reflect the variety or interests and backgrounds that make up Florida's student population. Texts should be written by and about people of different cultures and races; however, selections about culture—or region-specific topics should not create an advantage or disadvantage for any particular group of students with a particular characteristic, including gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region. These kinds of texts should contain sufficient information to allow a student to answer the accompanying assessment items.

Except as appropriate for historically accurate public domain pieces, texts should also be free from any bias or stereotyping (e.g., always presenting male doctors and female nurses).

Reading Level

The reading level of each selection should be appropriate to the assessed Proficiency Level. Selections for a given proficiency level should represent a range of reading levels suitable for the beginning and through the end of the assessed proficiency level, which has a flexible correspondence to Year of Study (Table 2, CASLS Benchmark Levels).

During the text review process, Florida educators use professional judgment and expertise to determine whether the reading level of each selection is suitable for the Proficiency Level of the assessment. Decisions about the appropriateness of topics are based on professional judgment and internationally/commonly accepted published topics lists. Individual words or phrases no more than two Proficiency Levels beyond the tested Proficiency may be used to assess benchmarks that include the use of context if the context is sufficient to determine the meaning of the unfamiliar word or phrase, or topic.

DEGREE OF CHALLENGE OF WL IBTP ITEMS

The degree of challenge of WL IBTP items is characterized by the following two components: item difficulty and cognitive complexity.

Item Difficulty

Initially, the difficulty of WL IBTP items is estimated by committees of educators participating in Item Content Review meetings each academic school year. As each assessment item is reviewed, committee members draw upon their knowledge of student knowledge of student performance at a given Proficiency Level. The classification scheme used for this prediction of item difficulty is based on the following terms:

Easy degree of difficulty: More than 70% of the students are likely to respond to the item correctly.

Average degree of difficulty: Between 40% and 70% of the students are likely to respond correctly.

Challenging degree of difficulty: Less than 40% of the students are likely to respond correctly.

After an item appears on a test, item difficulty refers to the verifiable percentage of students who chose the correct answer.

Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. In previous years, the FDOE utilized Bloom's Taxonomy to classify assessment items. However in 2004, the FDOE implemented a new cognitive classification system based on Dr. Norman L. Webb's framework for Depth of Knowledge (DOK).

The rationale for classifying an item by its DOK level of complexity focuses on the expectations made of the item, not on the ability of the student. When classifying an item's demands on thinking (i.e., what the item requires the student to recall, understand, analyze, and so on), it is assumed that the student is familiar with the basic concepts of the task.

Items are selected for the WL IBTP based on the WL-NGSSS and their proficiency-level appropriateness, but the complexity of the items remains independent of the particular curriculum a student has experienced. On any given assessment, the cognitive complexity of a multiple-choice item may be affected by the distracters (incorrect answer options). The cognitive complexity of an item depends on the Proficiency Level of the assessment; an item that has a high level of cognitive complexity at one Proficiency Level may not be as complex at a higher Proficiency Level.

The categories include (1) low, (2) moderate, and (3) high and form an ordered, orthogonal description of the cognitive demands an item may make on a student. For example, low-complexity items may require a student to solve a one-step item. Moderate-complexity items may require two steps. High-complexity items may require multiple steps that ask the student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of an item.

Item writers are expected to evaluate their items in terms of cognitive complexity and include this information on the item template. Items should be written to the highest level of complexity as appropriate to the assessed benchmark.

Categories of Complexity

Low Complexity: WL IBTP low-complexity items rely heavily on the recall and recognition of previously learned concepts and principles. For a low-complexity item, the student would be expected to demonstrate simple skills or abilities. A low-complexity item requires a basic understanding of stimuli, which often involves verbatim recall of text/stimuli or simple understanding of a single word or phrase.

Moderate Complexity: WL IBTP moderate-complexity items involve more flexible thinking than low-complexity items. Often, moderate-complexity items require two steps: comprehension and subsequent processing of texts/stimuli. Students are expected to make inferences about the text/stimulus and may encounter items that include words such as summarize, infer, classify, gather, organize, compare, and display. Additionally, students may be asked to explain, describe, or interpret.

High Complexity: WL IBTP high-complexity items make heavy demands on student thinking. High-complexity items require several steps that involve abstract reasoning and planning. Students may be asked to explain, generalize, or make multiple connections. Students must be able to support their thinking. Items may involve identifying the theme and the implicit main idea and making complex inferences within or across texts. In addition, students may be asked to take information from at least one portion of a text/stimulus and apply the information to a new task. They may be asked to perform an analysis of the connections among the texts/stimuli.

The items that are developed for each Proficiency Level should be written so that they span a range of low, moderate, and high complexity levels. The table on the following page serves as a reference for item writers to assist in this work. However, it is important that the designation of an item's Cognitive Complexity should be set while bearing in mind the item's intended overall cognitive demand on a student.

Table 5
Cognitive Complexity Levels

Low Complexity	Moderate Complexity	High Complexity
<ul style="list-style-type: none"> • Demonstrate understanding of short conversations in familiar contexts • Follow short, simple directions • Recognize words and phrases when used in context on familiar topics • Participate in basic conversations using words, phrases, and memorized expressions • Differentiate among oral statements, questions, and exclamations • Present simple information about a familiar topic • Write simple sentences about self/others • Recognize a sequence in a text/stimulus • Recognize basic practices of a given culture • Recognize products of a culture • Identify celebrations typical of a target culture • Use key words and phrases in the target language 	<ul style="list-style-type: none"> • Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences or conversations • Demonstrate understanding of complex directions and instructions in familiar settings • Ask simple questions and provide simple responses related to personal preferences • Exchange essential information about self, family, and familiar topics • Express personal views on a variety of topics • Describe a problem or situation with details and state an opinion • Describe events, plans, or actions using logically sequenced and connected sentences with relevant details • Retell or summarize a storyline using logically connected sentences with relevant details • Write a narrative on familiar topics using logically connected sentences with supporting details • Identify similarities and differences in products across cultures • Distinguish patterns of behavior and social interaction in various settings in the target culture(s) • Use expanded vocabulary and structures in the target language • Distinguish between different registers of language 	<ul style="list-style-type: none"> • Demonstrate understanding of extended speech on familiar and unfamiliar topics • Identify the main idea and supporting details from discussions and interviews on unfamiliar topics • Follow technical instructions for familiar products and services • Recognize high frequency idiomatic expressions from a variety of authentic texts of unknown words by using context clues • Demonstrate understanding of viewpoints expressed in literary and non-literary texts • Make inferences and predictions from a written source • Communicate with moderate fluency and spontaneity on familiar topics including complex situations • Justify personal preferences, needs and feelings to persuade others • Speak using different time frames and appropriate mood with good control • Express in writing ideas on a variety of topics presented in clear, organized texts • Use idioms and idiomatic expressions in writing • Compare and contrast cultural practices and perspectives among cultures with the same language • Analyze the contributions of diverse groups within the target culture(s) made

Items are classified by the cognitive demand inherent in the assessment item, not on assumptions about the student’s approach to the item. The table below presents the range for the percentage of points by cognitive complexity level on the WL IBTP.

Table 6
WL IBTP Percentage of Points by Cognitive Complexity Level

Proficiency Level	Low Complexity	Moderate Complexity	High Complexity
Novice Low/Mid	25-35%	50-70%	5-15%
Novice High	20-30%	50-70%	10-20%
Intermediate Low	15-25%	50-70%	15-25%
Intermediate Mid	10-20%	50-70%	20-30%
Intermediate High	10-20%	50-70%	20-30%
Advanced Low	10-20%	45-65%	25-35%

GUIDELINES FOR ITEM WRITERS

WL IBTP item writers must have a comprehensive knowledge of the assessed World Languages curriculum and a strong understanding of the cognitive abilities of the students taking the test. Item writers should know and respect the guidelines established in the *Specifications* as well as appreciate the process of developing assessment content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the reading benchmarks of the WL-NGSSS without introducing extraneous elements that may interfere with the assessment's validity.

Item writers for the WL IBTP must submit items in a particular format that is congruent with the requirements set forth by the FLDOE's interim item bank. Once items are submitted to the electronic item bank, they are reviewed and rated by committees of Florida educators. Directions for reviewing and rating items are located in Appendix D.

Format

Item writers must submit items in the agreed-upon template. All appropriate sections of the template should be completed before the items are submitted.

Sources

Item writers are expected to provide sources for all verifiable information included in the item. Acceptable sources include up-to-date textbooks, magazines, and journals respected by the World Languages community as well as Internet sites, e-mail, and instant messages operated by reputable organizations, including universities. It may be necessary to provide sources verifying why a correct answer is correct as well as why other answer choices are incorrect.

Correct Response

Item writers must indicate which option is the correct answer and why distracters are incorrect yet plausible.

Item Difficulty

Item writers are expected to evaluate their items in terms of item difficulty and to include this information in the item template.

Cognitive Complexity

Item writers are expected to evaluate their items in terms of cognitive complexity and to include this in the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, though some benchmarks call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and not to write items only at the lower ranges.

Electronic Submission of Items

When submitting items (uploading items to the Florida's electronic item bank), item writers must consider several factors as follows:

- Include items of varying difficulty
- Include items of each cognitive complexity (approximately 25% low, 50% moderate, and 25% high)
- Have an approximate balance of the correct response between the answer choices for multiple-choice items
- Have an equal balance of male and female names and include names representing different ethnic groups in Florida
 - Have an equal balance of male and female students at the appropriate Proficiency Level and in stimuli/media

GUIDE TO THE PROFICIENCY LEVEL SPECIFICATIONS

Benchmark Classification Scheme

Each benchmark in the WL-NGSSS is coded using a scheme of numbers and letters in the manner that follows:

WL.K12.NM.1.3

WL →	World Languages (Subject Area)
K12 →	Grade Levels
NM →	Proficiency Level
1 →	Standard Number
3 →	Benchmark Number

Definitions of Benchmark Specifications

The *Specifications* document identifies how the WL-NGSSS benchmarks are assessed on the WL IBTP at Proficiency Levels Novice Low-Mid through Advanced Low. For each benchmark assessed in the Standards, the following information is provided for each Proficiency Level *Specifications* section.

Standard

A Standard is a broad category of knowledge within a content area in the WL-NGSSS. The Standards are the same for all Proficiency Levels.

Proficiency Level

A Proficiency Level refers to performance level expectations for the construct assessed, Language Proficiency.

Benchmark

Benchmarks are proficiency-level specific statements of expected student performance under each WL Standard. At times, two or more related benchmarks are grouped together because the assessment of one benchmark addresses the other. Such groupings are indicated in the benchmark statement.

Clarification

The clarification statement explains how the performance of the benchmark will be demonstrated by students for each specific item type. Clarification statements explain what the student will do when responding to items of each type.

Content Limits

The content limits define the scope of content knowledge that will be assessed (e.g., specific elements that can be compared or contrasted) and, in some cases, indicate areas of the benchmark that will not be assessed. For some benchmarks, additional information is provided to clarify specific directions in developing test items.

Recommended Depth of Knowledge (DOK) Level

The DOK indicates the level of cognitive complexity to be assessed.

Text/Stimulus Attributes

The text/stimulus attributes define the types of texts and media that will be used in the development of assessment items, including an appropriate context or content for assessing a particular benchmark.

Distractor Attributes

The distractor attributes provide specific descriptions of the distracters for items at each Proficiency Level.

Item Types

The item types are used to assess the WL benchmarks. The types of items used on the WL IBTP are described in the Item Style and Format section of the *Specifications*.

Sample Items

Sample items that assess the benchmarks are presented for each Proficiency Level. The sample items are displayed in a format that is similar to the WL IBTP, and the correct answer for each sample is indicated.

REVIEW PROCEDURES FOR WORLD LANGUAGES IBTP

Before appearing in the WL IBTP, all texts, media, and items must pass several levels of review as part of the WL IBTP development process. Florida educators and citizens, in conjunction with the FDOE, scrutinize all material prior to accepting it for inclusion in the IBTP. Following the initial selection process, all World Languages texts/stimuli are reviewed for content characteristics, potential bias, and possible issues of concern to Florida stakeholders. Concerns expressed during the review process must be resolved satisfactorily prior to item development.

Review of Texts and Media

A committee comprised of select educators with World Languages experience and expertise at appropriate Proficiency Levels review texts and media for potential use on the WL IBTP. Of significant importance is the role that educators play in determining the appropriateness of selections for assessment use. After reviewing texts and media selections, the committee must reach a consensus as to whether a particular selection will be included in the WL IBTP.

Review for Potential Bias and Sensitivity Issues

The bias review ensures that items are clearly worded, are of appropriate difficulty and interest level, are unbiased, and will result in a full range of responses. These items are written so they do not provide an advantage or disadvantage (unrelated to an understanding of the content) to a student with certain personal characteristics, such as those related to gender, race, ethnicity, linguistics, religion, socioeconomic status, disability, or geographic region. Nor do they provide an advantage or disadvantage due to experiences, interests, or opportunities common to the group that are unrelated to Language Proficiency. Reviews also include consideration of issues relevant to individuals with disabilities. A good question for a reviewer to ask is as follows: *Might this item offend or unfairly penalize examinees on the basis of personal characteristics such as gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region?* Another question follows: *Will the subject matter and language of this item be acceptable?*

Review of Assessment Items

The FDOE as well as district-level educators review all assessment items during the item development process. Content specialists and copy editors review and edit items, judging them for overall quality and suitability for the assessed Proficiency Level.

Groups of Florida educators are convened to review the items for content characteristics and item specifications. This review focuses on validity and determines whether an item is a valid measure of the designated WL-NGSSS benchmark, as defined by the Proficiency Level specifications for assessment items. Separate reviews for bias and sensitivity issues are also conducted.

WL IBTP items are field tested in Florida to ensure clarity of items before they count toward a student's score. In the event that an item does not test well, it is either deleted or revised. Revised items will again require field testing prior to being scored.

Review for Universal Design

Utilizing a universal design for the WL IBTP helps ensure that WL assessments are usable by the greatest number of test-takers, including those with disabilities and non-native speakers of English. To provide access to the WL IBTP for all students, the WL assessments maximize readability, legibility, and compatibility with accommodations, and test development includes a review for potential bias and sensitivity issues.

Item writers must attend to the best practices suggested by universal design, including, but not limited to the following:

- Reduction of wordiness
- Avoidance of ambiguity

- Selection of reader-friendly construction and terminology; and
- Consistently applied concept names and graphic conventions

Universal design principles also inform decisions about test layout and design, including, but not limited to type size, line length, spacing, and graphics.

Throughout the development process of the WL IBTP, these elements are carefully monitored. The review processes and field testing are used to ensure appropriateness, clarity, and fairness.

**TEST ITEM SPECIFICATIONS
FOR
WL-NGSSS BENCHMARKS**

STANDARD 1
INTERPRETIVE LISTENING

Benchmark: WL.K12.NM.1.1

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of basic words and phrases and questions about self and personal experiences through the use of gestures, drawings, pictures, and actions.

Clarification: The student will identify the meaning of basic words and phrases about self and personal experiences.

Content Focus: Understand basic words and phrases.

Content Limits: Vocabulary and structure will be limited to familiar phrases such as greetings, introductions, family, likes/dislikes, and so on.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to appropriate interactions and
- responses that reference inappropriate interactions.

Sample Multiple Choice Item:

Audio passage: “Here is George. George is tall, dark-haired and funny. He is also very intelligent.”

Students select the appropriate image:

- A. image of a short, dark-haired boy with some cooking utensils
- B. image of a tall, blonde girl with some art supplies
- C. image of a short, dark-haired girl with some athletic items
- D. * image of a tall, dark-haired boy with some academic books

Benchmark: WL.K12.NH.1.1

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

Clarification: The student will identify and interpret information, concepts, and ideas presented orally in culturally authentic sources.

Content Focus: The content should include familiar expressions.

Content Limits: The content may include, but is not limited to, expressions related to food and drink as well as familiar expressions related to scenarios 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 and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- phrases that are not appropriate to the scenario described and
- phrases that relate to scenarios outside the scenario described.

Sample Multiple Choice Item:

The student will listen to the audio passage and select the image that describes what is heard.

Audio segment: “I’m hungry. What shall I have for lunch? I would like some fish, some fries and some peas. Hmm, for dessert, I am going to have some chocolate ice cream.”

Student selects from four images:

- A. a plate with chicken, fries, peas and a bowl with vanilla ice cream
- B. a plate with fish, fries, peas and a bowl with chocolate ice cream
- C. a plate with chicken, mashed potatoes, peas and a bowl with fruit
- D. a plate with fish, mashed potatoes, green beans and a bowl with soup

Benchmark: WL.K12.IL.1.1

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

Clarification: The student will identify the main idea and essential details of familiar topics presented in short communications.

Content Focus: Identify the main idea and important details.

Content Limits: The content may include, but is not limited to, 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 and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to appropriate topic or details, and
- responses that refer inappropriately to the main topic and details.

Sample Multiple Choice Item:

Listen to the dialogue and select the sentence that indicates the main idea and a supporting detail. Audio passage: “Oh, I have had a terrible day. First, I woke up late because I did not hear my alarm clock. I did not have time to have breakfast. Then, I had a fight with my brother on the way to school. He is a pain in the neck. Mrs. Smith returned our English quizzes from last week and I failed mine. I left my wallet at home and had to ask my brother for some money for lunch. After mathematics, I saw my ex-boyfriend with his new girlfriend. I am eager to get home, start homework and go to bed so that this day can be finished.”

- A. terrible day, fight with boyfriend
- B. terrible day, failed a math quiz
- C. terrible day, failed an English quiz
- D. great day, ate lunch with my friends

Benchmark: WL.K12.IM.1.1

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Identify the main idea and supporting details of familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.

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 and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to an appropriate topic or details, and
- responses that inappropriately refer to the main topic and details.

Sample Multiple Choice Item:

Listen carefully to the phone conversation. Select the answer that indicates the content of the conversation.

Audio passage: “Hello, Mom? ... Yes, it’s Robert. ... No, I’m fine. ... Well, I was playing with my friends after school and I fell. ... No, it’s pretty serious. ... I’m at the emergency room. ... The doctor thinks I’ve broken my leg. ... Yes, Dad’s here. ... OK, see you soon. Thanks, Mom. I love you.”

- A. *A student was playing, broke his leg and is now at the emergency room with Dad.
- B. A student was clowning around, hurt his leg and is in the clinic, waiting to be picked up.
- C. A student was playing football, sprained his ankle, Dad’s busy and so he’s calling Mom.
- D. A student was leaving school when he fell and broke his leg. He’s at the hospital, calling Mom.

Benchmark: WL.K12.IH.1.1

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions on familiar topics.

Clarification: The student will identify, describe, and explain main ideas and supporting details of presentations and conversations on familiar topics.

Content Focus: Understand the main idea and supporting details.

Content Limits: The content may include, but not be limited to, conversations and discussions focusing on 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 and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the main topic or details and
- responses that inappropriately refer to the main topic and details.

Sample Multiple Choice Item:

Listen to the program and choose the answer that reflects the topic of the program.

- A. *music
- B. sports
- C. movies
- D. TV shows

Benchmark: WL.K12.AL.1.1

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Demonstrate understanding of extended speech on familiar and unfamiliar topics.

Clarification: The student will identify, describe, and explain main ideas and supporting details from audio presentations on familiar and unfamiliar topics.

Content Focus: Understand extended speech.

Content Limits: The content may include, but not be limited to, familiar idiomatic expressions and unfamiliar vocabulary that can be understood from a given context.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- illustrations, photos, simple sentences, short phrases, or single words that do not directly relate to the information presented in the audio presentation, and
- illustrations, photos, simple sentences, short phrases, or single words that do not reflect an understanding of the information presented in the audio presentation.

Sample Multiple Choice Item:

A radio news segment (or video with an ASL interpreter) about traffic patterns and accidents on a heavily traveled holiday. Questions might concern identifying where the reporter is located, what caused a traffic jam, what areas are to be avoided, how long the situation is expected to last, what people do who are caught in it, where they are going and why. The broadcaster remarks that this is not even the beginning of the traditional vacation season, when traffic jams and accidents are expected. A brief report follows, encouraging people to avoid leaving on vacation on the first day of August and take advantage of the extra days they can have by planning fall vacations. The broadcaster summarizes the accident situation and offers an alternate route into Tours.

Read these Multiple Choice questions, then listen to the audio passage (or view the video segment).

What yearly event caused the traffic slow-down near Tours?

- A. a car that ran out of gas
- B. a truck that ran into a trailer on the side of the road
- C. *a Harley motorcycle rally
- D. a serious accident at the bridge over the Loir river

Now listen a second time and fill in the guided notes.

From where is the journalist making his/her broadcast? (On the A5 route on the north side of Tours)

What is the date? (The first of July)

Why is there a lot of traffic? (There will be several acceptable answers—the Harley rally, a sale at Carrefour [like Wal-Mart], and sales in the main shopping area in downtown Tours.)

Normally, when do French people expect to have to endure big traffic jams? (At the beginning of the official vacation season, around the first day of August)

What does the French government do to encourage people to avoid summer traffic jams? (They give extra vacation days to people who leave to go on vacation the month before or after the traditional August departure time.)

How has the economy contributed to their desire to go out to the stores outside of town in the suburbs? (People are looking for sales and price reductions in stores that have better prices than boutiques that are in town.)

What does the journalist suggest that listeners do? (He/she suggests that they avoid traffic on the way to Grandma's house instead of participating in the collective folly of those who are crowding into shopping areas.)

Rubric for Guided Notes:

0—Student does not write any notes.

1—Student writes only the shortest, fact-based information.

2—Student answers every question in part but does not demonstrate understanding of the overall message of the broadcast.

3—Student understands the import of the three parts of the broadcast.

4—Student demonstrates full comprehension of the broadcast and the relationship between its parts.

Sample ASL Multiple Choice Item:

A TV news segment (on video with signing reporter) describes traffic patterns and accidents on a heavily traveled holiday. Questions might concern identifying where the reporter is located, what caused a traffic jam, what areas are to be avoided, how long the situation is expected to last, what people do who are caught in it, where they are going and why.

The student will be to read the Multiple Choice question/response, then view the video spot.

Question is in target language. A signer on the video will ask at end of the report in ASL word order: "ACCIDENT, WHAT HAPPEN?"

- A. Rain slowed traffic. (signed in ASL)
- B. A car and a bus collided. (signed in ASL)
- C. Tree in the road (signed in ASL)
- D. Another car ran stop sign. (signed in ASL)

Sample ASL Short-Response Item:

Use the same prompt as above.

Question: Describe the event that took place in the report, including who, what, when, where, and how the event took place in your video response.

A news story or current event item will be heard. The student will summarize the main events of the news story. What happened? Who was involved? Where and when did the news event take place?

Benchmark: WL.K12.NM.1.2

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

Clarification: The student will identify, describe, and explain common expressions related to daily activities.

Content Focus: Explain everyday expressions.

Content Limits: The content may include, but is not limited to, weather, family, descriptions of people, school-related activities, and so on.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that reference inappropriate expressions and
- responses that do not relate to the topic in the stem.

Sample Multiple Choice Item:

Listen to the audio and select the picture that shows what the weather will be like in (name of the city).

- A. There will be rain.
- B. There will be wind.
- C. There will be clouds.
- D. *There will be sunshine.

Benchmark: WL.K12.NH.1.2

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Demonstrate understanding of short conversations in familiar contexts.

Clarification: The student will identify, describe, and explain the content of conversations about familiar topics inside and outside the classroom.

Content Focus: Understand short conversations.

Content Limits: The content may include, but is not limited to, vocabulary related to food, weather, family, descriptions of people, school related activities, and other appropriate topics familiar to the student.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the conversation and
- responses that refer to the conversation inappropriately.

Sample Multiple Choice Item:

Listen to the conversation and choose the answer that indicates the *special of the day* in the dialogue.

- A. *five-course fixed price menu
- B. main dish, salad and dessert
- C. grilled chicken with vegetables
- D. vegetable soup with bread

Benchmark: WL.K12.II.1.2

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

Clarification: The student will identify, describe, and explain the main idea and important details of a topic or a presentation.

Content Focus: Understand the main idea and essential details.

Content Limits: The content may include, but is not limited to, familiar vocabulary such as numbers, clothing, local currency, and currency in the target culture.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses with incorrect pricing and
- responses with incorrect items that are related to the presented topic.

Sample Multiple Choice Item:

Listen to the conversation and select the answer that indicates what the girls purchased.

Audio passage:

“Hey, look at that big bag! What did you buy at the shopping center?”

“I bought some new jeans, a blouse and a scarf, all for 25€”

“Good deal! I particularly like the scarf. I have one just like it. I bought it last week.”

“I saw it in a magazine. I love it, too.”

- A. jeans
- B. tee-shirt
- C. blouse
- D. scarf

Benchmark: WL.K12.IM.1.2

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

Clarification: The student will identify, describe, and explain the main idea and supporting details in authentic works from the target language about a familiar topic.

Content Focus: Understand main idea and details.

Content Limits: The content may include, but is not limited to, works that include familiar topics such as personality and physical traits or other familiar topics inside and outside the classroom. Comprehension of unfamiliar vocabulary or phrases should be highly supported by context clues.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are incorrect but related to the presented topic.

Sample Multiple Choice Item:

Listen to the fable and choose the answer that best describes the main character's personality.

Audio passage: "The beautiful princess was in the garden of her father's mansion. She was sitting on a bench under the large, magical apple tree. She was reading a book. All of a sudden, her cell phone rang so she answered it. It was the handsome prince from the mansion next door. He invited her to go to the ball with him on Saturday night. She politely rejected his invitation, complaining about having no shoes to wear. Disappointed, he said goodbye and hung up the phone. Contentedly, she returned to her book."

- A. lively
- B. peaceful
- C. mean
- D. lonely

Benchmark: WL.K12.IH.1.2

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.

Clarification: The student will identify, describe, and explain the main idea and supporting details of oral presentations on a variety of topics, including unfamiliar topics.

Content Focus: Understand the main idea and supporting details.

Content Limits: The content may include, but is not limited to, familiar topics or contextualized unfamiliar topics that are relevant to the routine daily activities or other events in the past or present.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are incorrect but relate to the presented topic

Sample Multiple Choice Item:

Listen to the following audio passage and determine which activities the speaker performs?

Audio passage: “I am busy in the morning, always pressed for time. I’m glad I bought “Rapid Bath.” It will add minutes to your day, too. Installed easily into your shower, Rapid Bath allows you to bathe and wash your hair at the same time. There is even a side compartment for tooth paste. Try it and you’ll see: Rapid Bath works for me!”

- A. showering, brushing teeth, combing hair
- B. showering, brushing teeth, putting on make-up
- C. brushing teeth, shaving, styling hair
- D. *brushing teeth, washing hair, showering

Benchmark: WL.K12.AL.1.2

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Follow presentations on familiar and unfamiliar topics in different situations.

Clarification: The student will identify key information in presentations on a variety of topics and in a variety of settings.

Content Focus: Follow presentations.

Content Limits: The content may include, but is not limited to, presentations on global themes and current events, guided tours, school projects, and speeches.

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

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are incorrect but relate to the given presentation and
- responses that reference the presentation inappropriately.

Sample Multiple Choice Item:

(Ascolta l'intervista e poi ordina le frasi seguendo l'ordine dell'intervista.)

Listen to the interview and then put the sentences in the order they were presented in the interview

- A. *1
- B. *5
- C. *2
- D. *4

Other Sample Items:

Der Tierschutzverein von Starnberg, einem Ort bei München, hatte zwei jungen Mädchen offiziell gedankt, weil sie auf eine ganz besondere Weise ihre Liebe zu Tieren gezeigt hatten. Im Starnberger See gibt es wunderbare Fische, die gefangen werden und lebend auf den Markt kommen. Im Supermarkt von Starnberg schwimmen die Fische in einem Tank und werden frisch daraus verkauft. Die beiden Mädchen hatten monatelang ihr Taschengeld dazu gebraucht, lebende Fische zu kaufen und sie dann wieder in den See bringen, damit sie weiter leben konnten. Ein Reporter meinte, daß die Fische, die die Mädchen gekauft und in den See gebracht hatten, vielleicht immer dieselben waren.

Die Mädchen haben gezeigt, daß sie

- A. gern Fische essen.
- B. nicht viel Geld haben.
- C. *Tiere gern haben. (correct)
- D. gut schwimmen können

Es ist möglich, daß

- A. *die Mädchen dieselben Fische mehrmalsgekauft haben. (correct)
- B. der Tierschutzverein nichts davon wußte.
- C. der Supermarkt nie Fische hat.
- D. der Zeitungsreporter die Fische verkaufen wird.

Translation:

The animal protection society of Starnberg, located near Munich, had officially thanked two young girls, because they had shown their love for animals in a quite special way. In Starnberg Lake there are wonderful fish that are caught and are brought to the market alive. In the supermarket of Starnberg the fish swim in a tank and are sold fresh from it. For months the girls had used their allowances to buy the live fish and then put them back in the lake, so that they could continue to live. A reporter suggested that the fish the girls had bought and brought back to the lake were probably always the same ones.

The girls have shown that they

- A. like to eat fish.
- B. don't have much money.
- C. *like animals.
- D. can swim well.

It is possible that

- A. *the girls have bought the same fish several times.
- B. the animal protection society knew nothing about it.
- C. the supermarket never has fish.
- D. the newspaper reporter will buy the fish.

Listen to the following audio segment (or view the following video segment) and answer the following questions:

Situation: Tu es touriste écologique à Madagascar. Tu fais une visite guidée et tu écoutes le guide pour mieux apprécier la forêt tropicale.

Comment est-ce que le guide justifie la mission de son entreprise, qui fait venir les touristes dans une île où l'équilibre écologique est notamment fragile?

- A. *En expliquant que les conditions économiques exigent que le tourisme apporte des fonds nécessaires à la conservation des espèces en voie de disparition.
- B. En disant que le contact des touristes avec la nature est limité à un nombre restreint de randonnées et que la plupart des habitats restent loin de la présence humaine.
- C. En insinuant que si la vie de chacun est changée par la magie de la forêt, on tâchera d'inspirer des dons charitables importants et les faire envoyer à leur agence à but non-lucratif.
- D. En insistant que c'est le surdéveloppement de certaines industries aux dépenses de la flore et faune qui rendent une partie de Madagascar invivable et que le tourisme est le moindre des maux.

Situation: You are an eco-tourist in Madagascar. You are taking a guided tour and you are listening to the tour guide in order to better appreciate the tropical rain forest.

How does the guide justify the mission of his company, which brings tourists to an island where the ecological balance is especially fragile?

- A. *By explaining that economic conditions demand that tourism bring in the funds necessary to the conservation of endangered species.
- B. By saying that the tourists' contact with nature is limited to a small number of hiking itineraries and that most of the habitats remain far from human contact.
- C. By insinuating that if each person's life is changed by the magic of the forest, they will be inspired to give donations to their non-profit.
- D. By insisting that the overdevelopment of certain industries at the expense of the flora and fauna has made parts of Madagascar unlivable and that tourism is the least of their problems.

Given a topic, students will hear a short passage in the target language. Students will be given a jumbled outline, which they must arrange in the proper order:

Benchmark: WL.K12.NM.1.3

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.

Clarification: The student will identify, describe, and explain basic words and phrases in familiar settings.

Content Focus: Understand basic words and phrases.

Content Limits: The content may include, but is not limited to, greetings, introductions, and other familiar vocabulary and expressions experienced in everyday life.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly reference the stimulus.

Sample Multiple Choice Item:

What is the phone number of the person who called and left a message on the answering machine/in the voice mailbox?

- A. *962-3491
- B. 926-3491
- C. 629-4391
- D. 123-4567

Benchmark: WL.K12.NH.1.3

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Demonstrate understanding of short, simple messages and announcements on familiar topics.

Clarification: The student will recognize content of simple messages and announcements on familiar topics.

Content Focus: Understand simple messages.

Content Limits: The content may include, but is not limited to, basic personal and social interactions that use familiar vocabulary and expressions.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly reference the stimulus.

Sample Multiple Choice Item:

Listen to the answering machine message. Which classroom objects were listed on the shopping list for school?

- A. *pencils at 0,25€, notebooks at 1,25€
- B. pencils at 1,25€, dictionary at 11,25€
- C. pencils at 0,30€, erasers at 0,25€, dictionary at 13,25€
- D. erasers at 0,50€, , notebooks at 1,25€

Benchmark: WL.K12.II.1.3

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

Clarification: The student will identify, describe, and explain the main idea and essential details in messages and announcements on familiar topics inside and outside the classroom.

Content Focus: Understand the main idea and details.

Content Limits: The content may include, but is not limited to, messages and announcements related to daily errands, 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 and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly reference ideas or details in the stimulus.

Sample Multiple Choice Item:

Listen to the train station announcement. From which platform and at what time is the train to Brussels leaving?

- A. platform 1 at 1:00 pm
- B. platform 2 at 1:30 pm
- C. platform 1 at 3:00 pm
- D. platform 2 at 3:30 pm

Benchmark: WL.K12.IM.1.3

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.

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 and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly reference the message/announcement.

Sample Multiple Choice Item:

Listen to the announcements of daily restaurant specials and specialties. Which restaurant would you avoid if you have an allergy to fish?

- A. * Chez Paul
- B. Le Tournesol
- C. La Terrace
- D. La Crêperie du Cygne

Benchmark: WL.K12.IH.1.3

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Follow informal presentations on a variety of topics.

Clarification: The student will identify key pieces of information in informal presentations on topics that are both familiar and unfamiliar to the student.

Content Focus: Following informal presentations.

Content Limits: The content may include, but is not limited to, demonstrations and discussions using familiar vocabulary and expressions as well as unfamiliar vocabulary and expressions that may be comprehended by using context clues.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly refer to the presentation.

Sample Multiple Choice Item:

Listen to the conversation in the appliance store. What is the customer's primary concern when choosing a new appliance?

- A. purchase price
- B. cost for delivery
- C. brand name
- D. *energy efficiency

Benchmark: WL.K12.AL.1.3

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Demonstrate understanding of factual information about everyday life, study, or work-related topics.

Clarification: The student will identify, describe, and explain facts about familiar topics.

Content Focus: Understand common factual information.

Content Limits: The content may include, but is not limited to, global themes and familiar idiomatic expressions.

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

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the factual information presented.

Sample Multiple Choice Items:

Listen to the interview and select the best completion for each sentence:

1. Giuseppe is...
 - A. an office manager
 - B. widowed with 3 daughters
 - C. someone who lives in a city
 - D. someone who speaks 3 languages
2. Giuseppe's mother...
 - A. lives in the country
 - B. is old
 - C. watches his children
 - D. still works in the factory

Sample Guided Notes Item:

You will listen to/view an audio or video segment. First, read the following Multiple Choice question(s), then attend to the segment and mark your answer. You will take notes by filling in the grid while listening/viewing the segment a second time. You are not required to write in full sentences. You should strive to show what concepts you have understood in the passage.

[In a 1- to 3-minute audio segment from an online source, an African student talks about why he is studying in Canada and what he expects to do with his education once he has obtained his degree.]

Pourquoi est-ce que cet étudiant poursuit ses études à l'étranger?

- A. Il a l'intention d'y travailler et de faire venir sa famille aussitôt que possible.
- B. *Il tiena rentrer dans son pays pour améliorer les conditions de vie.
- C. Il v'apprendre l'anglais et immigrer au Canada.
- D. Il voudrait prendre un poste dans le gouvernement et pense poser sa candidature afin de devenir maire de sa ville natale.

Why is this student pursuing his studies abroad?

- A. He intends to work there and have his family join him as soon as possible.
- B. *He hopes to return to his country in order to improve living conditions.
- C. He will learn English and immigrate to Canada.
- D. He wants to work in government and is thinking of running for mayor in his home town.

The student's name :

He is from:

The city he is studying in:

Where is he staying?

How does he feed himself?

What is his major?

What aspect of university life is he going to miss the most?

This means of testing a student's listening comprehension encourages selective listening and comprehension of the main idea before going on to take notes on supporting details. A student may receive partial credit for the grid, even if he/she did not comprehend the main idea. The student should be able to backtrack and change his/her multiple-choice answer if the second listening/viewing opportunity with the grid lead to greater understanding.

Benchmark: WL.K12.NM.1.4

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of simple information supported by visuals through a variety of media.

Clarification: The student will identify, describe, and explain information that is presented orally and supported by visual aids.

Content Focus: Understand information with visuals.

Content Limits: The content may include, but is not limited to familiar vocabulary and expressions within topics such as common courtesy, school, family, food, basic exchanges of personal information, and so on.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segments supported by visuals and
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly reference audio or visuals.

Sample Multiple Choice Item:

Which business card belongs to the person who introduced him- or herself in the video?

- A. *Mr. Smith [image of actual business card]
- B. Mr. Johns [image of actual business card]
- C. Mrs. Sample [image of actual business card]
- D. Mrs. Sowder [image of actual business card]

Benchmark: WL.K12.NH.1.4

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Demonstrate understanding of key points on familiar topics presented through a variety of media.

Clarification: The student will identify, describe, and explain the most important points in a variety of media that uses familiar vocabulary and expressions.

Content Focus: Understand key points with media.

Content Limits: The content may include, but is not limited to, dialogue with information that is visual (e.g., gestures, setting, character attributes, visible text that correlates to the dialogue) to answer a question that cannot be answered solely by the information in the dialogue or the visual.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segments supported by visuals
- item stems and directions provided in English

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to presentations.

Sample Multiple Choice Item:

[Student watches a video of a patron ordering food from a menu.]

From which menu categories did the patron order food?

- A. *starter, main dish, side item, dessert
- B. starter, soup, side item, dessert
- C. soup, beverage, main dish
- D. soup, beverage, wines

Benchmark: WL.K12.II.1.4

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Identify key points and essential details on familiar topics presented in a variety of media.

Clarification: The student will identify the most important ideas and details in presentations on familiar topics.

Content Focus: Identifying key points and details with media.

Content Limits: May include, but not limited to, dialogue with information that is visual (e.g., gestures, setting, character attributes, visible text that correlates to the dialogue) to answer a question that cannot be answered solely by the information in the dialogue or the visual.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio clips supported by visuals
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly refer to presented information.

Sample Multiple Choice Item:

Student watches a video recording of a TV show interview.

Which profession best describes the person being interviewed? [The interview does not include a direct translation of any of the professions that are offered as responses]

- A. *scientist
- B. writer
- C. professor
- D. business person

Benchmark: WL.K12.IM.1.4

Standard: Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Level: Intermediate Mid

Benchmark: Identify essential information and supporting details on familiar topics presented through a variety of media.

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

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the presented material.

Sample Constructed Response Item:

Student listens to RAI International radio broadcast or TV video.

- Complete the attached grid that requests the following information: List two main cities in northern, central, and southern Italy.
- List the weather forecast for each area.

Benchmark: WL.K12.IH.1.4

Standard: Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture, such as TV, radio, podcasts, and videos.

Clarification: Identify, describe, and explain the ideas, messages, and purposes behind a wide variety of sources from the target culture.

Content Focus: Understand multimedia messages and purposes.

Content Limits: The content may include, but is not be limited to, familiar and unfamiliar vocabulary and expressions whose meaning is supported by context clues, as well redundancy, paraphrasing and restatement.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segments
- item stems and directions provided English

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the presented material.

Sample Constructed Response:

Students view an example of a talk show on RAI International.

After viewing the talk show, determine the following and enter them into the grid, providing:

- the subject and two main ideas, and
- the pros and cons of each idea and points of view.

Benchmark: WL.K12.AL.1.4

Standard: Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts, and videos in order to function for personal needs within the target culture.

Clarification: Identify, describe, and explain information that can be obtained from different media in the target culture and is necessary to fulfill personal needs.

Content Focus: Understand information for personal needs.

Content Limits: The content may include, but is not limited to, selecting the most important information from sources that help the student understand everyday life in the context of the target language: government-sponsored publicity campaigns aimed at immigrants; health-related initiatives such as those encouraging immunizations; adult education programs; and information on how to get a driver's license, be an organ donor, get a three-day museum pass, and so on.

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

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the presented material.

Sample Multiple Choice Item:

Audio advertisements for four different restaurants, indicating their specialities. In addition to dishes that are typical of the region/country suggested by restaurant names, sufficient culinary details to correctly answer the question are offered.

Which restaurant would you select if you want to eat good fish?

- A. Chez Pierre
- B. *Napolitano
- C. Le Quartier Latin
- D. Le Madagascar

Other Sample Items:

Epitaph of a Charioteer

For what two factions did Epaphroditus race?

- A. green and purple
- B. *purple and red
- C. red and blue
- D. green and purple

Translation:

To the divine shades: Epaphroditus, driver of the red faction. He won 108 times and with the purple (team) eight times. Beia Feicula built (this) for her well-deserving spouse.

Sample Guided Notes Item:

You will listen to/view an audio or video segment. First, read the following multiple-choice question(s), then listen to the segment and mark your answer. You will take notes by filling in the grid while listening to/viewing the segment a second time. You are not required to write in full sentences. You should strive to show what concepts you have understood in the passage.

A young woman from a Muslim country, wearing a headscarf, is in a session with a jobs counselor in a government office. The counselor gives the woman advice on how to proceed in her job search.

Comment est-ce que la dame musulmane explique son attitude envers ses traditions vestimentaires?

- A. *Elle dit tout simplement que travailler sans voile serait impossible.
- B. Elle dit que le désir de se voiler montre son respect pour les femmes autant que pour les hommes.
- C. Elle est d'accord pour prendre un poste où on lui demanderait de travailler sans voile.
- D. Elle dit qu'elle aurait peur d'être rejetée par sa communauté si elle osait ôter son voile pour travailler.

Guided Notes Grid:

Comment s'appelle la dame musulmane?

De quel pays est-elle originaire?

Depuis combien de temps est-elle au Canada?

Quelles sont les fonctions du bureau où elle se rend?

Qu'est-ce que l'agent de service lui demande de faire?

Quel genre de travail est-ce qu'elle pourrait faire?

Quelle stratégie l'agent de service lui dit-elle d'exploiter pour réussir à trouver un emploi le plus rapidement possible?

Translation:

How does the Muslim woman explain her attitude toward her traditional manner of dress?

- A. *She simply says that working without wearing the headscarf would be impossible.
- B. She says that the desire to cover her hair shows respect for women as much as for men.
- C. She agrees to take a job where they might ask her to work without the headscarf.
- D. She says that she would be afraid to be rejected by her community if she dared to remove her headscarf at work.

Guided Notes Grid:

What is the Muslim woman's name?

What country is she from?

How long has she been in Canada?

What is the function of the office where she has her appointment?

What does the jobs counselor ask her to do?

What kind of work can she do?

What strategy does the jobs counselor tell her to use in order to get work as quickly as possible?

Benchmark: WL.K12.NM.1.5

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of simple rhymes, songs, poems, and read-aloud stories.

Clarification: Identify key details and concepts of simple songs, poems, and stories.

Content Focus: Understand simple sources.

Content Limits: The content may include, but is not be limited to, rhymes, songs, poems, and read-aloud stories that use familiar repetitive language.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stem and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the stimulus.

Sample Audio Response Item:

Listen to an Italian classic song, “O Sole Mio.”

Che bella cosa na jurnata 'e sole,
n'aria serena doppo na tempesta!
Pe' ll'aria fresca pare già na festa...
Che bella cosa na jurnata 'e sole.

What kind of weather is mentioned in the song?

- A. *storm, then sun
- B. sun, then light rain
- C. sun, then warmth
- D. light rain, then sun

Sample Audio Response Item:

“La Befana,” a cultural legend comparable to Santa Claus

What does the man in the story do?

- A. *brings gifts
- B. predicts the weather
- C. cleans houses
- D. makes toys

Benchmark: WL.K12.NH.1.5

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Demonstrate understanding of simple stories or narratives.

Clarification: Identify, describe and explain the content of simple stories and narratives.

Content Focus: Understand simple stories and narratives.

Content Limits: The content may include, but is not be limited to, answering literal or simple inferential questions about simple stories that use repetitive language and are familiar to students, including classics.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to understanding simple stories and narratives, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Listen to the audio passage and select the best answer to the following questions:

Audio passage: “This is going to be a busy weekend. First, on Friday night, I am going to go with my friends to the movie theater. After the film, we like to go out for ice cream. On Saturday morning, I am going to go to the beach with my family. On Saturday afternoon, I am going to go shopping with my mother to buy a birthday gift for my friend, Anne. That evening, I am going to go to Anne’s birthday party. On Sunday, my brother wants to go to see a match at the stadium. On Sunday evening, I have to do some homework.”

What is the main idea of the passage?

- A. asking about plans for the weekend
- B. *telling about plans for the weekend
- C. finding out when the narrator has some free time
- D. finding out when the narrator is going to the movies

Benchmark: WL.K12.II.1.5

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Level: Intermediate Low

Benchmark: Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

Clarification: Identify, describe, and explain the main idea and most important details from a literary text on a familiar topic.

Content Focus: Understand stories.

Content Limits: The content may include, but is not be limited to, answering literal and inferential questions about simple narratives and fairy tales on familiar topics that use familiar and highly contextualized vocabulary and expressions.

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

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the main idea and most important details about a familiar topic, and
- responses that relate to common misconceptions.

Sample Item:

The passage is a brief description of Cinderella (C) at work in her house with her stepmother (SM) and two stepsisters (SS#1 and SS#2).

SM: (*pauses, looks around*) CINDERELLA!

C: (*from offstage*) Yes, Stepmother?

SM: Get up and prepare breakfast for me! And bring me my makeup!

C: Yes, Stepmother. (*Stepmother sits down. Edna enters and also sits down.*)

SM: Good morning.

SS#1: Good morning, Mom. (*Cinderella enters, carrying a tray with breakfast for one person on it.*)

SM: Bring some breakfast for your sister! *(Cinderella puts down the tray in front of her Stepmother and hurries off, looking harried and without answering.)* And I told you to bring me my makeup! *(To Edna.)* That girl. *(Brunhilda enters.)*

SS#2: Good morning, Mom. Good morning, Edna. Is Cinderella preparing breakfast yet? *(sits down next to her sister.)*

SS#1: She should be, but she's probably sitting in the kitchen instead of working, like always. *(Cinderella enters, carrying a large plastic toiletries-type box.)*

C: Here's your makeup, Stepmother. *(Turns to sisters.)* And your breakfasts will be ready in just a minute. *(Exits.)*

SS#1: Have you heard about the big ball that the King is throwing to find Prince Charming a wife? Everyone who is suitable will be there!

SS#2: Can we go, Mom, please, can we?

SM: Of course. We must prepare ourselves.

C: May I go to the grand ball, Stepmother?

SM: You cannot come to the ball because you need to clean the house.

During what time of day does this scene take place?

- A. *morning
- B. midday
- C. afternoon
- D. evening

Why is Cinderella not going to the ball?

- A. *She must clean the house.
- B. She has no time to make a dress.
- C. Her dress has been ruined.
- D. She must prepare a meal.

Benchmark: WL.K12.IM.1.5

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

Clarification: Identify, describe, and explain the purpose or intended message behind a lecture on a topic that is familiar to students.

Content Focus: Understand a lecture.

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 and directions provided English

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the lecture, and
- responses that relate to common misconceptions.

Sample Gridded-Response Item:

Students complete the grid with specific pieces of information from the audio stimulus. *Le erbe nella cucina italiana e benefici nutritive.*

Which three herbs are mentioned in the passage?

What is the nutritional benefit of each?

Benchmark: WL.K12.IH.1.5

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Identify the main idea and supporting details from discussions and interviews on familiar topics.

Clarification: Identify the main idea and details from simple discussions and interviews of familiar topics.

Content Focus: Identify main idea and details.

Content Limits: The content may include, but is not be limited to, determining and main ideas and details in simple discussions and interviews from television and radio that use familiar vocabulary and expressions and any unfamiliar are highly contextualized.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to discussions/interviews, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Program titled “Porta a Porta” which offers a variety of debates from politics to unsolved murder cases, or post–soccer match interviews with players. Selected debates will be suitable in length, clarity and rate of speech for the level of language being assessed.

Student listens to the following interview and answers the questions that follow:

Audio passage:

“Welcome to “Porte a Porte.” Today, we are speaking to Robert LeBlanc. Good afternoon, Mr. LeBlanc.”

“Please, call me Robert.”

“Okay, Robert. So, tell us about the winning goal in last night’s match.”

“Well, I first need to thank my team. Without good defense, nobody can get near enough to the goal.”

“You’re a good captain, a real team player, Robert. Tell us about those final seconds.”

“Well, it all happened so fast. Gauron hit the puck with his hockey stick and I caught it, changing its direction. Finally, the goal-keeper was looking the other way and the puck went into the net.”

What is Robert Leblanc’s profession?

- A. soccer player
- B. *hockey player
- C. high school coach
- D. tennis player

Benchmark: WL.K12.AL.1.5

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

Clarification: Identify the main idea and supporting details in discussions and interviews on topics that may be unfamiliar to the student. Sufficient context will be provided to facilitate students' comprehension.

Content Focus: Identify the main idea and details.

Content Limits: The content may include, but is not be limited to, identifying the main idea and supporting details in a discussion or an interview, such as political coverage of events in other countries, natural disasters, or in a discussion between a journalist and a specialist, historian, artisan, and so on. Vocabulary can include some familiar idiomatic expressions.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to identifying the main idea and details, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Listen to the passage and choose the answer that summarizes the main idea of the discussion.

Albert Einstein war einer der grössten Physiker des 20. Jahrhunderts. Es gibt nur wenige Menschen, die seine Relativitätstheorie verstehen, aber fast jeder hat schon einmal etwas von Einstein gehört. Er war nicht nur ein grosser Wissenschaftler, sondern auch ein großer Mann. Als der junge Einstein einige Jahre in der Schweiz lebte, geschah es eines Tages, daß eine Frau, die er nicht kannte, mit einem Revolver auf ihn schoß. Zum Glück wurde er nicht verletzt. Er besuchte die Frau im Gefängnis und fragte er sie: "Was haben Sie gegen mich?" Die Frau sah ihn erstaunt an und sagte: "Gegen Sie habe ich nichts. Ich kenne Sie ja gar nicht." Die Frau hatte geglaubt, daß er jemand anders sei. Auch war sie nervenkrank. Einstein hatte Mitleid mit der Frau und brachte ihr ein paar Sachen ins Gefängnis, um die sie ihn gebeten hatte.

Einstein besuchte die Frau im Gefängnis, weil er

- A. wußte, daß sie nervenkrank war.
- B. sie schon oft gesehen hatte.
- C. dachte, daß die Polizei es verlangte.
- D. *wissen wollte, warum sie ihn töten wollte.

Die Anekdote zeigt Einstein als einen

- A. interessanten Erzähler.
- B. *guten Menschen.
- C. großen Lehrer.
- D. berühmten Arzt.

Translation:

Albert Einstein was one of the greatest physicists of the Twentieth Century. There are only a few people who understand his theory of relativity, but almost everyone has heard something about Einstein. He was not only a great scientist, but also a great man. When the young Einstein lived in Switzerland for several years, it happened one day that a woman, whom he did not know, shot at him with a revolver. Luckily he was not harmed. He visited the woman in prison and he asked her: "What do you have against me?" The woman looked at him in astonishment and said: "I have nothing against you. I don't know you at all." The woman had believed that he was someone else. She also had a nervous disorder. Einstein was sympathetic toward the woman and brought her a few things that she had asked for while in prison.

Einstein visited the woman in prison because he

- A. knew that she had a nervous disorder.
- B. had often seen her.
- C. thought that the police demanded it.
- D. *wanted to know why she wanted to kill him.

The anecdote shows Einstein as a(n)

- A. interesting story teller.
- B. *good person.
- C. great teacher.
- D. famous doctor.

Sample Guided Notes Item:

You will listen to/view an audio or video segment. First, read the following multiple-choice question(s), then listen to the segment and mark your answer. Next, look over the grid in your booklet/on your screen. You will take notes by filling in the grid while listening/viewing the segment a second time.

You are not required to write in full sentences. You should strive to show what key words and concepts you have understood in the passage.

[The audio/video segment is an interview with a doctor who is a specialist in a rare disease or one that is not common in the Western world.]

Qu'est-ce qui empêche ces spécialistes de développer le traitement qui puisse mettre fin à la maladie?

- A. L'industrie pharmaceutique ne veut pas subventionner le traitement d'une maladie si rare.
- B. *Les régions du monde où la maladie est connue sont en désordre et leurs systèmes politiques ne peuvent pas garantir la sécurité des chercheurs.
- C. Les différences culturelles rendent difficile l'introduction du traitement, qui risque de créer d'autres problèmes sociaux.
- D. Les ministres de la santé publique se sont sensibilisés aux dangers de l'expérimentation sur leurs citoyens et se doutent de la motivation des chercheurs occidentaux.

Guided Notes Grid:

Qui parle dans le clip?

Où sont les gens les plus gravement atteints par la maladie?

Qu'est-ce qui en est la cause?

Quels aspects de la culture rendent difficile la tâche du corps médical?

Pourquoi est-il important de découvrir, produire et disséminer les médicaments qui puissent guérir cette maladie?

Translation:

What keeps these specialists from developing a treatment that will put an end to the disease?

- A. The pharmaceutical industry will not underwrite the cost of developing a treatment for a rare disease.
- B. *The regions of the world where the disease is known are unstable and their political systems cannot guarantee the safety of researchers.
- C. Cultural differences make the introduction of the treatment difficult because it creates other social problems.
- D. The public health ministers are sensitive to the dangers of experimenting on their citizenry and are suspicious of the motives of western researchers.

Who speaks in the clip?

Where are the gravest cases of the disease?

What causes it?

What aspects of the culture make the tasks of medical personnel difficult?

Why is it important to discover, produce, and disseminate the medicine that will cure the disease?

Rubric for Grid:

0—Student does not write anything.

1—Student writes some words in the target language that answer some of the questions, but uses some English as well.

2—Student answers all questions in the target language, but several answers are inaccurate.

3—Student answers all questions in the target language, with minor errors in comprehension.

4—Student answers all questions in the target language with no errors in comprehension.

Benchmark: WL.K12.NM.1.6

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Follow short, simple directions.

Clarification: Understand and follow simple, straightforward directions in the target language.

Content Focus: Follow simple 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 segment
- item stem and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that show the steps of the directions out of order and do not relate to the directions as well as
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

The student hears a robot voice say *Pair la porta*. [Translation: Open the door.] The student must select the image that demonstrates what he/she heard.

Which image best depicts the voice heard?

- A. an image of a closed door
- B. *an image of a robot opening the door
- C. an image of a closed window
- D. an image of a robot opening the window

Benchmark: WL.K12.NH.1.6

Standard: 1. Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Follow directions or instructions to complete a task when expressed in short conversations.

Content Focus: Follow instructions.

Content Limits: The content may include, but is not be limited to, following formal and informal commands expressed in a conversational format.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that show the steps of the directions out of order and do not relate to the directions as well as
- responses that relate to common misconceptions.

Sample Multiple Choice Items:

A police officer gives directions to a driver.

Driver: “Mi scusi dov’è il Colosseo?”

Vigile: “Prenda la prima a destra, e poi giri a sinistra al semaforo.”

What are the correct directions?

- A. *Take the first right, and turn left at the traffic light.
- B. Take the first left, and go straight at the traffic light.
- C. Take the second right,
- D. Take the second left,

Or

Having selected the correct directions above, the student is asked to put the directions in order as follows:

1. Turn right.
2. Turn left.
3. Turn left at the traffic light.
4. Go straight at the second traffic light.

The teacher asks the student to read and confirm the information.

Professoressa: “Puoi leggere la prima frase per favore.”

Studentessa: “Certo professoressa. Pagina venticinque?”

Professoressa: “Si signorina il secondo paragrafo a pagina venticinque.”

This dialogue would have more exchanges, perhaps some details about content that is suitable for the student’s level of proficiency.

Which task is the student to perform?

- A. *Read paragraph 2 on page 25, concerning the visible remnants of the Roman Empire
- B. Read paragraph 2 on page 125, concerning the history of the Roman Empire
- C. Read paragraph 2 on page 35, concerning European history through the fall of Rome
- D. Read paragraph 3 on page 25, concerning the influence of the Roman Empire in Europe

Benchmark: WL.K12.IL.1.6

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Demonstrate understanding of multiple-step directions and instructions in familiar settings.

Content Focus: Understand multiple-step directions.

Content Limits: The content may include, but is not limited to, following commands for everyday activities, such as cooking or directions.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stem and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that show the steps of the directions out of order and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Listen to the following cooking directions. Select and put the instructions for the recipe in the order that you heard.

First, take an egg and break it into the bowl. Next, add some milk. Beat the mixture. Put two slices of bread into the mixture. Put the bread into the skillet. When it is cooked, turn it over and cook the other side. Serve warm with some maple syrup.

*3 Add some milk.

*4 Beat the mixture in the bowl.

*6 Cook the battered bread.

*1 Break an egg into the bowl.

2 Add some butter.

5 Let it sit for 5 minutes.

Benchmark: WL.K12.IM.1.6

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Demonstrate understanding of complex directions and instructions in familiar settings.

Clarification: 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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the directions, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Listen to the dialogue and choose the map that corresponds to it.

Audio passage: “My town is very beautiful. There is a lot to see and do here. Everyone is very friendly and it is very easy to find your way. The library is facing the supermarket. The public pool is next to the park. The bank is to the left of the library, on the other side of the road from the supermarket.”

- *A map with the library facing the supermarket, the bank to the left of the library.
- A map with the supermarket facing the bank, the library to the right of the pool.
- A map with a central plaza, the bank facing the library, the pool next to the park.
- A map with the supermarket facing the school, the pool to the left of the school.

Benchmark: WL.K12.IH.1.6

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of complex directions and instructions in unfamiliar settings.

Clarification: Describe, explain, and follow complex directions given in settings that may be unfamiliar to students.

Content Focus: Understand complex directions.

Content Limits: The content may include, but is not be limited to, understanding directions in work-related situations, the content of a message, or other situations that may be unfamiliar to students.

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

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that incorrectly refer to the directions and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Listen to the message and indicate how the person can send his or her résumé. (Direct translation of any of the responses should be avoided so that students follow and comprehend the audio passage rather than simply recognizing vocabulary terms.)

- A. by fax
- B. *by e-mail
- C. by hand delivery
- D. by regular mail

Benchmark: WL.K12.AL.1.6

Standard: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Follow technical instructions for familiar products and services.

Clarification: Follow straightforward technical instructions for products, devices, and services with which students are familiar.

Content Focus: Follow technical instructions.

Content Limits: The content may include, but is not be limited to, following instructions for video games, computers, smart phones, ATMs, and other familiar devices with which students at this level will be familiar. Students will understand the possible results of following the directions.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video or audio segment
- item stems and directions provided in English

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that refer incorrectly to the instructions, and
- responses that relate to common misconceptions.

Sample Guided Notes Item:

You will listen to/view an audio or video segment. First, read the following multiple-choice question(s), then listen to the segments and mark your answer. Next, look over the grid in your booklet/on your screen. You will take notes by filling in the grid while listening/viewing the segment a second time. You are not required to write in full sentences. You should strive to show what key words and concepts you have understood in the passage.

[Note: www.01net.com has a text under “Télécharger légalement et gratuitement de la musique” that can be made into a 30- to 45-second recording.]

Deux millions de titres, plus de la moitié sans protection, puisés dans les catalogues d’EMI Music, d’Universal et de Labels indépendants, a télécharger gratuitement! Voilà ce que propose Beezik à ses abonnés. Ce kiosque musical vous demande en contrepartie de regarder une publicité avant chaque téléchargement.

- Rendez-vous d’abord à l’adresse www.beezik.fr afin de créer un compte gratuit.
- Ensuite, connectez-vous sur Beezik et lancez une recherche.
- Cliquez sur le bouton Télécharger, de couleur jaune, en regard du titre musical qui vous intéresse.

- Sélectionnez ensuite l'une des publicités proposés. Celle choisie s'affiche en mode plein écran. Une fois la pub terminée, dépêchez-vous: vous ne disposez que de six secondes pour valider votre téléchargement en cliquant dans la zone indiquée sur la page Web.

Ce site est pour ceux qui

- A. son au courant de l'usage de l'ordinateur et qui détestent la publicité.
- B. *sont de vrais Internaute et savent réagir rapidement afin de conclure une opération pour avoir ce qu'ils veulent.
- C. aiment l'idée qu'on puisse avoir de la musique gratuitement quand on devrait en principe la payer.
- D. sont assez riches pour payer la musique qu'ils veulent écouter au cas où ils se tromperaient de bouton.

Guided Notes Grid:

Comment s'appelle le site?

Qu'est-ce que le site permet aux Internaute de faire?

Comment est-ce qu'on peut avoir le droit d'utiliser le site?

Qu'est-ce que le client doit faire avant de recevoir la musique dont il a envie?

Qui paie les frais du site?

Translation:

Listen to the phone conversation between a customer and a computer assistant and put the following directions in the right order.

Two million titles, more than half of them free to the public, from the catalogues of EMI Music, universal and independent labels, for free downloads! Here's what Beezik has for its members.

Just watch a brief advertisement before each free download.

- First, go to beezik.com and open a free account.
- Log into the site and launch a search.
- Click on the yellow download button that corresponds to our choice of music.
- Next, choose one of the ads. It will appear in full-screen mode. Once the ad is over, hurry! You have only 6 seconds to validate your download by clicking on the indicated zone on the webpage.

This website is for those who:

- A. Are up on computer technology and dislike advertising.
- B. Have excellent Internet skills and know how to react quickly to get what they want.
- C. Like the idea that they can get music for free even though they know they should pay for it.
- D. Are rich enough to pay for any music they download even if they click in the wrong place.

Guided Notes Grid:

What is the name of the website?

What does it allow Internet users to do?

How do you get access to the downloads?

What does the client have to do to get the music he or she wants?

Who pays the cost of maintaining the site?

Rubric for Guided Notes Grid:

0—Student does not write anything.

1—Student writes some words in the target language that answer some of the questions, but uses some English as well.

2—Student answers all questions in the target language, but several answers are inaccurate.

3—Student answers all questions in the target language, with minor errors in comprehension.

4—Student answers all questions in the target language with no errors in comprehension.

STANDARD 2
INTERPRETIVE READING

Benchmark: WL.K12.NM.2.1

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

Clarification: The student will engage with the text and visuals such as graphs and charts while employing learned target language reading strategies to aid comprehension.

Content Focus: Identify familiar written words, phrases, and sentences.

Content Limits: The content may include, but is not limited to, visuals and topics familiar to the student, such as the school day, family, and 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)
- advertisement (color, black and white)
- video segment (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to visuals and topics familiar to the student, and
- responses that are common misinterpretations of vocabulary or graphics.

Sample Multiple-Choice Item:

(The student is shown a screen-shot of a target culture online shop that includes information on a special sale written in the target language: All skirts and dresses 50% off! All suits 40% off! All sports equipment 20% off! All toys 15% off!) You want to buy something for your older sister to wear. How much will you save?

- A. 15%
- B. 20%
- C. 40%
- D. *50%

Benchmark: WL.K12.NH.2.1

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Determine the main idea from simple texts that contain familiar vocabulary used in context.

Clarification: The student will engage with a simple text while employing learned target language reading strategies.

Content Focus: Identify the main idea.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as home, family, or school.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage or advertisement
- video segment (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the main idea and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Our target language class loves to write. We have our own online newspaper. It has funny stories, useful information about the target language in our community, and articles about what is going on in the target country today. We also enjoy contacting friends online in both America and in the target language-speaking countries.

What is the main idea?

- A. *The class uses the target language often to communicate.
- B. The class works very hard.
- C. The class knows how to write articles.
- D. The students in the class are good friends.

Benchmark: WL.K12.IL.2.1

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

Clarification: The student will engage with the text while employing learned target language reading strategies to identify, describe, and explain main ideas and essential details.

Content Focus: Understand 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, free time activities, healthy living choices, and so on.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video segment (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the main idea/details and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Read the passage and select the answer that summarizes the main idea. (Student is provided with a cartoon picture of Ben Franklin flying a kite with a key on it during a thunderstorm)

Benjamin Franklin was interested in electricity. One day he tried a very dangerous experiment. He wanted to prove that lightning was actually electricity. He tied a key to a kite string. He flew the kite during a thunderstorm. When the lightning hit the kite, sparks flew off the key. The sparks were proof that the lightning was electricity.

- Benjamin Franklin liked to be outside.
- *Benjamin Franklin proved lightning was electricity with an experiment.
- Benjamin Franklin knew a lot about the weather.
- Benjamin Franklin was good at flying kites.

Benchmark: WL.K12.IM.2.1

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

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
- video segment (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that deal with information other than the main idea and/or key details and
- responses that are common misconceptions.

Sample Multiple Choice Item:

While it may seem that all mosquitoes suck your blood for food, this is actually not true. Male mosquitoes do not drink blood, they drink plant nectar. However, female mosquitoes feed on animal blood— this includes human blood. When a female mosquito bites a person, it leaves a small amount of its own saliva in the person's blood. Her saliva could contain a disease. A bite from a female mosquito could result in something as minor as an itchy bump or as serious as life-threatening disease or even death.

Which of the following is a main idea of the paragraph?

- A. Female mosquitoes drink blood.
- B. Mosquitoes are harmless to humans.
- C. *Female mosquitoes can transmit disease to humans.
- D. Mosquito bites are itchy.

Benchmark: WL.K12.IH.2.1

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.

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 in familiar texts and unfamiliar texts that are contextualized.

Content Focus: Understand the main idea and supporting details.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as travel, free time activities, target language literature or unfamiliar topics in texts that include repetition, redundancy, and paraphrasing.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate directly to the main idea/details and
- responses that are common misconceptions.

Sample Multiple Choice Item:

Even though experts are working on ways to kill mosquitoes that will be safer and more effective, there is still no sure way to protect people from their annoying, and sometimes deadly, bites. Hanging mosquito over your bed at night can help keep mosquitoes from getting to you, but the nets do not kill the mosquitoes. Bringing more of mosquitoes' natural predators (some species of birds and bats) into places where mosquitoes live can help to reduce the number of mosquitoes in that particular area. However, this is not a guaranteed solution. The natural predators may move to another area. Mosquitoes can definitely be killed with certain sprays or chemicals. However, these materials are often toxic to people or the environment.

Which of the following best summarizes the information in the paragraph?

- A. Mosquito nets are the most effective way to protect yourself from mosquito bites.
- B. Bringing in mosquitoes' natural predators is an ideal solution to the problem.
- C. Sprays and chemicals used to kill mosquitoes are sometimes poisonous.
- D. *There is no ideal solution to the mosquito problem at this time.

Benchmark: WL.K12.AL.2.1

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

Clarification: The student will engage with the text while employing learned target language reading strategies. Students are able to identify and describe viewpoints expressed in text.

Content Focus: Understand differing viewpoints.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as travel, free time activities, and target language literature.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not accurately represent the viewpoint expressed in the text and
- responses that are common misconceptions.

Sample Multiple Choice Item:

Read the passage carefully and then select the statement that indicates the narrator’s point of view.

Let us live, my Lesbia, and let us love.

And let us value the gossiping of too severe old men as nothing. Suns can rise and set. When once our brief light has set, we must sleep through one continuous night. Give me a thousand kisses, then a hundred, then another thousand, then a second hundred. Then another thousand, then a hundred. Then, when we have made many thousands, we shall mix them up, so that we don’t know, and no one bad can envy us, when he knows how many kisses there are.

In what does the poet find immortality?

- A. *multiplicity
- B. singularity
- C. the night
- D. the sun

Benchmark: WL.K12.NM.2.2

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of short, simple literary stories.

Clarification: The student will identify main ideas and supporting details in simple stories that use familiar vocabulary.

Content Focus: Understand ideas in a story.

Content Limits: The content may include, but is not limited to topics familiar to the student, such as home, family, and the school day.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to the most important information, concepts, and ideas in the written passage and
- responses that are common misconceptions.

Sample Multiple Choice Item:

Romulus, the first king of the Romans, lives with his brother Remus. Their father is the god Mars. Their mother is a woman named Rhea Silvia. (Student is shown a family tree diagram with the information of the story)

What do we learn about Romulus in lines 1 and 2?

- A. where and when he was born
- B. how he founded Rome
- C. *the names of his family members
- D. what kind of man he was

Benchmark: WL.K12.NH.2.2

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Identify the elements of story such as setting, theme, and characters.

Clarification: The student will engage with the text while employing learned target language reading strategies and identify story elements.

Content Focus: Identify story elements.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as home, family, and the school day or stories familiar to the student.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to the setting, theme, and characters and
- responses that are common misconceptions.

Sample Multiple Choice Item:

(A variation from Aesop’s Fables)

Read the following story and answer the question. (The story is to be accompanied by illustrations.)

A Fox once saw the Crow with a piece of cheese. "I am hungry and want that cheese," thought the Fox. When the Crow landed in a tree, the Fox sat down and called, "Good day, Crow! Your eyes are bright! Your feathers are beautiful!"

The Crow was happy. She loved to hear nice things about herself.

"I am sure your voice is even more beautiful than your feathers," said the Fox. "Please sing me a song!"

The Crow lifted her head high, closed her eyes and sang: "CAW-CAW-CAW!" The cheese fell to the ground, in front of the Fox.

"Thank you Crow," said the Fox. "In exchange for your cheese, I will give you a piece of advice."

What advice did the Fox most likely give the Crow?

- Do not eat cheese.
- *Do not trust those who only say nice things.
- Landing in trees is dangerous.
- Always give your cheese to friends.

Benchmark: WL.K12.IL.2.2

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Interpret written literary text in which the writer tells or asks about familiar topics.

Clarification: The student will engage with the text while employing learned target language reading strategies. Students are able to read and follow familiar directions and are able to interpret written information.

Content Focus: Interpret a written literary text.

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
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple Choice Item:

It's fourth period. One student sneezes, and then another. Several are blowing their noses. Suddenly, you realize that you are surrounded by sick people! What can you do? Since there are no known cures for the common cold, prevention is your only chance. Rule number one is to wash your hands frequently. Use soap and make sure to scrub both the front and back of your hands. Speaking of hands, don't use them to cover your nose when sneezing. Sneeze directly into a tissue, or into your elbow. And wash your hands afterwards! Cold germs can be transferred to you from surfaces as well. Also remember not to touch your face, as cold germs enter your system through your eyes, nose, or mouth.

After reading the passage, you know that catching a cold is which of the following? .

- A. unavoidable
- B. *unfortunately, quite easy
- C. actually, almost impossible
- D. difficult for students

Benchmark: WL.K12.IM.2.2

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

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
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the main idea/details and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

(A variation from Aesop's Fables)

Read the story and answer the question that follows it. (The story is to be accompanied by illustrations.)

There once was a shepherd boy who was bored while he sat watching his sheep. He thought it would be funny to play a joke on the villagers. He cried, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running to help the boy drive the wolf away. But when they got there, they found no wolf. The boy was laughing.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They angrily went back to the village.

Later, the boy cried out again, "Wolf! Wolf! The wolf is chasing the sheep!" He laughed as the villagers ran to him to help drive the wolf away.

When the villagers saw no wolf they angrily said, "Don't cry 'wolf' when there is NO wolf!"

But the boy just smiled and watched them go back to the village once more.

Later, he saw a REAL wolf hungrily looking at his sheep. He cried out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they did not come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went to find the boy. They found him crying.

"There really was a wolf here! It ate some of the sheep! I cried out, "Wolf!" Why didn't you come?"

An old man spoke to the boy and what was the old man likely to say?

- A. "Don't worry, we'll buy more sheep"
- B. "No one believes a liar, even when he is telling the truth."
- C. "Hurry! We must catch the wolf!"
- D. "Are you lying again?"

Benchmark: WL.K12.IH.2.2

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.

Clarification: The student will identify, explain, and describe main ideas and supporting details. Students will use to use context clues to interpret meaning.

Content Focus: Understand the main idea and supporting details using context clues.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as travel, free time activities, and target language literature in present and past time frames.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the main idea/details and
- responses that are common misconceptions.

Sample Multiple Choice Item

(A variation from Aesop's Fables)

There once was a crow who was extremely thirsty. She noticed a bit of water at the bottom of a tall pitcher. Now, her beak was too wide and the pitcher too thin for her to poke her thirsty tongue down into it.

"I am so thirsty! What shall I do?" she thought. "I'll think of something! I just have to get a drink!"

"Ah HA!" exclaimed crow, as she looked around her surroundings.

She saw pebbles on the ground around her. She took a pebble in her beak and dropped it over the pitcher's brim. Plop! Plop! Plop! She dropped three more in. On and on she went. One by one the pebbles fell, slowly making the water rise until it was easily within reach.

What is the main idea of this story?

- A. Birds are intelligent animals.
- B. Outward appearances are not always what they seem.
- C. *When you really need something, you can find a way.
- D. Do not be jealous of others.

Benchmark: WL.K12.AL.2.2

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Make inferences and predictions from a written source.

Clarification: The student will engage with the text while employing learned target language reading strategies. The student is able to read and follow directions with consistency and use inferencing skills to interpret meaning.

Content Focus: Apply inferencing.

Content Limits: The content may include, but is not limited to, topics familiar to the student or highly contextualized vocabulary and expressions that are unfamiliar and expressed in multiple time frames.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that make faulty inferences or predictions that are not supported by the text, and
- responses that are common misconceptions.

Sample Multiple Choice Item:

For friendship is nothing other than an agreement of all human and divine things with kindness and love. With the exception of wisdom, I scarcely know anything better given to man by the immortal gods. Some put forward riches, others good health, others power, others honors, many even pleasures. There are those who place the highest good in virtue rather than in friendship, but this virtue itself both engenders and contains friendship, and without virtue friendship cannot exist at all.

Cicero implies that...

- A. virtue is a deterrent to friendship.
- B. *virtue is a necessity for friendship.
- C. friendship is a necessity for virtue.
- D. friendship is deterrent to virtue.

Benchmark: WL.K12.NM.2.3

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate understanding of simple written announcements with prompting and support.

Clarification: The student will engage with the text while employing learned target language reading strategies and identify, describe, and explain the meaning of written announcements.

Content Focus: Determine meaning and purpose of simple announcements.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as home, family life, and school.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written announcement
- party invitation
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not identify nor describe the announcement, and
- responses that are common misconceptions.

Sample Multiple Choice Item:

To the most blessed emperor Caesar Nerva Trajan Augustus

Son of the divine Nerva

Conquerer in Germania and Dacia

High Priest

Vested with tribunician power seventeen times

Declared Emperor seven times

Elected consul six times

Father of the fatherland

The strongest emperor

The Senate and the Roman people dedicate this arch

What is the purpose of this inscription?

- A. *the dedication of a new building
- B. the announcement of the birth of a new baby
- C. the announcement of a visit of the emperor
- D. the dedication of a new public priesthood

Benchmark: WL.K12.NH.2.3

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Demonstrate understanding of signs and notices in public places.

Clarification: The student will engage with the text while employing learned target language reading strategies and identify, explain and describe key information in signs and notices.

Content Focus: Determine the meaning and purpose of public notices.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as home, family life, and school.

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 (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple Choice Item:

Read the following tombstone inscription of a Roman soldier, and answer the question that follows:

D(IS) M(ANIBUS)
ANICIO
INGENUO
MEDICO
ORD(INARIO) COH(ORTIS)
I TUNGR(ORUM) VIX(IT) AN(NOS) XXV

TRANSLATION: “To the spirits of the departed and to Anicius Ingenuus, centurion doctor. He lived twenty five years.”

How many years old was the soldier when he died?

- A. 2
- B. *25
- C. 26
- D. 48

Benchmark: WL.K12.II.2.3

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

Clarification: The student will engage with the text while employing learned target language reading strategies and recognize and read written announcements and advertisements to interpret meaning.

Content Focus: Determine meaning and purpose.

Content Limits The content may include, but is not limited to, topics familiar to the student, such as shopping, travel, and free time found in highly contextualized advertisements and announcements.

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 (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple-Choice Item:

Sample Item should be translated into English.

PRO SALVTE [IMP VESPASIANI] CAESARIS AVGV[sti] LI[b]E[ro]RVMQU[e eius ob]
DEDICATIONEM ARAE [fam.gliadiat.] CN [All]ei NIGIDI MAI FLAMI[nis] CAESARIS AVGVSTI
PVGN[abunt] POMPEIS SINE VLLA DILATIONE IIII NON IVL VENATIO [sparsiones] VELA
ERVNT.

Translation: In honor of the Safety of the Emperor Vespasian Caesar Augustus and his House, on the occasion of the dedication of the altar, the gladiatorial troupe of Gnaeus Allius Nigidius Maius, Flamen of Caesar Augustus, will give games at Pompeii on July 4. Beast hunt. There will be awnings.

For what is this inscription an advertisement?

- *gladiatorial games
- a visit by the emperor Vespasian
- the dedication of an altar
- the election of the Flamen of Augustus

Benchmark: WL.K12.IM.2.3

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

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
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple-Choice Item:

(The student is shown a screen-shot of a target culture online shop that includes information on shipping and returns.)

What is the policy for returns at this target culture online shop?

- A. The customer is responsible for paying the shipping on returns.
- B. Items must be returned to one of Shop Name's physical locations.
- C. *Customers must first call a hotline in order to make a return at no cost.
- D. Shop Name requires all returns to be made within one week of delivery.

Benchmark: WL.K12.IH.2.3

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.

Clarification: The student will engage with the text while employing learned target language reading strategies and identify, explain, and describe information found in text written for academic and workplace environments.

Content Focus: Identify, explain, and describe information meant for practical applications.

Content Limits: The content may include, but is not limited to, familiar topics related to academic areas and the workplace.

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 text
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple Choice Item:

(The student is provided with what looks like an excerpt of a manual for a copy machine. It contains the information below as well as illustrations.)

Read the information below and answer the question that follows.

Check the paper tray to make sure there is enough paper in the copy machine for the number of copies you wish to make. If necessary, place a partial ream of paper into the tray, lengthwise. Do not allow paper level to pass the red line on the wall of the tray. Next, you can begin making copies. To do this, lift the lid of the copier and place the picture or document you want to copy on the copier face. Close the lid to the copier. Choose the number of copies you would like to make by using the number key pad to enter a number. Then push the green start button.

What should you do if, upon checking the amount of paper, find that it is almost at the red fill line?

- A. add more paper so the paper level goes past the line
- B. *lift the lid to begin copying
- C. take out half of the paper
- D. enter the number of copies you would like to make

Benchmark: WL.K12.AL.2.3

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

Clarification: The student will engage with the text while employing learned target language reading strategies. The student is able to read and follow directions with consistency, and to identify main ideas and supporting details in a newspaper article or official document.

Content Focus: Determine main idea and key details.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as newspaper or excerpts from magazine articles or official documents.

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 text
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple Choice Item:

Read the passage below and answer the question that follows.

It may be surprising news to you that taking care of your teeth can have an effect on your heart. Some doctors feel that regular flossing and brushing contribute to good heart health. Many doctors believe germs that cause cavities can leave the mouth and enter your bloodstream, eventually attacking your heart. Other doctors believe that when there are too many harmful germs in your mouth, the body may spend its energy fighting those germs, weakening the heart over time.

In this paragraph the author explains that some doctors feel that having too many germs in your mouth can have a negative effect on your heart. From reading this passage, what can be understood about doctors?

- A. The doctors are united in reporting a positive correlation between oral and heart health.
- B. * The doctors are uncertain, but do realize there is a connection between heart and oral health.
- C. The doctors are extremely knowledgeable about the connection between heart and oral health.
- D. The doctors disagree on the extent that oral health effects heart health.

Benchmark: WL.K12.NM.2.4

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Recognize words and phrases when used in context on familiar topics.

Clarification: The student will recognize familiar words when used in context.

Content Focus: Recognize familiar vocabulary in context.

Content Limits: The content may include, but is not limited to, topics familiar to the student, such as home, family, or the school day.

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 text
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple-Choice Item:

(The student is shown a picture sequence of a girl leaving her house with an obviously heavy backpack in Sequence One, and a boy hailing her down to ask her something in Sequence Two. The boy is pointing at her backpack.)

Read the sentence below and answer the question that follows.

(The following sentences should be displayed in the target language.)

One Tuesday morning, John sees his classmate, Mary, coming out of her house with her backpack. The backpack looks very heavy. What might John ask Mary?

- *Did you have a lot of homework last night?
- Do you have swimming on Wednesday?
- Is math class at 9:15?
- Do you have a sandwich or soup for lunch?

Benchmark: WL.K12.NH.2.4

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Novice High

Benchmark: Identify key detailed information needed to fill out forms.

Clarification: The student will engage with the text while employing learned target language reading strategies and identify vocabulary necessary to filling out forms.

Content Focus: Identifying key information commonly solicited on forms.

Content Limits: Key information may include, but not be limited to, details such as name, birth date, city and state.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple-Choice Item:

Please write in block letters (also known as manuscript, or print):

Last name
First name
Birthday
Street address
Zip Code/City/Country
Telephone

Which of the following is the place to write your address?

- A. birthday
- B. zip code/city/country
- C. *street/house number
- D. telephone

Benchmark: WL.K12.II.2.4

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Low

Benchmark: Demonstrate understanding of vocabulary used in context when following written directions.

Clarification: The student will engage with the text while employing learned target language reading strategies. The student is able to read and comprehend vocabulary in order to follow written directions.

Content Focus: Demonstrate understanding.

Content Limits: Vocabulary may include, but is not be limited to, directions used in everyday activities pertaining to home life or the school day.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are common misconceptions.

Sample Multiple-Choice Item:

Read the following letter and answer the question that follows.

Dear Erika,

Be so good and take care of my bird Hansi while I am gone this month. Get some bird food from the kitchen and feed him every day. Give him fresh water every day, too. Please clean his cage every week. Sing a little—he likes to sing along. Thank you very much.

Yours,
Petra

What should Erika not do?

- A. sing along
- B. *forget the water
- C. clean the cage
- D. get the food from the kitchen

Benchmark: WL.K12.IM.2.4

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Recognize many high-frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

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
- video (for ASL)

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that include incorrect interpretations of idiomatic expressions and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Read the passage below and answer the question that follows.

Diane is backstage and extremely nervous. Her dance routine is next, and she is contemplating not going on stage at all. Her friend, Karen, is also nervous about her comedy routine, which come on after Diane's dance routine. Suddenly, the announcer says Diane's name. It is her time to perform! Karen gives her a hug and says, "Break a leg!"

What is Karen telling Diane?

- A. that she will be injured on her way to the stage
- B. that she will not fall on stage
- C. that she will follow her out
- D. *that she wishes her good luck

Benchmark: WL.K12.IH.2.4

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Intermediate High

Benchmark: Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.

Clarification: The student will engage with the text while employing learned target language reading strategies and identify main ideas and supporting details. The student is able to use context clues to determine the meaning of a written passage despite unfamiliar vocabulary.

Content Focus: The student will identify, describe, and explain the main idea and supporting details.

Content Limits: The content may include, but is not limited to, topics such as travel, free time activities, or familiar target language literature.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- video (for ASL)

Item Types: MC, WR, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to the main idea and supporting details from the text and
- responses that are common misconceptions.

Sample Multiple Choice Item:

Read the passage below and answer the question that follows.

One day in 1873, a German man and his Greek wife make a great discovery in the field of archeology. On a hill located in modern day Turkey, they excavated weapons, cups, and jewelry made of pure gold. Heinrich Schliemann had discovered the ruins of eight different cities. One of these was Troy. This project was the highlight of his career and the fulfillment of his dreams. As a child Schliemann had heard tales of Homer and the Trojan War from his father.

When did Schliemann's interest in antiquity begin?

- *when his father told him tales of the Trojan war as a child
- while he wrote his autobiography.
- when he married his Greek wife.
- when he excavated the golden jewelry

Benchmark: WL.K12.AL.2.4

Standard: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Proficiency Level: Advanced Low

Benchmark: Demonstrate understanding of the main idea and supporting details from different types of texts that contain high-frequency idioms.

Clarification: The student will engage with the text while employing learned target language reading strategies. The student is able to read and follow directions with consistency and will identify, describe, and explain main ideas and supporting details. The student is able to identify common idioms and use them to determine meaning.

Content Focus: Identify the main idea and details in a variety of texts using idioms.

Content Limits: The content may include, but is not limited to, literary devices found in literary compositions and appropriate vocabulary, including familiar idioms.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- video (for ASL)

Item Types: MC, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to the main idea and supporting details from the text and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Read the passage below and answer the question that follows.

I am so excited for summer vacation to begin! My plan is to travel across the target language-speaking country via train with two friends. We already have everything planned out. I have been working all school year to save up for this trip, but I have been shopping a lot as well. I definitely needed a smaller computer in order to carry it with me while I travel. My new laptop set me back quite a bit. Actually, I am so strapped for cash at the moment I may have to stay in one area of target language-speaking country instead of touring with the train. My friends could catch up with me later.

Why would this person need to stay in one area in the target language-speaking country instead of touring with the train?

- A. *to save money
- B. it is safer to stay in one area
- C. to use her laptop more often
- D. she doesn't have enough time

STANDARD 3
INTERPERSONAL COMMUNICATION

Benchmark: WL.K12.NM.3.1

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Mid

Benchmark: Introduce self and others using basic, culturally-appropriate greetings.

Clarification: The student will use culturally appropriate greetings to make introductions.

Content Focus: Greet and introduce self and others.

Content Limits: The content may include, but is not limited to, the use of general, culturally-appropriate greetings.

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

Item Types: MC, WR, AR, VR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to greetings and introductions, and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

M. Guten Tag!

F. Guten Tag!

M. Ich heie Peter.

Wie heit du?

A. Er heit Klaus.

B. Mir geht's gut.

C. Maria. *

D. Ich komme gleich.

M: Hello!

F: Hello!

M: My name is Peter.

What is your name?

His name is Klaus.

I'm doing fine.

Maria*

I'd be glad to come.

Benchmark: WL.K12.NH.3.1

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Engage in short social interactions using phrases and simple sentences.

Clarification: The student will use simple sentences and phrases to engage in short social interactions.

Content Focus: The student will engage in social interactions.

Content Limits: The content may include, but is not limited to, simple interactions using familiar vocabulary and phrases.

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

Item Types: MC, WR, AR, VR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to phrases and simple sentences, and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Choose the response that fits the conversation.

Le Monsieur: Bonjour, Madame Dupont!
La Dame: Bonjour, Monsieur Carrell
Le Monsieur: Comment allez-vous?

Man: Hello, Mrs. Dupont!
Woman: Hello, Mr. Carrell.
Man: How are you?

- | | |
|---|--------------------------------------|
| A. * Je vais très bien, merci. Et vous? | I am fine, thank you. And you? |
| B. Nous allons au cinema. | We are going to the movies. |
| C. Elle va en ville. | She is going into town. |
| D. Je ne vais pas à la pêche ce matin. | I am not going fishing this morning. |

Benchmark: WL.K12.IL.3.1

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Initiate and engage in a conversation on familiar topics.

Clarification: The student will initiate and engage in a conversation on familiar topics.

Content Focus: Engage in conversations.

Content Limits: The content may include, but is not limited to, exchanging information 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

Item Types: MC, WR, AR, VR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to conversation on familiar topics, and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Jacques: Sarah, would you like to go into town with me?

Sarah: I'd love to. I must do some shopping. Do you have your own car?

- A. Yes, the metro station is not far.
- B. No, because my bicycle needs repairing.
- C. No, your packages won't fit in my car.
- D. *No, but I can take my mother's Renault.

Benchmark: WL.K12.IM.3.1 (This benchmark is best assessed in the classroom.)

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Express views and effectively engage in conversations on a variety of familiar topics.

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

Item Types: AR, VR, PT

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to expressing views in conversation, and
- responses that are common misconceptions.

Sample Written/Audio Response Items:

Your teacher wants you to choose a painting to be printed in your German club's fundraising calendar. You have chosen *The Scream* by Munch, and you must state why you think the painting should be included in the calendar.

You are going to produce a calendar with a photo for each month to raise money for a trip to Germany. You will have two minutes to type brief notes into the form. State a theme and choose a season and one month to demonstrate an example of what you would put in your calendar. You will submit it to the committee, who will ask you questions about your proposal.

Theme:

Season:

Month:

Picture:

Why you think the theme you chose will sell the most calendars.

You may refer to your form to answer the following questions. You will have 10 seconds to record a response to each of the first three questions and 20 seconds to record your final response.

An adult's voice, in the target language:

What theme do you propose? (10 seconds)

What season did you choose? (10 seconds)

What photo would you include for the month you chose? (10 seconds)

Why do you think this theme will sell the most calendars? (20 seconds)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to hesitation, false starts, short pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of basic context. Some aspects of the response will be on topic and relate to the prompt.• No attempt to clarify message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to hesitation, false starts, and short pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.• Comprehension of contextualized or repeated language. The response will be related to the topic.• Few attempts to clarify message through repetitions or substitutions.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to hesitation, false starts, and short pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Use of some variation in vocabulary.• May attempt to clarify message through repetitions or substitutions.
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, short pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations.• Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt. Use of a variety of vocabulary.• May attempt to clarify message through repetitions, substitutions or circumlocution.

Benchmark: WL.K12.IH.3.1

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: State and support different points of view and take an active part in discussions.

Clarification: The student will actively take part in discussions.

Content Focus: State points of view.

Content Limits: The content may include, but is not limited to, writing letters and/or communicating in e-mail in response to others' points of view.

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

Item Types: MC, AR, VR, WR, PT and TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to stating points of view and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Read the sentences below and answer the question that follows.

How would Annick respond to the Animation Book Club president's survey question? Annick thinks they ought to read a European genre since they spent all of last year reading Japanese Manga.

Would Animation fans think about ordering the latest from Japan for next month's selection?

- Of course! I haven't read any of those in a long time.
- *I love Japanese comics, but I think we ought to read *Tintin* this year since the film got such good reviews.
- Why not consider ordering some animated films from China?
- No, I've never been to Japan, so I'd rather not read any more of that genre.

Sample Grid Item:

The Student Government of your target language immersion high school wants to propose ways to make the school day less rushed for students. You are going to engage in a debate about whether lunch time should be extended to an hour instead of 30 minutes. What is more important to you—finishing your school day earlier or being able to take longer over lunch time? You have two minutes to prepare your

talking points on the grid. Listen to what your discussion partners say, and respond accordingly. You may agree or disagree with your partner’s opinion. You will have 20 seconds in which to respond each time.

Which option do you support, A: keeping a shorter school day with a half-hour lunch or B: extending the school day so that students can have an hour for lunch? Explore the advantages and disadvantages of each.

Grid: Can be on a screen or on paper in a test booklet.

Option A: Keep the day as short as possible.

Option B: Extend the day so that students can have an hour for lunch.

Pros

Cons

Pros

Cons

Student voice: I think lunch should be short so students can go to work. (20 seconds to record response)

Another student voice: I don’t have enough time to talk to friends. Do you agree? (20 seconds to record response)

Student voice: Having a chance to take care of a little business during the day would allow me to focus on my studies in class.

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts or hesitation, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. Language may be similar for each of the responses. Responses may not relate directly to each prompt. • No attempt to clarify message through repetitions, substitutions or gestures.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts or hesitation, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. Responses will be related variously to each prompt . • Few attempts to clarify message through repetitions or substitutions. Perspective will be limited to the speaker’s own opinion; other opinions may not be taken into account.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear

	<p>when attempting to create with the language. There should be no patterned errors</p> <ul style="list-style-type: none"> • Comprehension of contextualized or repeated language. The responses will be on topic and relate directly to the prompt. • May attempt to clarify message through repetitions or substitutions. Responses may take others' opinions into account.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt. • May attempt to clarify message through repetitions or substitutions that approach circumlocution. Responses may demonstrate the perspective of a target language culture.

Benchmark: WL.K12.AL.3.1

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Communicate with moderate fluency and spontaneity on familiar topics even in complex situations.

Clarification: The student will be able to express more complex thoughts in the context of a conversation or dialogue.

Content Focus: Communicate on familiar topics.

Content Limits: The content may include, but is not limited to

- responses that do not relate to communicating on complex thoughts in the context of a conversation and
- responses that relate to common misconceptions. Additionally, the content may include, but is not limited to the following points:
 - reading a newspaper/magazine/internet articles and discussing in a “roundtable” fashion the cultural/historical events;
 - talking about familiar and unfamiliar topics, and asking and answering questions;
 - texts or media that engage the student in conversation and exchanging information, concepts, and ideas that contain a variety of learned patterns; using appropriate level vocabulary, grammar, and syntax that is proficiency level appropriate; consistent fluency and spontaneity in target language;
 - dialoguing about topics of interest and concern to students at the advanced level, (e.g., social concerns, civic responsibility or environmental issues).

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)

For example: The student sees captions or graphics that may include photos of two apartments and a task whereby a student and his/her roommate are looking for an apartment to share. A student has seen an ad in the newspaper and must call his/her roommate and describe both apartments in detail.
- video or audio segment

For example: The student listens to a dialogue or conversation recorded by native speakers. There will be two 20-second pauses, followed by a repeat of the dialogue or conversation, with two 20-second pauses for the student to record his/her answers.
- text (may include literary, informational passages or interpersonal discourse)

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to an oral response to articles based on cultural evidence found in newspapers/magazines/internet articles and
- responses that relate to common misconceptions.

Sample Audio Response Item:

Students will respond with a minimum of two or three complete sentences to complete the dialogue or conversation. The response will demonstrate mastery of diverse verb tenses, idiomatic expressions and non-cognate vocabulary.

Student will hear a recording of a hotel clerk explaining that their reservation is missing and they do not have a room. Student will be instructed to ask for assistance in finding another hotel nearby and securing a reservation.

Recorded material, part 1:

Clerk: I am sorry, but we do not have a reservation for you for tonight. Your travel agent did not respond to our email, which stated that all rooms are already reserved for guests who are in town for a convention this week. Unfortunately, the hotel is full. Did your travel agent try to reach you before you left?

20-second pause to record student response.

Recorded material, part 2:

Clerk: In any case, we are sorry your travel agent was unable to reach you. We have two options for you. There is a Sofitel out at the airport, where we can offer you an excellent rate. You can take a free shuttle, which leaves in an hour. On the other hand, if you wish to stay in town, we can get you a room at the Hotel Jeanne d'Arc on Place Maubert. It is just a few steps away.

20-second pause to record student response.

Four-Point Rubric:

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and perhaps strings of sentences. Will occasionally approach native speaker pronunciation when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation.• Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors.• Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt.• Few or no attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Some gestures/responses will be typical of the target culture.

2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • Minimal attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Few gestures/responses will be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution, self-correction, questions asked, or gestures. Some gestures/responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relate directly to the prompt. • May attempt to clarify message through circumlocution, self-correction, question-asking, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.

Note: At this level, exposure to notions of travel or other basic cultural realities should be advanced enough that cultural bias (never having traveled or been to a hotel) does not interfere with the response.

Benchmark: WL.K12.NM.3.2

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Participate in basic conversations using words, phrases, and memorized expressions.

Clarification: The student will use words, phrases, and memorized expressions in basic conversations.

Content Focus: Participate in basic conversations.

Content Limits: The content may include, but is not limited to, recognizing target language words that are cognates in English and use rote phrases to communicate basic information.

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
(The student will listen to a dialogue or conversation recorded by a teenage native speaker. There will be a 30-second pause so that the student can plan their responses, followed by a repeat of the dialogue or conversation, with a 30-second pause for the student to record his/her answers.)
- passage in the target language

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to words, phrases, and memorized expressions, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Latin

In the text presented, the following expressions are cognates in English:

- A. *cognosco/cognition
- B. reparare/repeat
- C. servo/serve
- D. pulvis/pelvis

Sample Audio-Response Item:

You will listen to a recording of part of a phone call. You will have 30 seconds to plan what you are going to say. Then you will listen to the recording again. When the speaker asks you a question, you will have 15 seconds to respond. Tell Jacques that you cannot go with him and tell him why by saying that you must do something else.

Script: Salut, toi! Ici Jacques. Je vais aller au cinéma à huit heures et demie. Je veux voir le nouveau film d'horreur. Tu veux aller au cinéma avec moi ce soir?

Four-Point Rubric:

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • No attempt to clarify message through repetitions, substitutions or gestures.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be related to the topic. • Few attempts to clarify message through repetitions, substitutions or gestures. Gestures will be typical of the speaker's own culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • May attempt to clarify message through repetitions, substitutions or gestures. Gestures will be typical of the speaker's own culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt. • May attempt to clarify message through repetitions, substitutions or gestures that approach circumlocution. Gestures will be typical of the speaker's own culture.

Benchmark: WL.K12.NH.3.2

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Exchange information about familiar tasks, topics, and activities including personal information.

Clarification: The student will exchange information about familiar tasks, topics and activities.

Content Focus: Orally exchange information with others.

Content Limits: The content may include, but is not limited to topics centering on everyday, familiar subjects.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to exchanging information about familiar tasks, topics, activities, and
- responses that relate to common misconceptions/ misunderstandings.

Sample Multiple-Choice Item:

John: Hi Maria! What are you doing this afternoon?

Maria: I have swimming after school. What are you doing?

Question: What would be a logical response from John?

- A. Every Monday at 4:00
- B. *I have to do my homework.
- C. I don't have any books.
- D. I already went home.

Sample Audio-Response Item:

When you get out of class for the day you always look at your phone messages. Call your friend Jacques and leave a recorded message to the text message he sent you during school hours. You will have 20 seconds to respond.

A cell phone screen showing Jacques's text: What are you going to do this evening? I want to go out.

A teen boy's voice, saying: "Jacques here. I can't talk right now. Leave me a message at the beep!" (beep)

Four-Point Rubric:

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt.• No attempt to clarify message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.• Comprehension of contextualized or repeated language. The response will be related to the topic.• Few attempts to clarify message through repetitions or substitutions. Responses will be typical of the speaker's own culture.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt.• May attempt to clarify message through repetitions or substitutions. Responses may be typical of the speaker's own culture.
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations.• Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt.• May attempt to clarify message through repetitions or substitutions that approach circumlocution. Responses may be typical of the speaker's own culture.

Benchmark: WL.K12.IL.3.2

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Interact with others in everyday situations.

Clarification: The student will interact with others in everyday situations.

Content Focus: Interact with others.

Content Limits: The content may include, but is not limited to a listening and speaking or reading exercise in which a discussion ensues among several people; topics may include, but are not limited to descriptions of friends and family, activities, classes, plans in the immediate future, 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
- text that is either recorded or presented in written form

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to descriptions of friends and family, activities, classes, plans in the immediate future, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Latin

Complete what Chloe has to say about her lover.

Daphnis: My lover is perfect! He never leaves me!

Chloe: My lover likes war more than me. He is...

- A. amorphous!
- B. *odious!
- C. amicable!
- D. ammonias!

Sylvie is talking to her mother about the friendships she has made in her new school. What statement is the best response to her mother's question?

An adult female voice: What personal qualities are you looking for in your new friends?

- A. I want to go shopping with them every Saturday.
- B. They will all become politicians and professionals.
- C. *I'm looking for friends who are nice, but also interesting and active.
- D. My boyfriend should be rich and famous.

Sample Audio-Response Item:

You and a friend are talking about a magazine survey. Its purpose is to poll teens about what qualities they seek in an ideal friend. Your friend asks you the first question. You have 20 seconds to respond.

Voice of a male student: What is more important to you in an ideal friend, appearance or personality?

Four-Point Rubric:

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • No attempt to clarify message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be related to the topic. • Few attempts to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt. • May attempt to clarify message through repetitions or substitutions that approach circumlocution.

Benchmark: WL.K12.IM.3.2

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Ask and answer questions on familiar topics to clarify information and sustain a conversation.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to topics about family, activities, plans, shopping, travel, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Read the partial dialogue below. What might the captain ask?

Neighbor: I saw thieves enter into the house of Remus.

Captain:

Neighbor: Five sturdy men. Send ten soldiers so they cannot get away.

- A. Quamdiu? (How long)
- B. *Quantus? (how many)
- C. Qualis? (What kind)
- D. Quando? (When).

Prompt in target language: Martine is at the mall shopping for shoes because she has a special event to attend. How would she answer the salesperson’s question?

Salesperson: What kind of event will you attend? And what size and color do you require?

- A. We go to the park every Sunday. I wear light colors because it’s so hot out.
- B. I went to the beach last weekend. I lost my favorite sandals.
- C. I need comfortable shoes. I walk two miles to school every day.
- D. * I will be attending a wedding in the month of August, so something not too heavy in a light color. I wear size eight.

Sample Audio-Response Item:

First, listen to the prompt and the questions you must answer. The second time, answer the question after the beep. There will be a 10-second pause after each question during which you should answer the question.

Target language prompt: You need a pair of shoes for a special event. A salesperson approaches you as you enter a shoe store. Respond to their greeting and answer the questions they ask.

Salesperson (in formal mode): Hello.What kind of shoes are you looking for? How may I help you? (20 seconds to respond)

Salesperson: What size do you wear? (10 seconds to respond)

Salesperson: Do you have a color preference? (10 seconds to respond)

Salesperson: Is the comfort of the shoe important? (10 seconds to respond)

Four-Point Rubric:

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts, and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • No attempt to clarify message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be related to the topic. • Few attempts to clarify message through repetitions or substitutions.

3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt. • May attempt to clarify message through repetitions or substitutions that approach circumlocution.

Benchmark: WL.K12.IH.3.2

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Sustain a conversation in uncomplicated situations on a variety of topics.

Clarification: The student will sustain a conversation in uncomplicated situations on a variety of topics.

Content Focus: Sustain conversations in basic situations.

Content Limits: The content may include, but is not limited to common idiomatic expressions and unfamiliar vocabulary that is highly-contextualized.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to common idiomatic expressions and unfamiliar vocabulary that is highly contextualized, and
- responses that relate to common misconceptions.

Sample Audio Response Item:

Listen to the prompt while you read it on your screen/test copy. The first time through, listen to what your friend says. At each beep, you will have 20 seconds in which to plan your response. When you hear it the second time, respond at the beep and your responses will be recorded. You will have 10 seconds to respond the first and second times. After that, you will have 30 seconds to respond to your friend and ask her another question.

You and your friend Béatrice are each at home packing your bags to go to a volunteer weekend where you will make repairs to a camp and learn how to be counselors for disadvantaged children. You will be working at the camp for six weeks in the coming summer. You call her home phone to see if she's almost ready and what she's packing. She answers the phone.

Béatrice: Allô? Ici Béatrice. (Hello? Beatrice speaking.) 10 seconds to respond.

Béatrice: Je suis presque prête. Je suis en train de faire mes bagages. Je cherche mes bottes au cas où il pleuvrait. Et toi? (I am almost ready. I'm packing my bags. I'm looking for my boots in case it rains. And you?) 10 seconds to respond

Béatrice: Je peux m'occuper des matériaux pour les bricolages. Il nous faudra des outils pour réparer les cabines. Il y en a dans l'atelier de mon père. Est-ce que tu t'occuperas de la nourriture? (I can take care of

the materials for tinkering. We will need tools to repair the cabins. There are some in my dad’s workshop. Will you take care of the food?) 30 seconds to respond.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and perhaps strings of sentences. Will occasionally approach native speaker pronunciation when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors. • Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt. • Few or no attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Few responses will be typical of the target culture.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar material is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • Minimal attempts to clarify and extend message through circumlocution, self-correction, or questions asked. Some responses may be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • Will attempt to extend the conversation. May attempt to clarify message through circumlocution, self-correction, or questions asked. Some responses are typical of the target culture.

4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none">• Easily comprehensible to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation.• Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors.• Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relate directly to the prompt.• Will attempt to extend the conversation. May attempt to clarify message through circumlocution, self-correction, or questions asked. Some responses are typical of the target culture. These strategies should be apparent at this level.
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Benchmark: WL.K12.AL.3.2

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Express and connect ideas when engaged in a lengthy conversation.

Clarification: The student will express and connect ideas in lengthy conversations.

Content Focus: Sustain lengthy conversations.

Content Limits: The content may include, but is not limited to topics on historical significance such as the development of government, social conventions, and figures/personages in the history of the culture of the target language. Additionally, the content may include familiar and unfamiliar topics, asking and answering questions, proficiency level appropriate texts or media with identifiable ideas and specific details on given information, concept, or ideas; the focus should not be on paraphrasing but on expressing the main ideas and details of a topic with the use of appropriate level grammar, vocabulary, syntax, and fluency. Dialogues should be on topics of interest and concern to students at the Advanced level, for example, social concerns, civic responsibility or environmental issues.

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
- written texts from several student portfolios

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to connected ideas in conversation and
- responses that relate to common misconceptions.

Sample Written Response Item:

What poet wrote: "Da mihi basia mille"? To whom does he say it in the poem? Catullus addresses Lesbia in the poem

Sample Portfolio Item: This benchmark is best assessed in the classroom.

Students will share their findings, utilize transitions in the target language to unite the topical area, and construct five sentences that connect the shared ideas.

An example might include the style of government in the early days of the history of the culture of the target language.

Sample Audio Response Item:

Speech should be at regular cadence. The student will be able to self-correct mistakes in familiar structures and topics as well as be able to communicate successfully with a sympathetic native-speaker. The student will be able to address tangential topics and will be able to re-direct a conversation.

The student's response will be graded using a four-point rubric.

Example: You, the student, are about to be interviewed for a summer-long internship. Answer the employer's questions and discuss both what you have already accomplished and what you hope to accomplish in the future that will help you in your selected career field.

Sample Video Response Item:

The text may include literary, informational passages or interpersonal discourse. Other realia may include but are not limited to media segments, illustrations with captions or graphics.

Sample Audio Response Item:

The student will listen to a dialogue or conversation recorded by native speakers. There will be a 90 second pause, followed by a repeat of the dialogue or conversation, with 90 seconds for the student to record his/her answers.

The student will respond with a minimum of two or three complete sentences to complete the dialogue or conversation. The response will demonstrate control of familiar yet diverse verb tenses, idiomatic expressions and non-cognate vocabulary.

Benchmark: WL.K12.NM.3.3

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Ask simple questions and provide simple responses related to personal preference.

Clarification: The student will express personal preferences by asking rote questions and providing rote responses.

Content Focus: Ask and answer a question about personal preferences.

Content Limits: The content may include, but is not limited to simple vocabulary, construction and phrases dealing with common daily experiences.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to simple vocabulary, construction and phrases dealing with common daily experiences, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Anne: What do you want to do Saturday night? Do you prefer to see a film at the cinema or go to Céline's party?

Paul:

- A. My brother likes parties but he doesn't like to dance.
- B. * Let's go to Céline's house. I like to dance!
- C. I have to be back home at midnight.
- D. We often go to the movies.

Sample Audio-Response Item:

You and your friend Anne are making weekend plans. Listen to her question and think of what you are going to say. When you hear the question the second time, respond at the beep.

Anne: What do you want to do on Saturday? Do you prefer to see a film at the cinema or go to Céline's party? (15 seconds to respond)

Four-Point Rubric:

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt.• No attempt to clarify or extend message through repetitions, substitutions or added details.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and related to the topic.• No attempt to clarify message through repetitions, substitutions or added details.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt.• May attempt to clarify message through repetitions, substitutions or added details .
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations.• Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt.• May attempt to clarify message through repetitions, substitutions or added details.

Benchmark: WL.K12.NH.3.3

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Exchange information using simple language about personal preferences, needs, and feelings.

Clarification: The student will use simple language to exchange information about personal likes and dislikes in a dialogue.

Content Focus: Converse about personal likes and dislikes.

Content Limits: The content may include, but is not limited to expressing personal opinion related to likes and dislikes, needs, and feelings of everyday life using familiar vocabulary and expressions; content does not include advanced idiomatic expressions such as “raining cats and dogs.”

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

Item Types: MC, AR, VR, WR, PT and TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to exchanging information about personal likes and dislikes, and
- responses that relate to common misconceptions.

Sample Multiple-Choice

Read the sentences below and answer the question that follows.

Marc is going on a ski vacation in the Alps. He is packing his bags. What does his mother say to him?

- Do you have your bathing suit?
- Where is your tennis racket?
- *You need your sweater. It’s cold there!
- Do you feel like going to a soccer match?

Sample Written Response Item:

The student views an email containing two pictures and a message with a photo of a grandmother. One picture is a postcard of La Martinique and the other is of Le Mont St.Michel. The message: Chers enfants, Où veux-tu aller en vacances? Qu’est-ce que tu préfères et pourquoi? Grosses bises, Mémé. (Dear children, Where do you want to go on vacation? What place do you prefer and why? Love and kisses, Nana.) The student will write an email reply including a greeting, a minimum of two lines and a closing with signature.

Four-Point Rubric

0. No response or language unrelated to the task or topic. “I don’t know.”
1. Some elements of the email: i.e., a greeting and a preference, but no explanation for why or closing; difficult to understand.
2. Most elements of the email: a greeting, a stated preference, attempted explanation, and a closing; comprehensible output, but patterns of incorrect structures and inauthentic vocabulary choices.
3. A coherent response including a greeting, a stated preference and a topically related explanation with a culturally appropriate closing. Comprehensible output with few glaring errors in usage. May include an exclamation, question, or other details.
4. A fluent and coherent response that includes all elements; culturally appropriate vocabulary, accurate syntax, and no obvious errors. May include an extension of the topic in the form of cultural information, an exclamation, question, or other details.

Benchmark: WL.K12.IL.3.3

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Express and react to feelings and emotions in real life situations.

Clarification: Students will be able to express personal viewpoint and feelings of everyday life in the context of the culture of the target language.

Content Focus: Expression of feelings and emotions.

Content Limits: Students will use familiar vocabulary and expressions related to real life situations to converse about feelings and emotions.

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
- text

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to expressing feelings and emotions, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Max and Arthur are talking. Read their dialogue below and answer the question that follows.

Max: What are you going to do during the winter holiday?

Arthur: My family is going to visit my grandmother in the country.

Max: You are so lucky! Does she have animals?

What might be Arthur's response to Max?

- A. *Yes, and she still takes care of them. She has a lot of energy!
- B. Yes, her apartment in town is really too small.
- C. Too bad that you can't come to the beach with us!
- D. No, we don't like to visit her in spring.

Sample Audio-Response Item:

Listen to the prompt. The first time through, listen to what your cousin says. Then you will have 30 seconds in which to plan your responses. When you hear it the second time, respond at the beep and your responses will be recorded. You will have 10 seconds to respond the first time. After that, you will have 30 seconds to respond to your cousin and propose a solution.

You and your cousin have been planning a trip to go hiking and rafting in the Dordogne Valley. Your cousin calls to give you some important information and to seek your advice.

Cousin: Bonjour, toi. J'espère que tu ne sera pas trop fâché avec moi, mais j'ai de mauvaises nouvelles. (Hi there. I hope you aren't too upset with me, but I have some bad news.) 10 seconds to respond.

Cousin: Je vais un peu mieux maintenant, mais hier je me suis cassé la jambe. Je faisais de l'escalade à la montagne et je suis tombé. Nous allons voyager dans un mois. Qu'est-ce qu'on va faire? (I'm doing a little better now, but yesterday I broke my leg. I was climbing in the mountains and I fell. You and I were going to travel next month. What are we going to do?) 30 seconds to respond.

Four-Point Rubric

0. No response or incomprehensible language unrelated to the prompt. "I don't know."
1. The responses account incompletely for the required elements of the conversation and demonstrate incomplete understanding of the scenario. Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Errors appear when attempting to address details. Pronunciation may affect comprehensibility. There may be no expression of sympathy or request for an explanation of the bad news.
2. Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is related to the topic. Complete understanding of the scenario, but may not respond creatively to the request for advice. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. May show accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.
3. Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is related to the topic and given using familiar words and phrases. Complete understanding of the scenario and plausible response to the request for advice. Will not demonstrate native speaker pronunciation, but will be comprehensible. Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Few glaring errors in usage.
4. A fluent and coherent response that includes all elements: An expression of sympathy, expression of regret, a creative and plausible suggestion for solving the problem. Uses appropriate vocabulary, accurate syntax, and no obvious errors. May include an extension of the topic in the form of cultural information, an exclamation, question, specific advice, or other details. Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Few glaring errors in usage.

Benchmark: WL.K12.IM.3.3

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Express personal views and opinions on a variety of topics.

Clarification:

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to expressing personal views and opinions on familiar topics, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Read the text below and answer the question that follows.

Les parents de Marceline discutent des possibilités professionnelles de leur fille et du programme d'études qu'elle devrait suivre. Complétez la conversation suivante:

Père: Marceline devrait suivre plus de cours de sciences.

Mère: Je ne pense pas qu'elle veuille être médecin. Elle s'intéresse aux langues. Elle va aller au Sénégal.

Père: Je croyais qu'elle voulait aider les gens!

Mère:

- A. Non, elle pourra faire cela l'année prochaine.
- B. Marceline veut être comptable et habiter avec nous.
- C. Elle préférerait écrire un roman au sujet de ses expériences au Moyen Orient.
- D. Elle veut apprendre le Wolof pour mieux comprendre leur culture.

Translation:

Two parents are in the kitchen discussing future job possibilities of their child and the necessary education he/she will need. From a short conversation (audio recording) complete the following conversation:

Father: Marceline should be taking more science courses.

Mother: Oh, I don't think she wants to be a doctor. She's interested in languages! She's going to Senégál.

Father: I thought she wanted to help people!

Mother:

- A. No, she can learn to do that next year.
- B. Marceline wants to be an accountant and live at home with us.
- C. She would prefer to write a novel about her experiences in the Middle East.
- D. *She wants to learn Wolof so she can better understand their culture.

Sample Audio-Response or Video-Response Item

You have been asked to participate in a survey about recycling in your community. A representative of a Francophone agency, Recyclage Global, has contacted you because you are the president of your French Club and an officer of the EnviroClub at your school. First, listen to the interviewer's questions and use the 20-second pauses to take notes and plan your answers. When the interviewer's questions are played again, record your answers at the beep.

Interviewer: Qu'est-ce que vous faites par rapport au recyclage à votre école? (20 seconds to respond.)
What does your school do with respect to recycling?

Interviewer: Est-ce que les élèves de votre école sont consciencieux en ce qui concerne le recyclage? (20 seconds to respond.) (Are the students at your school conscientious about recycling?)

Interviewer: Qu'est-ce que votre EnviroClub fait comme publicité pour les causes environnementales? (20 seconds to respond.) (What does your EnviroClub do to publicize environmental causes?)

Interviewer: Est-ce qu'il y a d'autres membres Francophones de l'EnviroClub qui voudraient participer avec vous à la Colloque des Jeunes pour l'Environnement à la Martinique l'été prochain? (20 seconds to respond) (Are there other Francophone members of the EnviroClub who would like to participate with you in the Youth Conference for the Environment in Martinique next summer?)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speaking skills when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation.• Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors.• Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt.• Few or no attempts to clarify message through circumlocution, self-correction, or

	gestures. Some gestures/responses will be typical of the target culture.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • Minimal attempts to clarify message through circumlocution, self-correction or gestures. Few gestures/responses will be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustom to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution, self-correction or gestures. Some gestures/responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustom to language learners. Response expresses speaker’s thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relate directly to the prompt. • May attempt to clarify message through circumlocution, self-correction, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.

Benchmark: WL.K12.IH.3.3

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Express degrees of emotions and respond appropriately to the feelings and emotions of others.

Clarification: Students will be able to understand tone and mood in a passage or recording and respond appropriately.

Content Focus: Understand tone and mood.

Content Limits: The content may include, but is not limited to tone and mood in a passage or recording.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to tone and mood, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Print:

A volunteer from a humanitarian organization is speaking to a group of young people who agreed to give up all electronic communications for period of three days. Choose the response that completes the conversation appropriately.

Audio Segment:

Bénévole: Je suis allé(e) en Haïti pour travailler dans le service sanitaire. J'ai travaillé pendant six semaines, douze heures par jour sans communication avec mes parents et mes copains. Mais je ne me suis jamais senti(e) seul(e). J'ai crée des amitiés profondes et durables. Cette expérience n'avait rien de virtuelle!

Madeleine: Comment est-ce que tu as supporté te sentir coupé de tes copains? Tu n'avais pas l'impression qu'il te manquait quelque chose d'important?

- Oui, quand je suis rentré(e) en France, j'ai commencé à m'ennuyer.
- *Non, j'avais le sentiment que quelque chose d'important se passait en Haïti et que cela me manquait quand je suis rentré(e) ici!
- Oui, il y avait si peu à faire en Haïti que j'avais envie de surfer sur Internet et faire du Facebook avec mes copains.
- Non, le réseau numérique était excellent, alors je me suis mise en contact avec mes copains tant que je voulais.

Translation:

Volunteer: I went to Haiti to provide sanitation services. I worked for six weeks, 12 hours a day, without communicating with my parents or my friends. But I was never lonely. I made some very deep friendships. There was nothing virtual about that experience!

Madeleine: How did you stand being cut off from your friends in France? Didn't you feel like you were missing something?

- A. Yes, I was bored when I went back home.
- B. *No, I felt like I was missing something in Haiti when I went back home to Paris!
- C. Yes, there was so little to do in Haiti that I really wanted to surf the Internet and do Facebook with my friends.
- D. No, the communications network was excellent, so I checked in with my friends every time I could.

Sample Audio or Video Response Item

You volunteered in Haiti for six weeks and worked for 12 hours a day. Your cell phone and computer didn't work there, so you were cut off from friends and family for most of your stay. You are now back in France. Your friend Antoine, always curious, asks you some intense questions:

Antoine: Tiens, je suis ravi qu'on se retrouve comme ça! Tu as l'air un peu fatigué. Est-ce que c'était difficile, ton séjour en Haiti? Ta mère m'a dit que tu ne pouvais ni téléphoner, ni surfer sur Internet. Tu ne trouvais pas tout ça embêtant? (30 seconds to respond) (Hey, it's great to get together again! You look a little tired. Was your stay in Haiti hard? Your Mom told me you couldn't phone or surf the Internet. Didn't that bother you?)

Antoine: Tu as lié amitié avec des Haïtiens? Ils te manquent, tes copains là-bas? (30 seconds to respond) (Did you make friends with any Haitians? Do you miss your friends there?)

Antoine: Comment est-ce que tu t'es habitué(e) au désert numérique là-bas? Toi, qui avait toujours ton portable sous la main! Est-ce que tu penses reprendre tes anciennes habitudes sur Facebook? On dirait que ta vie a beaucoup changé depuis ton départ en Haïti! (30 seconds to respond) (How did you get used to the electronic desert there? You, who always had your cell phone in hand! Do you think you'll take your old Facebook habits back up? You might say your life has changed since you left for Haiti!)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speaking skills when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation.• Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors.• Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts, tone and mood when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt.• Few or no attempts to clarify message through circumlocution, self-correction, or gestures. Some gestures/responses will be typical of the target culture.

2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts, tone and mood when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • Minimal attempts to clarify message through circumlocution, self-correction or gestures. Few gestures/responses will be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts, tone and mood when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution, self-correction or gestures. Some gestures/responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts, tone and mood, and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relate directly to the tone and mood of the prompt. • May attempt to clarify message through circumlocution, self-correction, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.

Benchmark: WL.K12.AL.3.3

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Justify personal preferences, needs and feelings in order to persuade others.

Clarification: The student will express personal preferences, needs and feelings in a detailed and lengthy conversation when given information, concepts, and ideas orally or written in a variety of topics in order to persuade others.

Content Focus: Persuasion.

Content Limits: The content may include, but is not limited to expressing at length concepts dealing with persuasive expression, e.g., convincing a group or individual, and situations of motivation toward a particular way of thinking. Additionally, the content may include talking about familiar and unfamiliar topics; asking and answering questions. Grade-level appropriate texts or media may include justifying personal preferences, needs and feelings when given information, a concept, or ideas. The content may include expressing preferences, needs, and feelings of a topic with the use of appropriate level grammar, vocabulary, syntax, and fluency. Dialogues may be on topics of interest and concern to students at the Advanced level, for example, social concerns, civic responsibility or environmental issues.

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

Item Types: MC, AR, VR, WR, PT and TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to expressing personal preferences, needs and feelings, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item

Read the passage below and answer the question at the end of the passage.

Vous êtes le responsable du Cercle de Français au Lycée des Études Internationales. Tu dois convaincre à l'administration d'un lycée à la Martinique d'accueillir les membres de votre club pendant leur période de préparation pour le bac. Qu'est-ce que vous diriez pour leur convaincre de vous accueillir?

- On peut indiquer les différentes façons dont les élèves français et les élèves américains fêtent la fin de l'année.
- On peut noter les différences culturelles entre les élèves martiniquais et les élèves de l'hexagone.
- *On peut s'offrir en tant que partenaires de conversation dans leurs cours d'anglais et puis faire des excursions les jours d'examen.
- On peut leur proposer d'organiser une grande boum le soir avant leurs examens pour qu'ils se détendent un peu.

Translation:

Read the passage below and answer the question at the end of the passage.

You are the President of the French Club at the High School for International Studies. You must convince the administration at a high school in Martinique to host your French club during a period that includes their final exams. What arguments would you use?

- A. You can refer to the different ways French and American students celebrate the last year of high school.
- B. You can emphasize the cultural differences between students in Martinique and those who go to school in mainland France.
- C. *You can offer to serve as conversation partners in their English classes and then promise to go on excursions while they take their exams.
- D. You can offer to throw a party the night before they take the exam so that they will not be stressed.

Sample Audio Response Item:

Speech should be at regular cadence; student will be able to self-correct mistakes; background noise is permissible; student will be able to communicate successfully with a sympathetic native-speaker; will be able to address tangential topics; and will be able to re-direct conversation.

You, the student, are about to be interviewed for a summer-long internship. Answer the employer's questions and discuss both what you have already accomplished and what you hope to accomplish in the future in a way that will help you be chosen for the internship.

The student's response will be graded using a four-point rubric.

Sample Audio Response Item:

Students will listen to a dialogue or conversation recorded by native speakers. There will be a 90 second pause, followed by a repeat of the dialogue or conversation, with 90 seconds for the student to record their answers.

Students will respond with a minimum of two or three complete sentences to complete the dialogue or conversation. The response will demonstrate mastery of diverse verb tenses, idiomatic expressions and non-cognate vocabulary.

Example: Student will hear a recording of a native speaker (class professor) describing preparations for an exam. The student will be asked to explain that their schedule conflicts with the time required to prepare for the test, giving examples of what they are doing and the importance of the activities and persuade the professor to change the exam date.

Sample Written-Response Item:

You have been accepted into an International Health program at the Francophone university you will be attending in the Fall. In an earlier email, you asked the Program Director about what coursework will be required to get your degree. You want to serve as an international public health professional, but you are concerned that you need more cultural knowledge and language training. Leave a voicemail message for the second-year student indicated in your Program Director's email.

Monsieur, Mademoiselle,

Nous avons bien reçu votre lettre du 13 juin. Nous vous félicitons encore de votre inscription dans l'École de Santé Internationale. Nous voudrions bien nous adresser à vos questions. Notre programme offre à nos étudiants la possibilité de poursuivre deux filières différentes. Il semble que vous vous intéresserez au Diplôme en Gestion Santé Internationale plutôt qu'au Diplôme en Médecine Internationale.

Les cours que vous poursuivrez en première année d'études seront les mêmes pour tous nos candidats, à part une série de stages parmi lesquels vous pourrez choisir selon vos intérêts. En collaboration avec l'École des Langues Étrangères, nous offrons une variété importante de stages linguistiques et d'apprentissages partout dans le monde. Nous sommes en mesure de satisfaire à votre désir de travailler en Afrique. Nous avons des contacts fructueux avec des écoles de santé publique à Dakar, à Abidjan, à Yaoundé, à Kinshasa et à Bamako.

Permettez-nous de vous donner les coordonnées d'une étudiante en deuxième année qui puisse témoigner des voies professionnelles que nous ouvrons à nos candidats qui s'intéressent à l'Afrique. Veuillez vous mettre en contact avec:

Liliane Aubervilliers
32, avenue des Palmiers
Abidjan, Côte d'Ivoire
01.011.48.56.98.03
aubervilliers.liliane@wanadoo.fr

Bien à vous,

Mme Andrée Courtois

Directrice

École de Santé Internationale

Translation:

Dear Mr./Miss _____,

We received your letter of 13 June. We want to congratulate you again for signing up for the School of International Health. It is a pleasure to answer your questions. Our program offers the ability to pursue two different tracks. If I understand correctly, you have expressed interest in our International Health Management diploma rather than the International Medicine program.

The classes you take in the first year will be the same as for all of our degree candidates, with the exception of a series of workshops among which you will choose according to your interests. In collaboration with the School of Foreign Languages, we offer an excellent variety of language workshops and apprenticeships worldwide. We can certainly satisfy your desire to travel in Africa. We have fruitful relationships with public health institutions in Dakar, Abidjan, Yaoundé, Kinshasa, and Bamako.

Allow me to pass along the contact information of a second-year student who can testify as to the professional doors we open for our candidates who are interested in Africa. Be so good as to contact:

Liliane Aubervilliers
32, Palm Avenue
Abidjan, Côte D'Ivoire
01.011.48.56.98.03

Sincerely yours,

Mrs. Andrée Courtois
Director, School of International Health

*** Note:** The above sample item may seem like presentational speaking, but it is a variation of one of the ways that Interpersonal Communication is tested in the new AP exam.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speaking skills when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors. • Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt. There will be little attempt to demonstrate, through role-play, the urgency and interest of the future degree candidate. • Few or no attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Some gestures/responses will be typical of the target culture.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. There may be an attempt to demonstrate through role-play the urgency and interest of the future degree candidate. • Minimal attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Few gestures/responses will be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and

	<p>relates directly to the prompt. There is an attempt to demonstrate the urgency and interest of the future degree candidate.</p> <ul style="list-style-type: none"> • May attempt to clarify message through circumlocution, self-correction, questions asked, or gestures. Some gestures/responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relate directly to the prompt. There is a clear demonstration through role-play of the urgency and interest of the future degree candidate. • May attempt to clarify message through circumlocution, self-correction, question-asking, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.

Benchmark: WL.K12.NM.3.4

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Exchange essential information about self, family, and familiar topics.

Clarification: Students will identify roles and responsibilities of family members.

Content Focus: Identify essential information about familiar topics.

Content Limits: Students will be limited by vocabulary and syntax as well as by their understanding of culture of the target 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 segment

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to self, family, and familiar topics, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Students will complete a dialogue between family members on daily life and culture in the target language.

Grand-mère: Qu'est-ce que tu fais pour aider est parents à la maison?

Petit-enfant:

- A. Je fais la vaisselle.
- B. Je travaille dans un café.
- C. Je téléphone à mes copains.
- D. Je regarde la télévision.

Grandmother: What do you do to help your parents at home?

Grandchild:

- A. *I wash the dishes.
- B. I work in a café.
- C. I call my friends.
- D. I watch television

Sample Audio-Response Item

You are visiting a school in Guadeloupe. The teacher is asking you questions so that the students will know something about you and your family. First, listen to the questions and plan your answers. When you hear the questions again, speak at the beep. You will have 10 seconds in which to respond.

Teacher: Comment t'appelles-tu? (10 seconds to respond) (What is your name?)

Teacher: Quel âge as-tu? (10 seconds to respond) (How old are you?)

Teacher: D'où viens-tu? (10 seconds to respond) (Where are you from?)

Teacher: Est-ce que tu as des frères et des soeurs? (15 seconds to respond) (Do you have brothers and sisters?)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt.• No attempt to clarify or extend message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and related to the topic.• No attempt to clarify message through repetitions or substitutions.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt.• May attempt to clarify message through repetitions or substitutions.
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations.• Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt.• May attempt to clarify message through repetitions or substitutions.

Benchmark: WL.K12.NH.3.4

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Ask and answer a variety of questions about personal information.

Clarification:

Content Focus: Converse about personal information.

Content Limits: Students are limited by their depth of knowledge of vocabulary and syntax, as well as by their speaking and listening in the target 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 segment
-

Item Types: MC, AR, VR, WR, PT and TE

Sample Written Response Item:

Pretend you are Amadou. Consult his school ID card to get the information you need. Compose an email response to your pen pal's questions.

An email asking the following questions:
How old are you? When is your birthday?

Sample Correct answers: I am 15 years old. It is the 5th of January.

Four-Point Rubric:

- 0- No response
- 1- Only one question answered. Comprehensible, appropriate information, but not in correct form or syntax.
- 2- Both questions answered. Comprehensible, appropriate information, but not in correct form or syntax.
- 3- Both questions answered. Comprehensible, appropriate information. Essential verbs are correct, but there are other small errors.
- 4- The responses are answered with comprehensible, appropriate information in correct form and syntax.

Benchmark: WL.K12.II.3.4

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Exchange information about familiar academic and social topics including participation in an interview.

Clarification: The student will exchange information about familiar academic and social topics including an interview.

Content Focus: Converse about academic and social topics.

Content Limits: The content may include, but is not limited to conversations and exchanging information about familiar topics.

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.

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to conversations about familiar topics, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Hélène is being interviewed by a journalist who is writing an article on what Belgian high school students are interested in studying. Listen to the audio clip and choose the student's response to the interviewer's question.

Le journaliste: Dans votre sondage, vous avez indiqué que vous vous passionnez pour les langues et que vous vous êtes inscrites dans un cours d'études économiques. Est-ce que vous voulez devenir interprète?

- Non, je trouve que les cours de biologie demandent trop de connaissances en anatomie.
- Non, mais je m'intéresse à devenir actrice. Je fais un cours de drame avec un professeur célèbre.
- Non, je préfère suivre plus de cours en géométrie et en dessin pour que je puisse devenir cartographe.
- *Non, mais je suis des cours en Allemand et en Flammand pour que je puisse communiquer avec les gérants au nord de la Belgique.

Translation:

Journalist: On the survey, you indicated that you are passionate about languages and enrolled in an economics course. Do you want to be an interpreter?

- A. No, I find that biology classes demand too much knowledge of anatomy.
- B. No, but I am very interested in becoming an actress. I am taking a drama class with a famous professor.
- C. No, I would prefer to take more geometry and drawing so I can become a cartographer.
- D. *No, but I am taking classes in German and Flemish so that I can communicate with other business professionals in the north of Belgium.

Sample Audio or Video Response Item:

You are a high school student in Brussels, Belgium. You are taking several foreign languages in addition to your major. You are being interviewed by a newspaper journalist. He is writing a story on what Belgian students are interested in studying. First, listen to the questions and plan your answers. When you hear the questions again, speak at the beep. You will have 10 seconds in which to respond.

Journalist: What is your major? (10 seconds to respond)

Journalist: I see you are taking classes in German and Flemish, but that your native language is French. Why are foreign languages so important in your field? (60 seconds to respond)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. No evidence of background knowledge or cultural perspective.• No attempt to clarify or extend message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and related to the topic. There may be some evidence of background knowledge or cultural perspective.• No attempt to clarify message through repetitions or substitutions.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible.

	<ul style="list-style-type: none"> • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Some evidence of background knowledge and/or cultural perspective. • May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relates directly to the prompt. Clear evidence of background knowledge and/or cultural perspective. • May attempt to clarify message through repetitions or substitutions.

Sample Written Response Item:

The student will be asked to explain why it is important to study a foreign language.

Four-Point Rubric

0=No response or response in other than the target language

1=Response in disjointed use of the target language, not in complete sentences.

2=Response in one correct and complete sentence in the target language.

3=Response in two complete sentences, with correct vocabulary and syntax.

4=Complex complete response in three or more sentences with correct vocabulary and structures.

Sample Audio Response Item:

The student will hear prompt: Where would you like to travel this summer?

Four-Point Rubric:

0=No response or response in other than the target language

1=Response in disjointed use of the target language, not in complete sentences.

2=Response in one correct and complete sentence in the target language.

3=Response in two complete sentences, with correct vocabulary and syntax.

4=Complex complete response in three or more sentences with correct vocabulary and structures.

The video shows a school administrator explaining that there are several art classes open. The video segment then shows the hands of a student who is holding a schedule with two blanks among other academic classes. There are blanks in Monday afternoon and Thursday morning. Students should try to speak for 15 seconds.

Script: Alors, tu t'intéresses aux arts plastiques? Il y a trois possibilités. Il y a un cours de sculpture le lundi matin. Il y a aussi un cours de dessin le mercredi matin et un cours de poterie le jeudi matin. Quel cours te convient?

So, you are interested in art? There are three possibilities. There is a sculpture class on Monday afternoons. There is also a drawing class Wednesday mornings and a pottery class Thursday mornings. What class works for you? I hope it's the class you wanted!

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt, but is not accurate in the context of the class schedule. • No attempt to clarify or extend message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and related to the prompt; the information may not be entirely accurate in the context of the class schedule. There may be an attempt to invent details or reasons for the student's choice of art classes. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. The information given is accurate in the context of the schedule and supported by the invention of details or reasons for the student's choice of art classes. • May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on

	<p>topic and relates directly to the prompt. Clear evidence that the information is accurate in the context of the schedule and supported by the invention of details and reasons for the student's choice of art classes.</p> <ul style="list-style-type: none">• May attempt to clarify message through repetitions or substitutions.
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Benchmark: WL.K12.IM.3.4

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Engage effectively in a range of collaborative discussions (e.g., one-on one, in groups, and teacher-led).

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

Item Types: MC, AR, VR, WR, PT, TE

Sample Audio Response Item:

There is a picture of a messy classroom. Books open on desks, a bookshelf with only two books on it, open windows and papers blowing away, a soda spilled on the floor, pencils spilling out of a box, chairs in random places, writing all over the whiteboard, CD's next to an open organizer, cookie crumbs and packaging on a table.

You and your friend have been asked to clean up the classroom before the teacher gets back. Answer your friend's question. First, listen to the prompts and plan your response. When the prompt plays again, record your response at the beep. You will have one minute to respond.

Friend: Regarde! Quel bazaar! Voilà ce que je te propose. Moi, je vais fermer les fenêtres, et puis je vais chercher de l'eau pour laver le carrelage. Qu'est-ce que tu veux faire? (One minute to respond) (What a mess! Here's what I propose. I will close the windows, and then I will go get some water to wash the tile flooring. What do you want to do?)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.

	<ul style="list-style-type: none"> Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. No attempt to clarify or extend message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> Comprehensibility to a sympathetic listener accustomed to false starts, long pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. May attempt to clarify message through repetitions or substitutions.

Benchmark: WL.K12.IH.3.4

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, and so on.

Clarification: The student will exchange detailed information related to areas of mutual interest.

Content Focus: Exchange in information relevant to careers and job opportunities.

Content Limits: The content may include, but is not limited to exchanging detailed information, with limits on vocabulary and syntax as well as a student's speaking and listening skills in the target 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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to exchanging detailed information about areas of mutual interest, and
- responses that relate to common misconceptions.

Sample Written Response Item:

You and your friend Marie-Noelle have decided to meet each other at a summer camp where teens are prepared to enter college. Your friend has already filled out and mailed the interest survey. She has emailed you to tell you what she wrote to encourage you to fill yours out and send it in. Answer the questions in complete sentences.

J'ai mis que je voulais être ingénieur dans l'industrie automobile. Il y a des logiciels archi-cool pour l'ordinateur qui te permettent de dessiner des machines compliquées. J'ai beaucoup d'idées, mais je ne sais pas encore les réaliser d'une façon assez précise! Tu me vois en train de travailler pour Peugeot?

Three questions from the form:

Qu'est-ce que vous voulez poursuivre comme carrière?

Quelles compétences voudriez-vous acquérir?

Comment est-ce que l'Institut des Carrières peut vous aider à réaliser vos rêves?

Marie-Noelle’s informal account: I put down that I wanted to be an engineer for the auto industry. At the camp there are awesome computer programs that allow you to design complex machines. I have a lot of ideas, but I can’t show them with enough precision yet. Can you see me working for Peugeot?

What is your career choice?

What skills do you need to develop?

How can the Career Institute help you to realize your dreams?

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a reader accustomed to language learners. Response expresses writer’s thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native writing skills when using familiar words and phrases, but will still often demonstrate first language interference in vocabulary and syntax. • Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors. • Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt. There will be little attempt to demonstrate enthusiasm for the career choice. • Few or no attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Some aspect of the response may be typical of the target culture.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. There may be an attempt to demonstrate enthusiasm for the career choice. • Minimal attempts to clarify message through circumlocution, self-correction, questions asked, added details or gestures. Few gestures/responses will be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical

	<p>structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language.</p> <ul style="list-style-type: none"> • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. There is a demonstration of enthusiasm for the career choice. • May attempt to clarify message through circumlocution, self-correction, questions asked, added details, or gestures. Some gestures/responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. There is a clear demonstration of enthusiasm for the career choice. • May attempt to clarify message through circumlocution, self-correction, question-asking, added details, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.

Benchmark: WL.K12.AL.3.4

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.

Clarification: The student will engage in conversations related to daily life.

Content Focus: Converse about daily life.

- **Content Limits:** The content may include, but is not limited to general daily interaction of people in conversation about the customs of the target language. Additionally, the content may include talking about familiar and unfamiliar topics; asking and answering questions. The dialogues will be on topics of interest and concern to students at the Advanced level, for example, social concerns, civic responsibility or environmental issues. Text may include literary, informational passages or interpersonal discourse. Other realia may include, but is not limited to, video/audio segments, or illustrations with captions or graphics.

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
- Item Types:

Item Types: MC, AR, VR, WR, PT and TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to conversations about daily life, and
- responses that relate to common misconceptions.

Sample Audio/ Video Response Item:

You were invited to have dinner at the home of a new Francophone friend who has just served you a delicious meal. Now your host wants to know about your family's food traditions. Answer his questions. First, listen to the questions and prepare your answers. When you hear the questions again, respond at the beep.

En quoi consiste un repas typique dans ta famille? (25 seconds to respond.) (What is a typical meal in your family?)

Qui fait la cuisine chez toi? (15 seconds) (Who does the cooking in your family?)

Quel plat te plaît le plus? (15 seconds) (What is your favorite dish?)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speaking skills when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors. • Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt. There will be little attempt to demonstrate mastery of comparative cultural information. • Few or no attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Some gestures/responses will be typical of the target culture.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. There may be an attempt to demonstrate mastery of comparative cultural information. • Minimal attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Few gestures/responses will be typical of the target culture.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. There is an attempt to demonstrate mastery of comparative cultural information. • May attempt to clarify message through circumlocution, self-correction, questions asked, or gestures. Some gestures/responses will be typical of the target culture.

4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none">• Easily comprehensible to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation.• Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors.• Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relate directly to the prompt. There is a clear demonstration of mastery of comparative cultural content.• May attempt to clarify message through circumlocution, self-correction, question-asking, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.
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Benchmark: WL.K12.NM.3.5

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

Clarification: The student will use and understand common concepts in context.

Content Focus: Converse about numbers and days of the week.

Content Limits: The content may include, but is not limited to common concepts.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to common concepts, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Heute ist Montag. Morgen ist _____.

Today is Monday. Tomorrow is _____.

- A. Sunday
- B. *Tuesday
- C. Wednesday
- D. Thursday

Benchmark: WL.K12.NH.3.5

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Exchange information about meeting someone, including where to go, how to get there, what to do, and why.

Clarification: The student will exchange information about meeting someone.

Content Focus: Converse about meeting someone.

Content Limits: The content may include, but is not limited to familiar vocabulary and expressions related to topics about school and leisure time 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 segments

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to meeting someone, and
- responses that relate to common misconceptions.

Sample Constructed Response Item:

Fill in the missing statements:

Speaker 1: Where are you going tonight?

Speaker 2: _____ (to the movies) Do you want to come along?

Speaker 1: I can't.

Speaker 2: Why not?

Speaker 1: _____ (I have to do homework.)

Benchmark: WL.K12.IL.3.5

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Benchmark: Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

Clarification: The student will have conversations about meeting basic needs in everyday situations both in and outside the classroom.

Content Focus: Converse about classroom and everyday needs.

Content Limits: The content may include, but is not limited to situations in the classroom and daily life in which students must negotiate needs and wants.

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.

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to a conversation about meeting basic needs, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Audio segment: Est-ce que c'est une moto anglaise?

- A. Non, j'ai acheté ma montre en Suisse.
- B. *Non, elle est française. Elle est très rapide!
- C. Non, elle ne marche pas.
- D. Elle est sous mon lit dans ma chambre.

Is that an English motorcycle?

- A. No, I bought my watch in Switzerland.
- B. *No, it's French. It's really fast!
- C. No, it doesn't work.
- D. It's under the bed in my room.

Sample Audio Response Item:

You want to submit a late assignment to your teacher. Approach your teacher and initiate a conversation. You will have 20 seconds to record your response.

Four-Point Rubric

0. No response or “I don’t know”
- 1 . One element of the conversation: i.e., a greeting, but no reference to the late assignment; difficult to understand.
2. Several elements of the conversation: a greeting, an apology or “excuse me”, explaining that you finished the assignment and why is late; comprehensible output, but patterns of incorrect structures and vocabulary choices.
3. A coherent response including a greeting, an apology or “excuse me”, an explanation and a concluding exclamation or thanks; comprehensible output with few glaring errors in usage.
4. A fluent and coherent response that includes all elements; appropriate vocabulary, accurate syntax, and no obvious errors.

Benchmark: WL.K12.IM.3.5

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Initiate and maintain a conversation on a variety of familiar topics.

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 as 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

Item Types: MC, AR, VR, WR, PT, TE

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, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Qu'est-ce que tu vas faire avec tes copains ce weekend?

- A. Ils ont fini leurs devoirs.
- B. *Nous allons au cinema
- C. J'ai l'habitude de rester chez moi pendant la semaine.
- D. Tu fais toujours la vaisselle.

What are you going to do with your friends this weekend?

- A. They have finished their homework.
- B. *We are going to the movies.
- C. I usually stay home during the week.
- D. You always do the dishes.

Sample Audio/Video Response Item:

Oral interviewer: I'd like you to participate in a conversation about your family. Take one minute to read the questions. You have 15 seconds to respond to each question.

- Comment s'appellent tes parents?

- Quel âge a ton père? Comment est-il?
- Et ta mère? Comment est-elle?
- Est-ce que tu as des frères et des soeurs?
- Qu'est-ce que vous aimez faire ensemble?

Translation:

- What are your parents' names?
- How old is your father? What is he like?
- And your mother? What is she like?
- Do you have brothers and sisters?
- What do you like to do together?

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • No attempt to clarify or extend message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Several elements of the conversation are present: a greeting, an apology or “excuse me”, explaining that student finished the assignment and why is late. • No attempt to clarify message through repetitions or substitutions.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Coherent response includes a greeting, an apology or “excuse me”, an explanation and a concluding exclamation or thanks; comprehensible output with few glaring errors in usage. • May attempt to clarify message through repetitions or substitutions.
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but

	<p>response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations.</p> <ul style="list-style-type: none">• Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. A fluent and coherent response that includes all elements; appropriate vocabulary, accurate syntax, and no obvious errors.• May attempt to clarify message through repetitions or substitutions.
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Benchmark: WL.K12.IH.3.5

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Initiate, maintain, and end a conversation on a variety of familiar topics.

Clarification: The student will initiate, maintain, and end a conversation on a variety of topics.

Content Focus: Converse on a variety of topics.

Content Limits: The content may include, but is not limited to likes and dislikes in food, classes, activities, description of friends and family, immediate future plans, travel, and educational opportunities.

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

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to likes and dislikes in food, and
- responses that relate to common misconceptions.

Sample Audio or Video Response Item:

Audio or video prompt:

You are going to interview students at a school in Québec about what they are doing to serve their community.

Say something to get their attention.

Introduce yourself and say you would like to ask some questions about volunteer service to the community.

Ask three questions that will get the students to reveal the nature of their volunteer activities.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.

	<ul style="list-style-type: none"> • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • No attempt to clarify or extend message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Several elements of the conversation are present: a greeting, an apology or “excuse me”, explaining that student finished the assignment and why is late. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Coherent response includes a greeting, an apology or “excuse me”, an explanation and a concluding exclamation or thanks; comprehensible output with few glaring errors in usage. • May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. A fluent and coherent response that includes all elements; appropriate vocabulary, accurate syntax, and no obvious errors. • May attempt to clarify message through repetitions or substitutions.

Benchmark: WL.K12.AL.3.5

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Maintain a conversation even when unpredictable situations arise in a familiar context.

Clarification: The student will maintain a conversation even when unpredictable situations arise in a familiar context.

Content Focus: Hold spontaneous conversations.

Content Limits: The content may include, but is not limited to home, marketplace, and the workplace. Additionally, the content may include talking about familiar and unfamiliar topics; asking and answering questions. Proficiency-level appropriate texts or media should include engaging in extended conversations and discussions as they maintain a conversation (as unpredictable situations arise given in the stimulus response). Dialogues will be on topics of interest and concern to students at the Advanced level, for example, social concerns, civic responsibility or environmental issues.

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

Item Types: AR, VR, WR, PT and TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to conversing when unpredictable situations arise in a familiar context, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item for Latin:

In examining the courthouse in the business district of the targeted language's culture, what type of columns adorn the structure and why?

- A. Corinthian columns because the building reflects the highest point of cultural development.
- B. Ionic columns, because the building is reflective of the teaching and safeguards of law. (correct)
- C. Doric columns, because it is the oldest form of structure and architecture.
- D. Composite columns, because the law is reflective of years of law development.

Architecture in context of discussion of both the Roman house and public buildings of ancient and contemporary Rome. Architecturally speaking, to what do the terms *tabulata*, *contabulationes*, and *contignationes* refer?

- A. walls
- B. foundations
- C. stories
- D. ceilings.

Sample Audio or Video Response Item:

Students will hear an adult customer order a common French meal in a restaurant. In the dialogue, the students will hear the waiter deliver an entirely different order.

You are in a Paris restaurant, seated near another customer who is not native French. You hear her make her order in heavily accented French. When the waiter delivers the wrong first dish to her, you intervene to help her. Get their attention, ask her permission to intervene on her behalf, and state in clear terms what you heard her order. Politely inform the waiter of what he must do to accommodate the customer without any further conflict. The first time you hear the dialogue, take notes and prepare what you are going to say. The second time, respond at the beep. (60 seconds)

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speaking skills when using familiar words and phrases, but will still often demonstrate first language interference in vocabulary and syntax.• Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors.• Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt.• Few or no attempts to clarify message through circumlocution, self-correction, questions asked, or gestures. Some aspects of the response may be typical of the target culture.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation.• Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language.• Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt.• Minimal attempts to clarify message through circumlocution, self-correction, questions asked, added details or gestures. Few gestures/responses will be typical of the target culture.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response

	<p>expresses speaker's thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation.</p> <ul style="list-style-type: none"> • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution, self-correction, questions asked, added details, or gestures. Some gestures/responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and some details when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution, self-correction, question-asking, added details, or gestures. Some gestures/responses will be typical of the target culture. These strategies should be apparent at this level.

Benchmark: WL.K12.NM.3.6

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Use appropriate gestures, body language, and intonation to clarify a message.

Clarification: The student will use appropriate gestures, body language, and intonation to clarify a message.

Content Focus: Us body language.

Content Limits: The content may include, but is not limited to a dialogue between speakers on a familiar topic in the target 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 segment

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to the use of appropriate gestures, body language, and intonation, and
- responses that relate to common misconceptions.

Sample Multiple Choice Items:

Restaurant client: Pardon, Monsieur!

Waiter: Oui, Madame. Vous désirez?

Restaurant client: Je voudrais de la soupe, des côtelettes de porc et une salade verte.

Waiter: Et comme boisson?

Restaurant client:

- A. Du saumon, s'il vous plaît.
- B. *Donnez-moi une limonade, s'il vous plaît.
- C. Merci, pas de dessert.
- D. Est-ce que vous avez du Brie de Normandie?

Video Stimulus: View the video segment and then choose the response Paul would make.

Client to the waiter: Nous voudrions une pizza.

Waiter: Très bien. Quelle sorte de pizza?

Same client to Paul: Tu veux une pizza aux champignons? (He points to a picture of mushrooms.)

Paul: He makes a disgusted face and a speech balloon appears over his head.

- A. Oui, bien sûr! Et avec des anchois aussi!
- B. Non, je suis végétarien.
- C. Non, je déteste les champignons!
- D. Est-ce que les poivrons verts sont frais?

Sample Video Response Item:

You have a part-time job in a French restaurant and the owner invites you home to dine with her family on Sunday evening. Accept her invitation and ask her a question about the event.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Does not demonstrate appropriate register or culturally appropriate attitude and gestures.• No attempt to clarify or extend message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. May demonstrate some attempt at appropriate register, gestures and attitude. The question may be culturally relevant.• No attempt to clarify message through repetitions or substitutions.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible.• Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Attempts appropriate register, gestures, and attitude. The question is culturally relevant.• May attempt to clarify message through repetitions or substitutions.
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations.• Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Response demonstrates appropriate register, gestures and attitude. The question demonstrates cultural sensitivity.• May attempt to clarify message through repetitions or substitutions.

Benchmark: WL.K12.NH.3.6

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Use basic language skills supported by body language and gestures to express agreement and disagreement.

Clarification: The student will express agreement and disagreement through use of basic language skills, body language, and gestures.

Content Focus: Express agreement and disagreement.

Content Limits: The content may include, but is not limited to a dialogue between speakers on a familiar topic in the target 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 segment

Item Types: VR, PT, TE

Sample Audio/Video Response item:

You have just eaten a seven-course meal and you are full. Refuse what your hostess offers you.

(The student views a video segment of the hostess offering another piece of cheese from a cheese platter).

Vous voulez encore un peu de fromage? Le cantal est très bon. Et le roquefort est extraordinaire! Prenez-en encore! (Do you want a little more cheese? The cantal is very good. And the roquefort is extraordinary! Have some more!)

Four-Point Rubric

- 0 no response, obvious confusion
- 1 “non” or “je suis pleine” (which is a euphemism for pregnancy) ; no gestural reinforcement.
- 2 “je ne peux pas” or “je n’aime pas le fromage”; gestures indicating you don’t like the food.
- 3 “je n’ai pas faim”, “je n’ai plus faim”; appropriate/polite gesture of refusal.
- 4 “Non, merci. J’ai assez mangé. or J’ai bien mangé. or Je n’ai vraiment plus faim. or some statement about how good the meal was; polite gesture of refusal..

Benchmark: WL.K12.IL.3.6

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Recount and restate information received in a conversation in order to clarify meaning.

Clarification: The student will recount and restate information received in a conversation in order to clarify meaning.

Content Focus: Restate information in a conversation.

Content Limits: The content may include, but is not limited to everyday conversations.

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

Item Types: MC, AR, VR, WR, PT and TE

Sample Audio Response Item:

Audio stimulus:

Announcement: Le Club International va se réunir vendredi après-midi après les cours dans la bibliothèque de l'école. Venez nous aider à organiser une boum pour la fin de l'année!

Ta copine: Qu'est-ce qui se passe vendredi?

Four-Point Rubric:

- 0 No response.
- 1 one piece of repeated information, such as "Le Club International" or "la bibliothèque"
- 2 A complete thought, but limited information, such as, "Il y a le club international" or "On va organiser une boum".
- 3 A complete thought, including details about time and place.
- 4 A complete thought, including details about time and place and a reference to what the club is going to do.

Benchmark: WL.K12.IM.3.6

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to communicating known words and phrases, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

À quoi sert cet objet? Qu'est-ce que c'est? (How would you explain what this object is for? With a picture of a curved neck pillow)

- A. C'est un truc pour jouer aux jeux vidéo. (It's a thing for playing video games.)
- B. Cet objet sert à faire du vélo. (It serves to go bike riding.)
- C. *C'est un truc pour les gens qui veulent dormir en avion. (It's a thing for people who want to sleep on the plane.)
- D. C'est un objet qui sert d'aide-mémoire. (It's an object that serves as an aid to memory).

Sample Audio/Video Response Item:

You will hear a child describing the time of day and what food he ate. When asked, say in a complete sentence what meal the child had according to the information given. Explain why that meal has cultural significance.

An elementary age child says: Il était 4h00 de l'après-midi quand je rentrais chez moi hier. J'ai toujours faim à cette heure-là. Alors, je suis passé à la pâtisserie et j'ai acheté un pain au chocolat. Miam, miam! Comme ça, j'ai pu tenir le coup jusqu'au souper. Mes parents ne rentrent jamais avant 7h00 du soir. J'ai besoin de mon....

Four-Point Rubric

0 -No response.

1 - One word or an incomplete thought such as lunch, or dinner; random cultural references.

2 - Reference to “le petit déjeuner”, “le déjeuner” or “le dîner” or “je mange le petit déjeuner” (this is a typical error of expression and the verb is in the present tense). There are cultural references about food, but they are not relevant in this context.

3- Il a mangé un croissant or une pâtisserie (it is not the name of the meal) and a plausible cultural explanation such as, “they eat a late dinner in France.”

4 - Il a goûté or il a pris le goûter. A complete explanation of cultural realities: the longer lunch period, later release from school and work and the late dinner hour that are typical of French society.

Benchmark: WL.K12.IH.3.6

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.

Clarification: The student will use circumlocution

Content Focus: Understand how to use circumlocution when faced with unfamiliar vocabulary and difficult language structures.

Content Limits: The content may include, but is not limited to reasonable control of present tense with beginning use of past and future as well as some irregular verb forms. Cognates may be used to give context clues. Some unfamiliar words may be used.

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

Item Types: MC, AR, VR, WR, PT, TE

Sample Audio/Video Response Item:

The student will show overall understanding of unfamiliar words used in the descriptions by pulling context clues from the other words used and compiling this information.

Without saying exactly what the pictured object is, say what it is useful for. Say as much as you can to describe it and its function. (There is a picture of a telescope.)

Four-Point Rubric

- 0 no response
- 1 the student uses the word “telescope” and a few random descriptors
- 2 the student refers to color, shape, and uses the verb “to see” or “to look”
- 3 the student says that it can be used to see the moon and stars
- 4 the student uses idiomatic expressions like “on peut”, “cet objet sert à”, or even advanced vocabulary like “lentille”, “visionner l’espace”

Benchmark: WL.K12.AL.3.6

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.

Clarification: The student will adapt speech and self-correct to convey a clear message.

Content Focus: Adapt speech when speaking.

Content Limits: The content may include, but is not limited to conversational expressions that encompass cultural issues of the target language, historical situations and common everyday situations. Additionally, the content may include talking about familiar and unfamiliar topics, asking and answering questions. Proficiency-level appropriate texts or media should include engaging in conversations and discussions as they maintain a clear message of what is being spoken as well as being able to self-correct when using incorrect grammar, vocabulary, or syntax. The dialogues will be on topics of interest and concern to students at the Advanced level, for example, social concerns, civic responsibility or environmental issues.

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

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to adapting speech with speaking, and
- responses that relate to common misconceptions.

Sample Audio Response Item:

Students are given a passage to read. It is historical in nature and in the passé simple and past subjunctive, modes used in literature and older, more formal cultural artifacts, but rarely in everyday interactions. The student will give a summary of the text using appropriate strategies such as indirect discourse to report the speech of a historical figure, and the passé composé and imparfait to recount and describe. The student will choose what material and details are relevant so that the summary is shorter and more to the point than the original. The student should avoid reading directly from the passage and using any archaic language that is not characteristic of contemporary speech.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speaking skills when using familiar words and phrases, but will still often demonstrate first language interference in vocabulary and syntax. Does not distinguish archaic from modern vocabulary.• Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors, especially in the tenses and modes chosen for indirect discourse.• Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate comprehension because it attempts an on- topic response and relates to the prompt.• Few or no attempts to clarify message through circumlocution or self-correction. Some aspects of the response may be typical of the target culture.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation only when using familiar words and phrases, but will still often demonstrate first language interference in intonation and pronunciation.• Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language, especially in the tenses and modes chosen for direct discourse. May not distinguish archaic from modern vocabulary.• Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate comprehension because it is on topic and relates directly to the prompt.• Minimal attempts to clarify message through circumlocution or self-correction. Few responses will be typical of the target culture.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and strings of related sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate first language interference in intonation and pronunciation.• Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language.• Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the theme of the original.• May attempt to clarify message through circumlocution or self-correction. Some

	responses will be typical of the target culture.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses speaker's thoughts using sentences and coherent strings of sentences. Will approach native speaker pronunciation when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts and carefully selected details, even when dealing with unfamiliar concepts. The response will demonstrate comprehension because it is on topic and relates directly to the theme and spirit of the original. • May attempt to clarify message through circumlocution, self-correction, or explanation. Various aspects of the response will be typical of the target culture. These strategies should be apparent at this level.

Benchmark: WL.K12.NM.3.7

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Understand and respond appropriately to simple directions.

Clarification: The student will understand and respond to simple directions.

Content Focus: Follow directions.

Content Limits: The content may include, but is not limited to responding to simple directions.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to responding to simple directions, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

You will hear a teacher telling a student in class what to do. Choose the correct picture that demonstrates the command being given.

Teacher: Ouvrez vos livres à la page 119.

- A. a picture of a student drawing Manga cartoons in a French notebook
- B. a picture of students, all with their Chemistry books open to page 119
- C. a picture of students texting, talking, reading various books, listening to iPods, working on computers, lounging in groups
- D. a picture of students closing their books and packing their book bags

Benchmark: WL.K12.NH.3.7

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Ask for and give simple directions to go somewhere or to complete a task.

Clarification: The student will ask for and give simple directions to go somewhere or complete a task.

Content Focus: Give directions.

Content Limits: May include, but not limited to asking for and giving simple directions.

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

Item Types: AR, VR, and WR

Sample Audio Response Item

You are at the X on the map of Tours. An adult tourist stops you and asks for directions to the Musée du Compagnonnage. Tell him how to get there. Take 30 seconds to prepare, then you will have 30 seconds to record your answer.

Tourist: Pardon, (mademoiselle, monsieur, mon enfant). Je ne suis pas d'ici et j'aurais besoin de votre aide. Pourriez-vous m'indiquer où se trouve le Musée du Compagnonnage?

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Does not demonstrate appropriate register or culturally appropriate attitude and gestures.• No attempt to clarify or extend message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native

	<p>speaker pronunciation, but will be comprehensible with only minor lapses.</p> <ul style="list-style-type: none"> • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. May demonstrate some attempt at appropriate register, gestures and attitude. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Attempts appropriate register, gestures, and attitude. • May attempt to clarify message through repetitions or substitutions. Directions will be entirely accurate.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Response demonstrates appropriate register, gestures and attitude. Manner demonstrates cultural sensitivity. • May attempt to clarify message through repetitions or substitutions. Directions will be entirely accurate. May extend response through reference to other landmarks.

Sample Written Response Item:

Read the following e-mail sent to you by a friend who is going to come to a party at your home and answer the e-mail with directions to your house according to points A and B on the map supplied. The student will answer using informal command forms, giving directions from point A to point B, which is supplied on a map.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic reader accustomed to false starts and pauses, but response is given using familiar words and phrases. Syntax or structure may affect comprehensibility. Resorts to false cognates or inter-language. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on

	<p>topic and relate directly to the prompt. May include some inaccurate information. May be overly formal or elaborate.</p> <ul style="list-style-type: none"> • No attempt to clarify or extend message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic reader accustomed to non-native writers, but response is given using familiar words and phrases. Writing will be comprehensible with only minor lapses. May resort to false cognates or inter-language. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. May show minor inaccuracies. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic reader accustomed to non-native writers, but response is given using familiar words and phrases. Will not demonstrate native compositional skills, but will be mostly comprehensible. Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. • May attempt to clarify message through repetitions or substitutions. Directions will be entirely accurate.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic reader accustomed to non-native writers, but response is given using familiar words and phrases. Will not demonstrate native speaker compositional skills, but will be consistently comprehensible without resort to false cognates or inter-language. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Response demonstrates appropriate register, gestures and attitude. Manner demonstrates cultural sensitivity. • May attempt to clarify message through repetitions or substitutions. Directions will be entirely accurate. May extend response through reference to other landmarks.

Benchmark: WL.K12.IL.3.7

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Exchange general information about a few topics outside personal and academic fields of interest.

Clarification: The student will exchange general information.

Content Focus: Converse about general information outside personal and academic fields of interest.

Content Limits: The content may include, but is not limited to exchanging general information.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to exchanging general information, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

How many bedrooms does your house have?

- A. the kitchen
- B. *three bedrooms
- C. The bedroom is large.
- D. The bedroom is upstairs.

Sample Audio Response Item:

Listen to the journalism student's questions about where you live. Listen to the questions first, and plan your responses in the form of complete thoughts. When you hear each question a second time, you will have 20 seconds to record your answer.

Where is the city you live in? It's Jacksonville. It's in Florida. It's in the northeast. It's near the ocean. It's on a river.

What is it like? It's big. It has a big population. It's urban. There are lots of suburbs. It's beautiful. There are beaches and palm trees. The weather is nice. There are lots of gardens.

Why would a person want to visit your city? There are nice beaches. It's near Orlando and Disney. There are lots of gardens. The weather is nice.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	<p>Response fulfills some requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility. • Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. The response is limited in scope to one fact and is very short. • No attempt to clarify or extend message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. The speaker does not elaborate on the topic and does not attempt to fill the time. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Attempts are made to elaborate and fill the time. Results may be disjointed. • May attempt to clarify message through repetitions or substitutions.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Response demonstrates ability to elaborate with connected, relevant material. • May attempt to clarify message through repetitions or substitutions.

Benchmark: WL.K12.IM.3.7

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Follow grammatical rules for self-correction when speaking.

Clarification: The student will follow grammatical rules for self-correction when speaking.

Content Focus: Self-correct when speaking.

Content Limits: The content may include, but is not limited to following grammatical rules for self-correction when speaking.

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

Item Types: MC, AR, VR, WR, PT, TE

Sample Multiple Choice Item:

How would you rewrite the following passage so that it is grammatically correct and communicates the concept clearly?

Thomas: Je suis enfant unique parce que j'ai le frère petit. Il est 6. Il est un pénible parfois, mais en général, elle est amusante et gentille.

- A. Je ne suis pas l'enfant unique parce que mon frère est petit. Il a six. C'est un pénible parfois, mais en général, Il est amusante et gentille.
- B. *Je ne suis pas enfant unique parce que j'ai un petit frère. Il a six ans. Il est parfois pénible, mais en général, il est amusant et gentil.
- C. Je ne suis enfant unique quand j'ai le petit frère. Il est 6 ans. Il est pénible, mais amusante et gentille.
- D. Je ne pas enfant unique pour mon petit frère. Il a six ans. Il est beaucoup pénible, mais aussi amusante et gentil.

Sample Audio-Response Item:

How would you restate the following passage so that it is grammatically correct and communicates the concept clearly?

Take 30 seconds to read the passage, then say it correctly at the beep.

Je suis enfant unique parce que j'ai le frère petit. Il est 6. Il est un pénible parfois, mais en général, elle est amusante et gentille.

Four-Point Rubric

- 0 Passage is read as-is, or is otherwise incomprehensible.
- 1 Only 1 or two errors are corrected. Some have been replaced with new errors.
- 2 Glaring errors such as “Il est 6” and “elle est amusante” are corrected.
- 3 Glaring errors such as “Il est 6” and all gender errors are corrected.
- 4 All errors are corrected, including “j’ai un petit frère” and “Il est parfois pénible.”

Sample Audio/Video Response Item:

Answer the following telephone call, thank the book seller for calling back, and request information about an item in the bookstore, including if it is available, how much it costs, and what time the bookstore closes. The student will respond to the shop owner when the phone is answered and request information about an item in the bookstore.

Benchmark: WL.K12.IH.3.7

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Ask for, follow and give directions in complex situations.

Clarification: The student will ask for, follow, and give directions in complex situations.

Content Focus: The content may include, but is not limited to giving directions in complex situations.

Content Limits: The content may include, but is not limited to asking for, following, and providing directions in complex situations.

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

Item Types: MC, AR, VR, WR, PT, TE

Sample Written Response Item:

Answer the following e-mail sent to you about a summer job interview. Respond by answering all questions or requests in the e-mail. Student will respond to the e-mail by supplying answers for all questions asked and showing understanding of other requests by including information in the e-mail.

Cher monsieur,

C'est avec plaisir que nous vous invitons à vous présenter pour un entretien d'apprentissage avec Château Vert. Nous cherchons un candidat ayant les moyens de communication, la capacité de résoudre des problèmes dans le cadre d'un groupe de travail aussi bien que l'expertise technique pour assurer la sécurité d'un environnement de travail pour nos ouvriers dans notre établissement de recyclage.

Veillez bien nous indiquer une date avant le 31 mai; nous nous attendons à prendre notre décision dans la première semaine du mois de juin. Ayez la gentillesse de nous laisser savoir si vous arriverez par moyens de transport en commun. Si non, nous pouvons vous offrir une passe de stationnement temporaire.

Répondez s'il vous plaît aux questions suivantes:

Est-ce qu'il y a un centre de recyclage près de votre domicile?

Est-ce que vous avez fait du travail bénévole ou payé à cet établissement?

Pourquoi est-ce que vous voulez travailler chez Château Vert?

Nous vous remercions d'avance de votre concours. Nous attendons avec plaisir de vous accueillir dans nos bureaux à Grenoble.

Dear Sir,

We are happy to inform you that you qualify to interview for an internship with Chateau Vert. We are looking for someone with excellent communication skills, the ability to resolve problems in a small group setting and the technical expertise to create a safe environment in the recycling facility.

Please request an interview date before May 31st as we expect to make our hiring decision in early June. Indicate whether you will be arriving to work by public transportation or car so that we can issue you a temporary parking pass.

Also answer the following questions:

Is there a recycling center near where you live?

Have you ever volunteered or worked there?

Why do you want to work for Chateau Vert?

Thank you for your kind attention to these requests. We are looking forward to meeting you at our offices in Grenoble.

Four-Point Rubric

0 no response

1 an attempt is made to answer some questions, but the language is lacking in coherence.

2 an attempt is made to answer a majority of the questions, but the expression is limited.

3 all questions are answered, language is expressive and authentic.

4 all questions are answered using idiomatic expressions where appropriate and authentic language.

Benchmark: WL.K12.AL.3.7

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Incorporate formal and informal language and the appropriate register in a conversation.

Clarification: The student will incorporate formal and informal language and the appropriate register in conversation.

Content Focus: Converse using formal and informal language.

Content Limits: The content may include, but is not limited to conversing using formal and informal language. The topic might be related to the school day, work, home, a celebration or some other familiar context. Additionally, the content may include a dialogue between native speakers on a familiar topic that is proficiency level appropriate. Proficiency level appropriate prompts may include school, work, home, activities, celebrations or some other familiar context.

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

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to formal and informal language and appropriate register in a conversation, and
- responses that include common misconceptions.

Sample Audio Response item:

The student will respond to a series of seven aural prompts in the form of a conversation, in the target language. Aural prompts will also be written in the target language for student viewing. An alternative format might be written or aural multiple choice. The student will select a single appropriate response from the choices offered.

Demonstrate application of correct form in constructions within a dialogue in a passage in the target language. Two leaders are discussing the dangers of going to war. One states that he fears the situation has become worse and that the chances of peace are limited. The student will be able to apply clause markers to appropriate translation.

The student will be given 30 seconds to examine the series of prompts before hearing a native-speaker ask each prompt, with a 30-second pause in-between. The student should speak during each pause.

The student should respond to each prompt during the 30-second interval pauses.

Seven prompts will include a greeting from a student to an adult, requiring the culturally-appropriate title for an adult speaker. There will be a series of questions, creating a single, topical conversation.

Example:

During your lunch break, you bump into one of your teachers in the street. Engage in conversation with him, in [target language].

Hello, Miss/Sir.

How are you?

I'm well, thank you. Are you going home for lunch, today?

Why not?

Which is your favorite class, this trimester?

Why?

Goodbye. See you soon.

Sample Video Response Item:

The student will be given a situation prompt before viewing a native-signer initiating conversation. Time appropriate pauses will be included to allow for student responses.

The student will respond using the correct register.

The video may contain prompts including formal or informal situations.

Example: Situation prompt

During your lunch break, you bump into one of your teachers in the hallway. Engage in conversation with him/her, in appropriate register using the target language. This includes 7 prompts:

- Hello, Miss/Sir. *PAUSE- Student response*
- How are you? *PAUSE- Student response*
- I'm well, thank you. Where are you headed now? *PAUSE- Student response*
- Why? *PAUSE- Student response*
- Are you enjoying your classes/teachers this year?
PAUSE- Student response
- Why? Why not? *PAUSE- Student response*

Goodbye. See you soon. *PAUSE- Student response*

The student and the partner sit in front of the videorecorder and the student identifies him/herself as the student being tested. An oral prompt is read/played asking student to choose one of three possible depicted scenarios that represent typical daily scenarios that students would encounter and be able to describe. The student would be asked to work with his/her partner to give an oral response as to how they would handle such a situation themselves. The student would choose one picture, be given three minutes to think about it, and then would describe it in an impromptu manner. The student's response will be videorecorded or audiorecorded.

Example:

Choose one of the following three prompts. You will have three minutes to gather your thoughts, and then describe the situation you have chosen in the target language.

Picture Sequence A: The first section depicts a boy shopping. He has a pair of jeans he wishes to purchase. The price tag on the jeans clearly states "50 EURO" on the tag. The second section depicts the boy at the cash register with a surprised face. The cash register reads "100 EURO" as the saleswoman holds out her hand to collect the money.

Picture C: The first section depicts a girl seated at a restaurant pointing at her selection in a menu. The picture shows that she is pointing at a picture of an ice cream sundae. The second section shows the waiter bringing her a steak. The girl's face shows confusion.

Sample Audio-Response Item:

The first section depicts a boy walking to school with friends and a book with a paper sticking out of it, falling out of his bag. The second section depicts him in a math classroom. The boy is looking through his bag with a distressed look on his face.

Hier en classe tu étais assis(e) à côté de ce garçon en classe. Il ne pouvait pas trouver son manuel de classe. Raconte ce qui lui était arrivé et la façon dont tu t'es débrouillé pour l'aider. Tu as deux minutes pour la préparation et encore deux minutes pour raconter ce qui s'est passé.

Yesterday you were sitting next to this boy in class when he couldn't find his book. Tell what had happened to him and then report how you handled the situation to help him out. You have two minutes to prepare and two minutes to tell what happened.

Four-Point Rubric:

- 0 No response or unrelated and incomprehensible language use.
- 1 The response is in the present tense or is in an incoherent mix of tenses. The story is fragmented and unclear. Little attempt to account for what may have happened after the boy discovered his math book and homework were missing.
- 2 The response is in the past tense, but does not account for previous action in the plus-que-parfait. Little attempt is made to account for what may have happened after the boy discovered his math book and homework were missing. Little attempt is made to report what was said between the two boys or what the teacher may have said. The story may be incomplete in its details. Vocabulary may be limited.
- 3 The response is made using past tenses appropriately, as well as indirect discourse to report what was said. The story is complete but may be told with some errors of expression typical of non-native speakers. Demonstrates an ability to vary vocabulary and structures to account for narrative accuracy.
- 4 The response is laid out in a temporally coherent manner. Indirect discourse is used to convey what was said. The speaker creates a complete story without pattern errors and demonstrates mastery of narrative in the past tenses. The response demonstrates the ability to report what might have happened if circumstances had been different or to speculate on why it happened the way it did.

Benchmark: WL.K12.NM.3.8

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Differentiate among oral statements, questions, and exclamations in order to determine meaning.

Clarification: The student will differentiate among oral statements, questions, and exclamations in order to determine meaning.

Content Focus: Identify statements, questions and exclamations in oral language.

Content Limits: The content may include, but is not limited to familiar topics such as the exchange of greetings, introductions, immediate family, stating identity, name familiar objects.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to differentiating among oral statements, questions, and exclamations, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

(Audio script) "What are you called?"

How can this audio segment be described?

- A. as a statement.
- B. * as a question.
- C. as an exclamation.
- D. as a command

Benchmark: WL.K12.NH.3.8

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Describe a problem or a situation with sufficient details in order to be understood.

Clarification: The student will describe a problem or a situation with sufficient details in order to be understood.

Content Focus: Describe a problem.

Content Limits: The content may include, but is not limited to familiar topics such as family, school, and home.

Stimulus Attributes:

- photographs (color, black and white)
- illustrations (color, black and white)
- video or audio segment

Item Types: MC, AR, VR, WR, PT and TE

Sample Audio/Video Response item:

You just got to class and you realize that you don't have a pencil or pen. Ask either a friend or a teacher to give you what you need. Make it clear to whom you are speaking. Record your response when you hear the beep.

Four-Point Rubric

- 0 No response or incomprehensible language.
- 1 Individual words. No attempt to define who is being asked, to define the problem, or use correct register and language.
- 2 Complete thoughts. Clear indication that the speaker has a question. Some attempt is made to define who is being asked, the nature of the problem, and use correct register according to who is asked.
- 3 Complete thoughts. Clear identification of who is being asked and correct choice of vocabulary and register. May elaborate on why the student is without supplies for the day. Closes the conversation appropriately.
- 4 Complete thoughts addressed in a coherent order. Clear identification of who is being asked and correct use of register and corresponding vocabulary. Elaborates in a conversational way and uses culturally appropriate formulas to ask the question and close the conversation by thanking the person who is helping out.

Sample Written Response Item:

Explain when and where you do your homework.

Four-Point Rubric:

- 0=no answer or answer not in the target language
- 1=answer in disjointed vocabulary, no sentence structure
- 2=answer includes one correct simple sentence.
- 3=answer in two complete basic sentences.
- 4=answer in three or more complete sentences with correct vocabulary.

Benchmark: WL.K12.IL.3.8

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Initiate, engage, and exchange basic information to solve a problem.

Clarification: The student will initiate, engage, and exchange basic information to solve a problem.

Content Focus: Solve problems.

Content Limits: The content may include, but is not limited to familiar topics such as family, school, and 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)
- video or audio segment

Item Types: AR, VR, WR, PT, TE

Sample Video Response Item:

View the scenario in the picture sequence. Pretend you are in the same situation as the boy in the pictures. You will have three minutes to gather your thoughts, and then report what you do and say in the situation.

The first section depicts a boy shopping. He has a pair of jeans he wishes to purchase. A sign says that there is a sale. The price tag on the jeans clearly states “50 €” on the tag, with “100 €” X’d out in red. The second section depicts the boy at the cash register with a surprised face. The cash register reads “100€” as the sales lady holds out her hand to collect the money.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Does not demonstrate appropriate register or culturally appropriate attitude and gestures.• No attempt to clarify or extend message through repetitions or substitutions.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native

	<p>speaker pronunciation, but will be comprehensible with only minor lapses.</p> <ul style="list-style-type: none"> • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Some attempt at appropriate register and appropriate problem-solving strategies. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Appropriate register and use of appropriate problem-solving strategies. • May attempt to clarify message through repetitions or substitutions. May use circumlocution.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Appropriate register and use of appropriate problem-solving strategies. • May attempt to clarify message through repetitions or substitutions. Uses circumlocution where necessary to make the situation clear.

Benchmark: WL.K12.IM.3.8

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Describe a problem or situation with details and state an opinion.

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

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors include, but are not limited to

- responses that do not relate to a situation with details and a stated opinion, and
- responses that relate to common misconceptions.

Sample Written/ Audio/ Video Response Item:

The student is provided with a picture of a restaurant scene. In the scene, a man and woman are about to eat, but the man is making a face that tells you that something is wrong. There is a black speck with legs (obviously a fly) in his soup.

Describe this situation. Make sure to provide details and state an opinion about what the man and his wife should do.

Four-Point Rubric

0	No response. No target language use. Response completely incomprehensible or does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Partial comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Pronunciation may affect comprehensibility.• Limited accuracy in the use of familiar words and grammatical structures, and errors appear when attempting to create with the language. Patterned errors may interfere with comprehensibility.• Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Does not demonstrate appropriate register or ability to identify and solve the problem.

	<ul style="list-style-type: none"> • No attempt to clarify or extend message through repetitions or substitutions.
2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be comprehensible with only minor lapses. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There may be a patterned error that does not affect comprehensibility. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Some attempt to identify the problem and appropriate problem-solving strategies. May display appropriate register. • No attempt to clarify message through repetitions or substitutions.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be mostly comprehensible. • Accuracy in the use of familiar words and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Clear identification of the problem. Appropriate register and use of appropriate problem-solving strategies. • May attempt to clarify message through repetitions or substitutions. May use circumlocution.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a sympathetic listener accustomed to false starts and pauses, but response is given using familiar words and phrases. Will not demonstrate native speaker pronunciation, but will be consistently comprehensible without mispronunciations. • Accuracy in the use of familiar words and grammatical structures, but minor errors appear when attempting to create with the language. There should be no patterned errors. • Comprehension of contextualized or repeated language. The response will be on topic and relate directly to the prompt. Appropriate register and use of appropriate problem-solving strategies. • May attempt to clarify message through repetitions or substitutions. Uses circumlocution where necessary to make the situation clear.

Benchmark: WL.K12.IH.3.8

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Describe and elaborate on a personal situation or problem using details.

Clarification: The student will use details to describe and elaborate on a personal situation using details.

Content Focus: Use details to describe a personal situation.

Content Limits: The content may include, but is not limited to a connected discourse of paragraph length requiring an exchange of basic information related to their work, school, recreation, interests, or hobbies. False cognates and literal translation are excluded content.

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)

Item Types: AR, VR, WR, PT, TE

Sample Audio Response Item:

"Describe a personal relationship issue: What happened and what was the problem? Who was involved? What was said? Was there a misunderstanding? How was it resolved or not resolved? Was there a lesson learned? If so, what?"

Sample Written Response Item:

Describe to your best friend the last time someone made you angry. Use as much detail as possible to explain what happened and why you were angry.

Four-Point Rubric

0	No response. Little or incoherent target language use. Does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none">• Comprehensibility to a reader accustomed to language learners. Response expresses writer's thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native writing skills when using familiar words and phrases, but will still often demonstrate first language interference in vocabulary and syntax• Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors, especially in the tenses and modes chosen for indirect discourse.• Narration of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate coherence because it attempts an on- topic response and relates to the prompt.• Few or no attempts to clarify message through circumlocution or self-correction.

2	<p>Response fulfills most requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a reader accustomed to language learners. Response expresses writer’s thoughts using sentences and strings of related sentences. Will approach native speaker compositional skills only when using familiar words and phrases, but will still often demonstrate first language interference in structure and syntax. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language, especially in the tenses and modes chosen for direct discourse. • Narration of general ideas and details from supported language dealing with familiar topics. Accounting for general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate coherence because it is on topic and relates directly to the prompt. • Minimal attempts to clarify message through circumlocution or self-correction.
3	<p>Response fulfills all requirements of task and demonstrates the following:</p> <ul style="list-style-type: none"> • Comprehensibility to a reader accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native narrative technique when using familiar words and phrases, but will still demonstrate first language interference in syntax and structure. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Narration of general ideas and details from supported language dealing with familiar topics. May recount with less accuracy when dealing with unfamiliar concepts. The response will demonstrate narrative strategies because it is on topic and relates directly to the prompt • May attempt to clarify message through circumlocution or self-correction.
4	<p>Response fulfills all requirements of task in detail and demonstrates the following:</p> <ul style="list-style-type: none"> • Easily comprehensible to a reader accustomed to language learners. Response expresses writer’s thoughts using sentences and coherent strings of sentences. Will approach native narrative strategies when using familiar words and phrases, but will still demonstrate minimal first language interference in intonation and pronunciation. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors. • Communication of general ideas and details from supported language dealing with familiar topics. Communication of general concepts and carefully selected details, even when dealing with unfamiliar concepts. The response will demonstrate narrative strategies because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution, self-correction, or explanation. These strategies should be apparent at this level.

Benchmark: WL.K12.AL.3.8

Standard: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally-appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Collaborate to develop and propose solutions to problems.

Clarification: The student will work with others to develop and propose solutions to problems.

Content Focus: Collaborate in problem solving.

Content Limits: The content may include, but is not limited to, working with others to develop and propose solutions to problems. Topics might be related but not limited to school, home or a current event, such as immigration, health-care, homelessness or unemployment. Proficiency level appropriate topics about problems and/or solutions such as home, school, communication, current events, 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

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to working with others to develop and propose solutions to problems, and
- response that relate to common misconceptions.

Sample Performance Tasks:

(Oral, written, and/or multi-media presentations) contain detailed information, concepts, and ideas related to a variety of topics with a variety of speakers in an appropriate context.

The correct report demonstrates appropriate issues and solutions in context of both the culture of the target language as well as the culture of the original language.

Example: Students may report on a variety of social classes/roles within the target language and how this difference may be reflected in social customs or the culture of the target language.

A native-speaker identifies and describes a common issue. Student has the opportunity to read the prompt as the speaker reads it.

Student should propose a solution to the problem, using target language. Students will be given up to 1:45 for their spoken response or a page for their written response.

Sample Audio-Response Item:

Listen to and read the following monologue. At the end of each paragraph, you will have one minute to take notes and prepare a spoken response that offers a different perspective on the problem identified.

When you hear and read the paragraphs a second time, record your responses after the beep. Be sure to offer a different perspective than that of the speaker/reader.

Video and text stimulus:

The speaker reads a text about diminishing student achievement aloud. Statistics are cited. First paragraph: Student reliance on technology. Second paragraph: the number of hours students spend working. Third paragraph: video gaming. Fourth paragraph: lack of socialization and empathy for others.

Four-Point Rubric:

0	No response. Little or incoherent target language use. Does not relate at all to task.
1	Response fulfills some requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses writer’s thoughts using sentences and perhaps strings of related sentences. Will occasionally approach native speech patterns when using familiar words and phrases, but will still often demonstrate first language interference in vocabulary and syntax. • Basic accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear consistently when attempting to create with the language. There are patterned errors. • Comprehension of general ideas and some details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is very weak. The response will demonstrate coherence because it attempts an on- topic response and relates to the prompt. • Few or no attempts to clarify message through circumlocution or self-correction.
2	Response fulfills most requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speaking skills only when using familiar words and phrases, but will still often demonstrate first language interference in structure and syntax. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but multiple errors appear when attempting to create with the language. There are patterned errors in the use of unfamiliar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. Comprehension of general concepts when dealing with unfamiliar concepts is weak. The response will demonstrate coherence because it is on topic and relates directly to the prompt. • Minimal attempts to clarify message through circumlocution or self-correction.
3	Response fulfills all requirements of task and demonstrates the following: <ul style="list-style-type: none"> • Comprehensibility to a listener accustomed to language learners. Response expresses speaker’s thoughts using sentences and strings of related sentences. Will approach native speech when using familiar words and phrases, but will still demonstrate first language interference in use of unfamiliar syntax and structure. • Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language. There should be no patterned errors in familiar language. • Comprehension of general ideas and details from supported language dealing with familiar topics. May respond with less accuracy when dealing with unfamiliar concepts. The response will demonstrate coherence because it is on topic and relates directly to the prompt. • May attempt to clarify message through circumlocution or self-correction.
4	Response fulfills all requirements of task in detail and demonstrates the following: <ul style="list-style-type: none"> • Easily comprehensible to a listener accustomed to language learners. Response expresses writer’s thoughts using sentences and coherent strings of sentences.

	<p>Will approach native speech when using familiar words and phrases, but may still demonstrate minimal first language interference in intonation and pronunciation.</p> <ul style="list-style-type: none">• Accuracy in the use of familiar sentences, strings of sentences and grammatical structures, but errors appear when attempting to create with the language at more complex levels. There should be no patterned errors.• Communication of general ideas and details from supported language dealing with familiar topics. Communication of general concepts and carefully selected arguments, even when dealing with unfamiliar concepts. The response will demonstrate a clear and different perspective because it is on topic and relates directly to the prompt.• May attempt to clarify message through circumlocution, self-correction, or explanation. These strategies should be apparent at this level.
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STANDARD 4
PRESENTATIONAL SPEAKING

Benchmark: WL.K12.NM.4.1

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

Clarification: Describe self and surroundings using words and phrases and memorized expressions.

Content Focus: Describe self and the environment.

Content Limits: Content may include, but is not limited to, the student's identity, immediate family and friends, activities related to the home and daily life, and the culture of the classroom. Concepts may include, but are not limited to, greetings, introductions, basic perspectives, and/or geography relevant to the target language cultures.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- written prompt in English
- illustrations, photographs, tables, graphs
- audio prompt
- video prompt

Item Types: AR, VR, PT

Sample Audio/Video-Response Item:

You are visiting a class of students in a French high school. Present yourself to the class including the following information in complete sentences: (three-point question)

- your name
- your age
- where you are from

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.NH.4.1

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Provide basic information on familiar topics using phrases and simple sentences.

Clarification: Provide basic information on familiar topics using phrases and simple sentences.

Content Focus: Provide basic information.

Content Limits: Content may include, but is not limited to, familiar topics such as the cultures represented by the students themselves and the target language, their daily lives, and basic physical surroundings. A scenario may be presented to provide structure for the response.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- written prompt in English
- illustrations
- audio prompt
- video prompt

Item Types: AR, VR, PT

Sample Audio/Video-Response Item:

You are presenting the daily news broadcast at a French school. Record the following information in complete sentences including:

- appropriate greeting Example: Good morning.
- the day, date, and month Example: Today is March 1, 2012.
- what the weather is like today Example: The weather today is cloudy and cold.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IL.4.1

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Present information on familiar topics using a series of sentences with sufficient details.

Clarification: Present subject matter about common themes using a series of sufficiently detailed sentences.

Content Focus: Apply full sentence structure with supporting details.

Content Limits: Topics should lend themselves to the presentation of generalizations about the lifestyles of everyday people in familiar settings. Contexts may include, but are not limited to, family life, school, and vacations. Students can be asked to compare and contrast, draw conclusions from the materials presented, or relate cultural information relevant to the visual materials.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- written prompt in English
- illustrations
- audio prompt
- video prompt

Item Types: AR, VR, PT

Sample Audio/Video-Response Item:

You are telling your new friend about your school. Record the following information:

The school's name

One descriptive relating to the school, for example, the size (small or large), the school's colors or mascot

The classes in which you are enrolled

The names of your teachers

Your favorite class and why

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IM.4.1**Standard:** Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Produce a simple factual presentation supported by multimedia components and visual displays (e.g., graphics, sound) and using logically sequenced and connected sentences with relevant details.

Clarification: The student will create a simple, factual presentation along with a visual aide. Logical sequencing and connected sentences with appropriate details should be included.

Content Focus: Produce a presentation using multimedia and sequential, detailed information.

Content Limits: Topics may include, but are not limited to, the arts, history, geography, sports, science, and other culturally relevant topics.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- written prompt in English
- illustrations
- audio prompt
- video prompt

Item Types: AR, VR, PT

Sample Audio/Video-Response Item:

Choose a cultural product/ products. Create a visual aide to explain your selection. Deliver a simple factual presentation by referring to each item shown in your visual aide. Information might include the following:

- presentation title
- commentary on each item in a logical order
- factual evidence to support your theme
- why this information is important to your target language culture

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IH.4.1

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Present information on familiar topics with clarity and detail using multimedia resources.

Clarification: The student will create a concise, detailed, multimedia presentation. The topics may include, but are not limited to, cultural products, practices, and perspectives.

Content Focus: Present information on familiar topics.

Content Limits: Topics may include, but are not limited to, daily activities in the students' or target culture's communities, social institutions, history, education, arts, and sciences.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- prompt in English
- illustrations
- audio prompt
- video prompt

Item Types: AR, VR, PT

Sample Audio/Video-Response Item:



- State your topic/theme.
- Referring to each part of the array, give information in full sentences.
- Present the information in a logical sequence.
- Draw a conclusion about the information presented.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.AL.4.1

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.

Clarification: Present detailed and complex information on social, academic, or work topics.

Content Focus: Present detailed and complex information.

Content Limits: Topics include, but are not limited to, daily activities in the students' or target culture's communities, social institutions, history, education, arts and sciences, workplace issues, cultural differences with the geographic area of the target language, and comparing and contrasting of different cities within the target language. A variety of verb tenses may be used.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- audio Prompt
- video Prompt

Item Types: PT, AR, VR

Sample Portfolio Task: This benchmark is best assessed in the classroom.

Students will present a multimedia report on a comparison/contrast project whereby they demonstrate main ideas and details between two cities or towns in the target language culture.

Sample Audio/Video-Response Items:

- State your topic/theme.
- Referring to each part of the array, give information in full sentences.
- Present the information in a logical sequence.
- Draw a conclusion about the information presented.

Students see a series of images that depict a youth in class, rushing home for dinner, going to work, doing homework, going to bed late, and then being tired the next day in class.

Today's students experience more stress than students of previous generations. Do you agree with this statement? Respond by citing a personal example and using a variety of tenses.

Deliver a presentation on a topic that relates to a social, academic, or work topic that interests you. Here are some suggested topics:

- the effects of unemployment on society
- how guidance counselors are effective in school course selections
- teenage job opportunities and choices in the United States

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.NM.4.2

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Present personal information about self and others.

Clarification: Provide personal information about self and others.

Content Focus: Provide personal information.

Content Limits: Content uses basic vocabulary of identity and may include, but is not limited to, physical appearance, personality, nationality, age, interests, and activities of self, family members, and friends.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- audio prompt
- video prompt

Item Types: VR, AR, PT

Sample Video-Response Item:

Describe one of your friends or family members. Include the following information:

- his/her name
- your relationship to him/her
- one attribute about this person

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.NH.4.2

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Describe aspects of daily life using complete sentences.

Clarification: Describe aspects of daily life using complete sentences.

Content Focus: Describe daily life.

Content Limits: Topics include culturally based situations that do not involve an extensive or detailed knowledge of the target language culture and may include daily life, such as what the student does or what a student in another culture does at home, in school, or for leisure activities.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- audio prompt
- video prompt

Item Types: AR, VR

Sample Audio/Video-Response Item:

Describe your typical morning schedule. The information might include these:

- the time that you awake
- your morning routine, such as exercise, shower, eat, brush teeth, and leave for school
- after school routine, such as sleep, eat, and study
- simple conclusion such as “That’s my day!”

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IL.4.2

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Describe people, objects, and situations, using a series of sequenced sentences.

Clarification: Describe people, objects, and culturally authentic situations, using sequenced sentences.

Content Focus: Describe people, objects, and situations.

Content Limits: Topics may include, but are not limited to, shopping, food preparation, public transport, recreational activities, cultural activities, family life, and vacations. A variety of time frames may be required to accomplish the speaking task.

Stimulus Attributes: A stimulus should be appropriate to length and pace to the Proficiency Level.

- photographs (color, black and white)
- illustrations (color, black and white)
- written prompt (in English)

Item Types: AR, VR

Sample Audio/Video-Response Item:



Context-rich picture of culturally appropriate foods

Based on the picture, describe a brief shopping trip including the following:

- when you went shopping
- where you purchased your food items
- select five items and tell how much each costs.
- a brief summary about your trip

Summary Example: Today I went to the grocery store. I bought cereal for \$4.00, milk for \$3.00, bread for \$1.00, coffee for \$6.00 and cookies for \$2.00. Cookies are my favorite food. I like/dislike food shopping.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IM.4.2

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Describe events, plans, and actions, using logically sequenced and connected sentences with relevant details.

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)

Item Types: AR, VR

Sample Audio/Video-Response Item:

Tell your class about a trip that you would like to take. Provide details as appropriate, including the following:

- Where would you like to go?
- What means of transportation will you use during your trip?
- Where will you stay?
- What will you do?

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IH.4.2

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Present viewpoints on an issue and support opinions with clarity and detail.

Clarification: The student will present various perspectives on a topic, providing supporting details for the opinions expressed.

Content Focus: Present perspectives.

Content Limits: Content may include, but is not limited to, cultural events or perspectives about education, social issues, historical and/or political events.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- photographs (color or black and white)
- illustrations (color or black and white)
- written prompt in English

Item Types: AR, VR

Sample Audio/Video-Response Item:

Residential schools for the Deaf are important because everyone signs, they have common goals and assistive technology is readily available, which make the education process equal and accessible.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.AL.4.2

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.

Clarification: Explain viewpoints on an issue of interest, giving both the advantages and the disadvantages of various viewpoints.

Content Focus: Explain viewpoints.

Content Limits: Topics may include, but are not limited to, immigration, health care, and education; social conventions such as dating; driving; unemployment; family life; and cohabitation, single life, and the advantages and disadvantages of living with others or alone.

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

Item Types: AR, VR

Sample Audio/Video-Response Items:

Videotape yourself delivering an oral presentation on a current event topic of your choice. Make sure to mention advantages and disadvantages of the various courses of action that are available within the context of the current event.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.NM.4.3

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Express likes and dislikes.

Clarification: Express likes and dislikes such as basic foods (low) and basic activities (mid).

Content Focus: Express likes and dislikes.

Content Limits: Topics may include, but are not limited to, foods, basic sports, or daily 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)
- written prompt in English

Item Types: AR, VR

Sample Audio/Video-Response Item:



OR



Identify five items from either illustration and tell whether you like or dislike each.

Benchmark: WL.K12.NH.4.3

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Describe familiar experiences or events using both general and specific language.

Clarification: The student will tell about familiar experiences or common events using general and specific language.

Content Focus: Describe familiar experiences.

Content Limits: Content may include, but is not limited to, level appropriate vocabulary and sentence structure.

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)

Item Types: AR, VR

Sample Audio/Video-Response Items:

Identify your favorite celebration (birthday, holiday, and so on).

State what you do to observe it.

What do you like or enjoy about the event?

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IL.4.3

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Express needs, wants, and plans, using a series of sentences that include essential details.

Clarification: Express simple requests, wishes, and practices, using level appropriate vocabulary and grammar structures.

Content Focus: Express needs, desires and plans.

Content Limits: Content may include, but is not limited to, describing needs, desires, and plans relative to a single pursuit, activity or an event; and should be cohesive.

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)

Item Types: AR, VR

Sample Audio/Video-Response Item:

Identify where you want to go on vacation.

Who will go with you?

Identify two activities you want to do while there.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IM.4.3

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Retell a story or recount an experience with appropriate facts and relevant details.

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)

Item Types: AR, VR

Sample Audio/Video-Response Item:

Describe what you did yesterday afternoon after school. Include activities, studies, chores, and where you went.

Describe your last trip. Where did you go? What did you visit? Whom did you visit? What activities did you do? What did you learn?

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IH.4.3

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Describe personal experiences and interests with clarity and detail.

Clarification: Explain a special event or desire including supporting details. Use proficiency level-appropriate vocabulary and grammar.

Content Focus: Narrate personal experiences.

Content Limits: Topics may include, but are not limited to, experiences common to school students such as the following: the first day of school, a school event, or a typical weekend activity.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written prompt
- audio/ video prompt

Item Types: AR, VR

Sample Audio/Video-Response Item:

Describe your first school dance.

What was the event?

What did you wear?

Who did you go with?

What did you do?

What did you enjoy?

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.AL.4.3

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Speak using different time frames and appropriate mood with good control.

Clarification: The student will speak using various level appropriate time frames while demonstrating appropriate mood.

Content Focus: Use mood and time frames.

Content Limits: Content may include, but is not limited to, personal experiences, education, social events or perspectives, and family. Students will be limited by the successful application of appropriate vocabulary and syntax in context, as well as by their literacy skills in the target language.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written prompt with questions
- oral prompt and questions

Item Types: AR, VR

Sample Audio/Video-Response Items:

Describe your experience growing up from childhood to adolescence. You might include the following: changing homes, transitioning from elementary to middle school to high school, or activities and events that impacted you and your plans for the future.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.NM.4.4

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Provide an account of daily activities.

Clarification: Use basic vocabulary to describe common daily activities.

Content Focus: Provide details of daily activities.

Content Limits: Topics should refer to very basic activities common to the everyday lives of the age group, including, but not limited to, after-school activities, studies, sports, and weekend activities. Regular verb structures will be stressed with an emphasis on cognate verbs, but mistakes in grammar that do not affect communication will not be penalized.

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

Item Types: AR, VR

Sample Audio/Video-Response Item:

Describe what you do at school each day.

What sports or other after-school activities do you participate in?

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.NH.4.4

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Present personal information about one's self and others.

Clarification: Present information about one's self and others.

Content Focus: Present personal information.

Content Limits: Content should emphasize personal information such as age, physical description, personality characteristics, individual style preferences and interests, and preferences in friends and relations.

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

Item Types: AR, VR

Sample Audio/Video-Response Items:

Describe your personality. How would you describe yourself? What are your likes and dislikes? Are you like members of your family?

Describe your appearance, for example, your hair color, height, eye color, and general looks. What style of clothing do you wear?

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IL.4.4

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Provide a logical sequence of instructions on how to make something or complete a task.

Clarification: Provide a logical set of instructions for how to make something or complete a task.

Content Focus: Provide instructions.

Content Limits: Content may include, but is not limited to, sequential tasks such as studying, preparing and consuming a meal, attending an event with ticket purchases, and following simple recipes. The content should elicit the delineators first, next, then, finally; also, before, after, and following. Content should focus on essential vocabulary in the target language.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level. A speaking prompt will offer an activity that requires a sequence of actions to complete, with attention to the commonality of these activities for students of the appropriate age group.

Item Types: AR, VR

Sample Audio/Video-Response Items:

Describe in sequence five steps to preparing a meal.

Describe in sequence five steps to studying for an exam.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IM.4.4

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Provide supporting evidence using logically connected sentences that include relevant details.

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

Item Types: AR, VR

Sample Item:

The student sees a cartoon map of a town, with street names and buildings labeled. It is large enough for the student to read the street and building labels easily.

On the way home from school, you have to purchase gifts for three different people. Specify streets and turns you will take to get to each shop as well as what you will purchase at each shop and for whom.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible. Task requirements are not met.

2=Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible. Task requirements are minimally accomplished.

3=Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct. All task requirements are included.

4=A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency. All task requirements are accomplished and enhanced.

Benchmark: WL.K12.IH.4.4

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Produce reports and multimedia compositions in order to present a group project.

Clarification: Produce reports and multimedia compositions to present a group project.

Content Focus: Produce and present a group project.

Content Limits: Content may include, but is not limited to, topics with potentially opposing or complementary views, such as education, health care, or politics.

- photographs (color, black and white)
- illustrations (color, black and white)
- 10- to 30-second video or audio segment

Item Types: VR (The student video-records)

Sample Video-Response Item:

Working with one classmate, create a PowerPoint presentation of at least 10 slides that addresses the topic of public education. You may work together to compare and contrast two systems of education or you may take opposing views. You must orally present your slides. (Your slides should not contain your script.)

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language. Pronunciation and intonation are largely unintelligible. Uses less than half the time allocated to the response. Vocabulary is basic but correct.

2=Basic response in at least one correct sentence, with basic, correct vocabulary and simple sentence structures. Uses half the time allocated for response. Pronunciation and intonation are somewhat intelligible.

3=Correct response using more than one grammatically correct sentence, precise vocabulary, and at least one example of a correct use of idiomatic grammatical structures. Uses most of the time allocated for response. Pronunciation and intonation are largely intelligible.

4=A complete, correct response using several correct sentences, varied and precise vocabulary; and complex, idiomatic grammatical structures. Uses all the time allocated for response. Pronunciation and intonation indicate fluency.

Benchmark: WL.K12.AL.4.4

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Communicate ideas on a variety of topics with accuracy, clarity, and precision.

Clarification: Communicate ideas with accuracy, clarity, and precision.

Content Focus: Communicate ideas clearly with accuracy and precision.

Content Limits: Topics may include, but are not limited to, politics, current events, school, family, or health care. The student's presentation should be at least three minutes long. Presentations (oral, written, and electronic) should contain details that support the main idea and demonstrate a depth of knowledge that reinforces the original language as well as the target language attributes.

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 (e.g., broadcast news)
- written text (e.g., newspaper articles, magazines)

Item Types: AR, VR, PT

Sample Audio/Video-Response Items:

- Conservation of eco-forestry
- Economic crisis in Europe
- Housing crisis in the United States
- Describe the current economic situation in Europe.

The student will create a PowerPoint explaining education in the target language culture.

You are going to prepare a series of three videotaped presentations. One of your presentations must be related to a current event in the news. The second presentation must be related to your future job interests. The last presentation must be related to a topic relevant to a country whose population speaks [target language]. Each presentation should not be shorter than 4 minutes 45 seconds but should not exceed 5 minutes 15 seconds. Make sure your information is accurate, clear, and precise. Make sure to provide sources for your information for all three presentations.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of basic sentence structure and vocabulary in the target language, extensive errors in syntax, incorrect use of idioms and other structures

2=Basic response in correct sentences, basic correct vocabulary, simple structures

3=Correct response using precise vocabulary, more than one example of idiomatic expressions, sequential structures, and demonstrates usage of the majority of the time allocated.

4=A complete, correct response using all of the time allocated, demonstrating command of a varied and rich vocabulary, multiple examples of idioms, grammatically complex structures, and spoken fluency with good intonation and pronunciation.

Benchmark: WL.K12.NM.4.5

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Role-play skits, songs, or poetry in the target language that deal with familiar topics.

Clarification: Perform or role-play skits, songs, or poetry that deal with familiar topics.

Content Focus: Perform in the target language.

Content Limits: Content may include, but is not limited to, simple nursery rhymes and songs or classroom, home or shopping role-play situations.

Item Types: AR, VR

Sample Audio/Video-Response Item:

Role-play with a classmate. One of you is a shopkeeper and the other is a customer. Ask the shopkeeper the cost of three items and then purchase the items from him or her. You must each say five things, including appropriate greetings and conventions of politeness.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language

2=Use of at least one correct and simply constructed sentence, basic but correct vocabulary, incomplete answer (fewer than five responses)

3=Correct response using more than one grammatically correct sentence, varied vocabulary and addressing all five elements.

4=A complete, correct response addressing all five points, using several correct sentences, complex idioms and grammatical structures with precise and varied vocabulary, proper intonation and pronunciation.

Benchmark: WL.K12.NH.4.5

Standard: Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

Clarification: Retell the main idea of a story with prompting of vocabulary and support.

Content Focus: Retell the main idea of a story.

Content Limits: Content may include, but is not limited to, school, home, shopping, eating out, or social pastimes. Vocabulary prompting is acceptable.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text (e.g., pen pal letter or similar passage)

Item Types: AR, VR

Sample Audio/Video-Response Item:

Students are given time to prepare a response and summarize a story about a restaurant meal involving familiar foods in the target culture in the target language.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, unintelligible pronunciation and intonation

2=Basic response in at least one correct sentence, basic sentence structure and correct but limited vocabulary. Response is marginally intelligible and understandable

3=Correct response using more than one grammatically correct sentence, precise vocabulary, at least one example of a correct idiom, and pronunciation and intonation are clear and intelligible.

4=A complete, correct response using several correct sentences, precise and varied vocabulary, multiple complex grammatical structures and idioms, demonstrating fluency in pronunciation and intonation.

Benchmark: WL.K12.IL.4.5

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Present a short skit or play using well-structured sentences.

Clarification: Present a skit or play using well-structured sentences.

Content Focus: Present a play.

Content Limits: Content may include, but is not limited to, school, house, shopping, eating out, or pastimes.

Item Types: AR, VR

Sample Audio/Video-Response Item:

At the outdoor market, one student is the vendor and the other is the customer. The customer must ask for an item that the vendor does not sell. The vendor indicates where the customer can find that item. Customer then continues to make purchases from the vendor, using appropriate currency and measurements.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, no clear sentence structures, no use of idioms, some intelligible words or phrases

2=Basic sentence structures, correct but basic vocabulary, words are intelligible and intonation apparent

3=Correct response using more than one grammatically correct sentence, correct vocabulary, evidence of at least one example of idioms and more complex grammatical structures. Pronunciation and intonation are clearly intelligible.

4=A complete, correct response using several correct sentences, idioms and complex grammatical structures. Vocabulary is precise and varied. Intonation and pronunciation is clearly intelligible with evidence of fluency. Complete use of allocated time.

Benchmark: WL.K12.IM.4.5

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Retell or summarize a storyline using logically connected sentences with relevant details.

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)

Item Types: AR, VR (a student voice recording)

Sample Audio/Video-Response Item:

Students are given a series of images that depict a student doing chores at home, collecting and saving pocket money, taking a bus, and going to the pet shop to buy a goldfish. Students are asked to tell the story.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, no complete sentences, no idioms, unintelligible pronunciation and intonation.

2=Basic response with at least one correct sentence, basic vocabulary, and some intelligible words and phrases.

3=Correct response using more than one grammatically correct sentence, at least one example of a correct use of idioms, intelligible pronunciation and intonation. Use of the majority of the time allocated.

4=A complete, correct response using several correct sentences and complex grammatical structures and idioms, precise and varied vocabulary, full use of allocated time. Pronunciation and intonation are clearly intelligible with evidence of fluency.

Benchmark: WL.K12.IH.4.5

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Use paraphrasing, circumlocution, and illustrations to be more clearly understood when relating experiences and retelling a story.

Clarification: Use paraphrasing, circumlocution, and illustrations to help clearly relate experiences and retellings of stories.

Content Focus: Use paraphrasing, circumlocution, and illustrations as presentation methods.

Content Limits: Content may include, but is not limited to, current events, history, well-known fairy tales, or sporting events where specific vocabulary might not be known.

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)
- short passage

Item Types: AR, VR (a student voice recording/student-interviewer video)

Sample Item:

The student is given an image of badminton, tennis, or some other match and asked to describe the game to someone who has never seen that sport.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, minimal structure in sentences, pronunciation and intonation are unintelligible.

2=Basic response in at least one correct sentence, use of correct vocabulary, little or no evidence of idiomatic expressions, Some pronunciation and intonation are intelligible.

3=Correct response using more than one grammatically correct sentence.

4=A complete, correct response using several correct sentences, complex grammatical structures including idioms, precise and varied vocabulary, correct pronunciation and intonation with evidence of fluency. Complete use of allocated time.

Benchmark: WL.K12.AL.4.5

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Make formal presentations about literary selections, demonstrating appropriate language choice, body language, eye contact, and use of gestures.

Clarification: Make formal presentations about literary selections that include appropriate language, body language, and eye contact.

Content Focus: Make presentations.

Content Limits: Content may include, but is not limited to, literature, literary or newspaper articles, video clips from literary films, global events that relate to the countries where the target language is spoken, poetry, narratives, and literary works. For ASL, these literary works should be created in the target language by Deaf writers such as Clayton Villi, Patrick Graybill, Ella Lentz, and Peter Cook. They should not be items written in English and translated into ASL.

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
- discussions (oral and written)
- written text (e.g., classic literary texts)

Item Types: AR, VR, PT

Sample Video-Response Item:

Videotape yourself delivering an oral presentation on the literary selection of your choice.

Choice 1: A poem

Choice 2: Part of a short story

Choice 3: Another poem

- 1) Pinocchio and father Geppetto in Collodi's "Pinocchio"
- 2) "Il Cuore" by Edmondo De Amicis
- 3) "Orlando Furioso" by Ludovico Ariosto
- 4) Renzo and Lucia in Alessandro Manzoni's "I Promessi Sposi"

Students correctly identify and explain the mood and tone of a particular passage and cite in the text where the details are embedded (perhaps in the conversation between Apollo and Cupid in *Apollo et Daphne*).

Students are given a news article from a target language newspaper and 15 to 20 minutes to read it and write some notes. (An example is the fruit vendor who initiated a local rebellion by demonstrating in front of the royal palace. The youth was badly burned but survived and was visited by the ruler to whom he was protesting.) Students are asked to summarize and react to the article, incorporating any additional personal knowledge or experience available.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of correct, simple sentence structures, pronunciation and intonation marginally intelligible. Little evidence of grammatically correct sentences or use of idioms. Poor use of time allocated for response

2=Basic response in one or more correct sentences using simple but correct grammatical structures, basic but correct vocabulary, with intelligible pronunciation and intonation. Use of some of the time allocated.

3=Correct response using more than one grammatically correct sentence, evidence of the use of appropriate idiomatic expressions, pronunciation and intonation are largely intelligible. Vocabulary is precise. Use of most of the time allocated.

4=A complete, correct response using several correct sentences and complex grammatical structures, including a variety of idiomatic expressions. Full use of time allocated for response. Vocabulary is varied and precise. Pronunciation and intonation are clearly intelligible throughout, with evidence of fluency.

Benchmark: WL.K12.NM.4.6

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Present simple information about a familiar topic, using visuals.

Clarification: Present information about a familiar topic, using visuals.

Content Focus: Present information.

Content Limits: Content may include, but is not limited to, school, clothing, eating out, and shopping.

Item Types: AR, VR

Sample Item:

Describe five activities that you enjoy; for example, describe sports, arts, or weekend activities.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, no complete sentence structures. Vocabulary is basic. Pronunciation and intonation are largely unintelligible. Incomplete use of time allocated for response.

2=Basic response in one correct but simple sentence, vocabulary is basic but correct, Pronunciation and intonation are occasionally intelligible. Reponse uses a portion of the time allocated.

3=Correct response using more than one grammatically correct sentence, precise vocabulary with correct pronunciation and intonation. Use of most of the time allocated.

4=A complete, correct response using several correct sentences and complex grammatical structures and appropriate idioms. Pronunciation and intonation are clearly intelligible and there is evidence of fluency. Vocabulary is precise and varied. Complete use of time allocated for response.

Benchmark: WL.K12.NH.4.6

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Use verbal and nonverbal communication when making announcements or introductions.

Clarification: Use verbal and nonverbal communication when speaking to an audience.

Content Focus: Use verbal and nonverbal communication.

Content Limits: Content may include, but is not limited to, an introduction between friends or adults.

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 60-second video or audio segment
- discussions (oral and written)
- written text (e.g., classic literary texts)

Item Types: AR, VR

Sample Audio/Video-Response Item:

Role-play a situation with two classmates where one is introducing another to a third student. Presentation should include details about the new student that would interest the new friends: where they are from, what they like to do, what they study, where they live. Presentation should last at least 45 seconds.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, no clear sentence structures in response, pronunciation and intonation are largely unintelligible. Vocabulary is basic. Minimal use of the time allocated for response.

2=Basic response in at least one correct sentence with correct but basic vocabulary. Some of the response has intelligible pronunciation and intonation. Some of the allocated time is used correctly for the response.

3=Correct response using several grammatically correct sentences. Vocabulary is precise. Pronunciation and intonation are largely intelligible. Evidence of idiomatic grammatical expressions, used correctly. Most of the allocated time used in response.

4=A complete, correct response using several correct sentences and complex grammatical structures and idioms. Pronunciation and intonation are clearly intelligible with evidence of fluency. Vocabulary is precise and varied. All of the allocated time is used in the response.

Benchmark: WL.K12.IL.4.6

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Describe events in chronological order, using connected sentences with relevant details.

Clarification: Describe events in chronological order, using related sentences with relevant details.

Content Focus: Describe events in chronological order.

Content Limits: Topics may include, but are not limited to, everyday life, travel, sports, dining, and education. Chronological markers could include first, second, third or today, yesterday, tomorrow.

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)

Item Types: AR, VR (a response to a prompt or to a series of pictures)

Students are asked to describe a morning routine from the moment they get up to the moment they arrive in school.

Possible student response: je me leve, je me lave, et je me brosse les dents. Apres, je prends mon petit dejeuner.

Four-Point Rubric:

0=No response or a response not in the target language.

1=Little or no attempt at complete sentences and idiomatic expressions. Pronunciation and intonation are largely unintelligible. Use of only a portion of the time allocated for the response.

2=Basic response in at least one correct sentence. Pronunciation and intonation are partially intelligible. Use of some of the time allocated for a response. Vocabulary is basic but correct.

3=Correct response using more than one grammatically correct sentence, with at least one correct idiomatic expression. Vocabulary is precise. Pronunciation and intonation are mostly intelligible. Use of the majority of the time allocated for response.

4=A complete, correct response using several correct sentences and complex grammatical structures, including more than one appropriate idiom. Pronunciation and intonation are clearly intelligible and there is evidence of fluency. Vocabulary is precise and varied. All of the time allocated for the response is utilized.

Benchmark: WL.K12.IM.4.6

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Describe, explain, and react to personal experiences using logically connected sentences with relevant details.

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)

Item Types: AR, VR (response to a prompt)

Sample Audio/Video-Response Item:

How do you feel on the first day of school? Your response may include talking about beloved friends, strict teachers, and favorite classes.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language. Pronunciation and intonation are largely unintelligible. One or more attempts at correct basic sentence structure. Vocabulary is correct but very basic. Little use of time allocated for response.

2=Basic response in one or more correct sentences with little or no evidence of idioms and complex grammatical structures. Pronunciation and intonation are largely unintelligible. Vocabulary is correct but basic. Use of at least half the time allocated for response.

3=Correct response using more than one grammatically correct sentence and at least one correct idiomatic expression. Vocabulary is precise. Pronunciation and intonation are largely intelligible. The majority of the time allocated for response is utilized.

4=A complete, correct response using more than one correct sentence and complex grammatical structures and idioms. Pronunciation and intonation are clearly intelligible with evidence of fluency. Vocabulary is precise and varied. All of the time allocated for a response is utilized.

Benchmark: WL.K12.IH.4.6

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Formulate and deliver a presentation on an assigned topic, using multimedia resources to support the presentation.

Clarification: Create and present a presentation on a given topic, using multimedia.

Content Focus: Formulate and deliver a presentation.

Content Limits: Topics may include, but are not limited to, subjects such as history, art history, geography, current event, and trends.

Item Types: VR, PT

Sample Video-Response Item:

Students present a French-speaking country celebration. (The student chooses from a segment, music, articles, etc.)

Five-Point Portfolio Task Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language with some attempt at basic sentence structure. Pronunciation and intonation are largely unintelligible. Vocabulary is correct but basic. Use of less than half the time allocated for a response. Minimal use of illustrations for project.

2=Basic response in complete but simple sentences. Pronunciation and intonation are partially intelligible. Vocabulary is precise but unvaried. Use of half the allocated time or less to respond. Some effort at correlation of illustrations to presentational speech.

3=Correct response in some detail. Pronunciation and intonation are mostly intelligible. Vocabulary is precise and varied. Much of the time allocated for response is utilized. Presentation is coherent with some variety of illustration. Variety of sentences in a largely comprehensible presentation.

4=A complete, correct response using several sentence structures. Vocabulary is precise, varied, and complex. Pronunciation and intonation are clearly intelligible and indicate fluency. Presentation includes a variety of illustrations in a coherent, creative format. Almost all of the time allocated for the presentation is well-utilized.

5=A carefully crafted, thoughtful presentation with creative use of illustrations. Vocabulary is precise, varied, and demonstrates advanced knowledge of the language. All the time allocated for the response is utilized to maximum effectiveness. Speech is comprehensible and demonstrates fluency in the target language.

Benchmark: WL.K12.AL.4.6

Standard: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Provide information on academic and job-related topics with clarity and detail.

Clarification: Provide information about academic and job-related topics.

Content Focus: Provide information.

Content Limits: Content may include, but is not limited to, academics, jobs, the job-search process, professions, college life, and academic plans of study in order to obtain a job post.

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

Item Types: AR, VR, PT

Sample Audio-Response Item:

Name a field where knowledge of a foreign language would be useful i.e. international journalist, diplomat, international sales representative. Explain how such a person would use the foreign language in their chosen field, i.e. interviews, meetings with other diplomats, sales presentations. Name one or two countries where one might use your world language in such a profession, i.e. France, Switzerland, Cameroon, and so on.

Sample Video-Response Item:

You are going to prepare a videotaped presentation dealing with the world of higher education and work in a country whose citizens speak primarily [target language]. Each presentation should not be shorter than 4 minutes 45 seconds or longer than 5 minutes 15 seconds. Make sure your information is accurate, clear, and precise. Make sure to provide sources for your information.

Four-Point Rubric:

0=No response or a response not in the target language

1=Minimal use of disjointed vocabulary in the target language, no complete sentence structures or use of appropriate idioms. Vocabulary is basic. Pronunciation and intonation are largely unintelligible.

Incomplete use of time allocated for response.

2=Basic response in one correct but simple sentence, vocabulary is basic but correct, Pronunciation and intonation are occasionally intelligible. Response uses a portion of the time allocated.

3=Correct response using more than one grammatically correct sentence, precise vocabulary with correct pronunciation and intonation. Use of most of the time allocated. Evidence of at least one appropriate idiomatic expression.

4=A complete, correct response using several correct sentences and complex grammatical structures and appropriate idioms. Pronunciation and intonation are clearly intelligible and there is evidence of fluency. Vocabulary is precise and varied. Complete use of time allocated for response.

STANDARD 5
PRESENTATIONAL WRITING

Benchmark: WL.K12.NM.5.1

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

Clarification: The student will write to provide basic information about familiar topics and situations using complete sentences and appropriate vocabulary.

Content Focus: Write to provide basic information.

Content Limits: Topics may include, but are not limited to, school, family, café food, or activities.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT,

Sample Written-Response Item:

What do you do on the weekend?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Student writing is rarely clear or concise and lacks use of previously learned expressions and phrases.

2 – Student writing is sometimes clear and concise and demonstrates some previously learned expressions and phrases.

3 – Student writing is mostly clear and concise and demonstrates good use of previously learned expressions and phrases.

4 – Student writing is clear and concise and demonstrates excellent use of previously learned expressions and phrases.

Benchmark: WL.K12.NH.5.1

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Write descriptions and short messages to request or provide information on familiar topics, using phrases and simple sentences.

Clarification: The student will write descriptions and short messages to request or provide information on familiar topics, using phrases and simple sentences.

Content Focus: Write descriptions and messages.

Content Limits: Content may include, but is not limited to, previously learned familiar topics such as school, family, café food, or activities.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

What would you order at a café if it were a cold winter day?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; the length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. Writing demonstrates mostly correct use of grammar and mechanics. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality.

Benchmark: WL.K12.IL.5.1

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Write on familiar topics and experiences using main idea supporting details.

Clarification: The student will write and provide information about previously learned familiar topics, using complete sentences and appropriate vocabulary.

Content Focus: Write about familiar topics.

Content Limits: Content may include, but is not limited to, previously learned familiar topics such as school, family, clothing, food, shopping, health, or other activities.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

What is/was your favorite class and why?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IM.5.1

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Write narratives on familiar topics, using logically connected sentences with supporting details.

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
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Describe three of your family members.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IH.5.1**Standard:** Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.

Clarification: The student will write and present communications, narratives, descriptions, and explanations on familiar topics.

Content Focus: Write communiqués, using detailed paragraphs.

Content Limits: Content may include, but is not limited to, stories, descriptions, or explanations about family, school, hobbies, sports, and personal accounts.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write a letter to a pen pal in which you describe what you did outside of school last week.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing more than one of the following: multiple paragraphs, detailed information, and smooth transitions between paragraphs.. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. The writing is comprised of a few paragraphs, but lacks detail and smooth transitions. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. The writing is comprised of multiple, detailed paragraphs which are connected. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. The writing is comprised of multiple, detailed paragraphs which are well connected. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.1

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Express in writing ideas on a variety of topics presented in clear, organized texts.

Clarification: The student will present information, concepts, and ideas in writing to an audience of readers on a variety of topics.

Content Focus: Write clear, organized texts.

Content Limits: Content may include, but is not limited to, establishing philosophical concepts relating ancient sources and life today (Latin); making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; writing articles for school newspaper; and conveying facts and giving advice.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Read the Latin text of Ovid's *Daedalus & Icarus* and discuss the concept of moderation being the best course in life as exemplified by the story. Be sure to support your essay with examples from the Latin text.

Students consider different brochures regarding a country and synthesize the information to draw conclusions about the culture(s) represented.

Students are given three texts, which they use to synthesize, summarize the main idea or concept, or use details as support.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The ideas lack organization and the writing lacks clarity. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. The ideas are presented in a somewhat organized manner. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible and is mostly clear. The ideas have good organization. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally

do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. The ideas are well organized. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NM.5.2

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Fill out a simple form with basic information.

Clarification: The student will fill out a simple form.

Content Focus: Complete simple forms.

Content Limits: Content may include, but is not limited to, simple forms such as school applications and other forms familiar to students.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- form
- video segment (for ASL)

Item Types: MC, VR, WR, PT

Distractor Attributes: Distractors may include, but are not limited to:

- responses that are not related to information required in the form, and
- responses that are common misconceptions.

Sample Written-Response Item:

The form below represents an application for a Travel Visa. Fill in the blanks with your personal information:

First Name:

Last Name:

Date of Birth:

Nationality:

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NH.5.2

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Write simple statements to describe aspects of daily life.

Clarification: The student will write about daily life, using simple statements.

Content Focus: Writing simple statements

Content Limits: Content may include, but is not limited to, communicating what students do on a daily basis; describing what they do during a certain time of day; explaining what they do during a specific class or at school; and describing what they do to prepare for school or at home after school.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: Vr, WR, PT

Sample Written-Response Item:

Your pen pal from Senegal has recently written you an e-mail in which she tells you about what she does after school. She is now asking you the same! Write an e-mail in which you describe what you do after school. Where do you go? What do you do there?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures

appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IL.5.2

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Describe a familiar event or situation, using a variety of sentences and with supporting details.

Clarification: The student will write about a familiar event or situation, using a variety of sentences and supporting details.

Content Focus: Write about personal events.

Content Limits: Content may include, but is not limited to, family events, the cultural background of students, and other personal experiences.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Read the following e-mail and answer the questions that follow.

Hey! How are you? This week my family and I celebrated my brother's birthday. In France, when it is your birthday you wear a crown and everyone brings you presents. Usually we only have desserts for those who attend the party. This year my brother turned 8 and invited his friends to our house. Have you celebrated a birthday recently or have any family members? What did you do to celebrate? Are there any special things you do on that day? Did you have any friends over? What did you eat?

Talk to you soon!

Boubakar

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that

impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IM.5.2

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Write informative texts through a variety of media, using connected sentences and providing supporting facts about the topic.

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
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

After reading about this event, contrast and compare it to a cultural event that you participate in. In what ways are they similar? In what ways are they different?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. The writing is missing more than one of the following: multiple paragraphs, detailed information and smooth transitions between paragraphs. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. The writing is comprised of a few paragraphs, but lacks detail and smooth transitions. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. The writing is comprised of multiple, detailed paragraphs which are somewhat connected. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. The writing is comprised of multiple, detailed paragraphs which are well connected. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IH.5.2

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Describe in writing personal experiences and interests with clarity and detail.

Clarification: The student will write about personal experiences and interests with clarity and detail.

Content Focus: Write about personal experiences.

Content Limits: Content may include, but is not limited to, conversation basics and self-descriptors.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write about an activity you used to enjoy when you were younger. How old were you and why did you enjoy this activity? Describe a single event that occurred while doing this activity. Do you still practice the same activity now? Why or why not?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.2

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Write work-related and school documents (fill out an application, prepare a résumé, and write a business letter).

Clarification: This benchmark is best assessed in the classroom. The student will write or fill out work-related and school-related documents, such as an application, a résumé, or write a business letter.

Content Focus: Write work- and school-related documents.

Content Limits: Content may include, but is not limited to, researching a historical figure and preparing a résumé or a letter from that person to someone else (Latin); researching the requirements for a particular job and creating a job application; presenting facts about self in professional or academic contexts, such as in writing a résumé, business letter, scholarship letter, job application cover letter, or an inquiry about a travel opportunity.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Portfolio Task:

This benchmark is best assessed in the classroom.

Write a letter to the Italian-American Fulbright Foundation explaining why you are the most deserving applicant for the Travel Grant to Italy. Be sure to include a summary of your language studies, how you have previously benefitted from your language studies, and what benefits you intend to gain by participating in the Summer Travel Program in Italy.

Write a cover letter to accompany a form to apply for an internship.

Write a résumé.

Benchmark: WL.K12.NM.5.3

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Write simple sentences about self and/or others.

Clarification: The student will write simple sentences about self and others, using adjectives and complete sentences.

Content Focus: Write simple sentences.

Content Limits: Content may include, but is not limited to, experiences in the home, school, community, and workplace.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PR

Sample Written-Response Item:

Write four to six sentences describing the people you live with. Do you live with your parents, brothers, sisters, or any other family members? How would you describe their looks and personalities?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NH.5.3

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Write a description of a familiar experience or event.

Clarification: The student will write about a familiar experience or event from the students' personal experience.

Content Focus: Use descriptive writing.

Content Limits: Content may include, but is not limited to, school, family, friends, vacation time, and school events.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Today is the first day of school. List what items you need in order to be prepared for school.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IL.5.3**Standard:** Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Express and support opinions on familiar topics, using a series of sentences.

Clarification: The student will write personal opinions about familiar topics and provide support, using a series of sentences.

Content Focus: Support an opinion.

Content Limits: Content may include, but is not limited to, the home, school, community, country, and workforce.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

The study of a foreign language differs greatly depending on where you live. Think about a francophone country you studied and think about how you have studied French. Then, write (in French) a response in which you state your opinion on how learning a foreign language is beneficial.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IM.5.3**Standard:** Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: State an opinion and provide supporting evidence using connected sentences.

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
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

What makes a well-rounded student? Support your answer with at least three details.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IH.5.3

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Present in writing viewpoints on an issue and support opinion with clarity and detail.

Clarification: The student will write about viewpoints on an issue and provide support with clarity and detail showing clear thoughts and descriptions.

Content Focus: Support an opinion.

Content Limits: Content may include, but is not limited to, home life, school system, and ancient customs.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Should the school day be extended? What benefits or detractors would result from a longer school day? Write your response in a few short paragraphs, providing supporting details.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.3**Standard:** Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.

Clarification: The student will write essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.

Content Focus: Write reports, summaries, and essays.

Content Limits: Content may include, but is not limited to, the following:

- topics that relate to experiences familiar to high school students
- explanatory writing such as a summary of an article, chapter, book, or a “how-to” guide
- an essay on a previously studied topic
- a summary of a text covering information that may or may not have been previously studied
- a report on a topic that is backed by a minimum of three previously researched resources

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Describe what you know about the U.S. university system and how it is organized. Include how a student might go about choosing a school to attend.

Students summarize a text regarding hunger in the world.

Read the articles about the military careers of the Second Triumvirate and, in a well-organized essay, compare their accomplishments.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short

of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NM.5.4

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Write simple sentences that help in day-to-day life communication.

Clarification: The student will write simple sentences that help when communicating in day-to-day life situations.

Content Focus: Write simple sentences.

Content Limits: Content may include, but is not limited to, students' daily routine, school, and family.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

What would you say to the teacher if you did not understand the lesson?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NH.5.4

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Write short personal notes, using a variety of media.

Clarification: The student will write short personal notes using appropriate media, text, graphics, or dialogue.

Content Focus: Writing personal notes

Content Limits: Content may include, but is not limited to, a postcard, a letter to a friend, a wall post.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT, TE

Sample Written-Response Item:

Write a note for your classmate explaining what the homework assignment is and when it is due.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IL.5.4

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Compare and contrast information, concepts, and ideas.

Clarification: The student will compare and contrast information, concepts, and ideas.

Content Focus: Compare and contrast information.

Content Limits: Content may include, but is not limited to, differences between home and school life, and the choice of after-school activities.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

How is the biggest meal of the day different for Americans and Italians?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IM.5.4

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Conduct research and write a report on a variety of topics, using connected detailed paragraphs.

Clarification: The student will write a report on a variety of topics, using connected detailed paragraphs, and conduct research using the Internet and/or library materials.

Content Focus: Research and write a report.

Content Limits: Content may include, but is not limited to, conversation basics, school, family, home life, activities, sports, locations, vacations, and hobbies.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Who were the great artists of the Renaissance? What lasting contributions did they make?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. The writing is missing more than one of the following: multiple paragraphs, detailed information, and smooth transitions between paragraphs. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. The writing is comprised of a few paragraphs, but lacks detail and smooth transitions. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. The writing is comprised of multiple, detailed paragraphs which are somewhat connected. Writing is generally comprehensible. The

length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. The writing is comprised of multiple, detailed paragraphs which are well connected. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IH.5.4

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Provide clear and detailed information in writing on academic and work topics with clarity and detail.

Clarification: The student will provide clear and detailed information in writing on academic and work topics.

Content Focus: Provide clear and detailed information.

Content Limits: Content may include, but is not limited to, academic and work topics.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment(for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Explain the how the high-school system is organized in Western European countries.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.4 This benchmark is best assessed in the classroom.

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Use idioms and idiomatic expressions in writing.

Clarification: The student will use idioms and idiomatic expressions in writing.

Content Focus: Use idioms.

Content Limits: Content may include, but is not limited to, writing an essay, a report, or sentences that use idioms and idiomatic expressions on topics such as introductions, immediate family, background information, school, hobbies, sports, and daily life.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Portfolio Task:

Write four sentences using at least one idiom or idiomatic expression in each.

Write four words in context with the chosen idioms or idiomatic expressions to demonstrate an understanding of context use.

Benchmark: WL.K12.NM.5.5

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Write about previously acquired knowledge and experiences.

Clarification: The student will write about a previous experience.

Content Focus: Writing about previous experiences

Content Limits: Content may include, but is not limited to, basic introductions, immediate family, background information, and school.

Stimulus Attributes: The stimulus will be appropriate in length and pace to the proficiency level. The stimulus may be:

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Describe the events of a typical school day.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NH.5.5

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Request information in writing to obtain something needed.

Clarification: The student will request information in writing to obtain something needed.

Content Focus: Request information.

Content Limits: Content may include, but is not limited to school, family, after school activities, and other familiar topics.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write a note asking about your friend's school schedule.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IL.5.5**Standard:** Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Develop questions to obtain and clarify information.

Clarification: The student will develop questions to obtain and clarify information.

Content Focus: Clarify and obtain information.

Content Limits: Content may include, but is not limited to, previously learned familiar topics such as school, family, clothing, café food, activities, or asking questions.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- photograph, illustration or graphic
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Given a story in the target language (orally or in writing) by the teacher about shopping for kitchen cabinets, students may ask the following questions: Why are you remodeling your kitchen? How much do the cabinets cost? Where are you buying the cabinets? You can ask for clarification as follows: Can you get any help from someone? What do the old cabinets/new cabinets look like? How much did you say the cabinets cost?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing one or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional

information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IM.5.5

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Draft, edit, and summarize information, concepts, and ideas.

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
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Portfolio Task:

Summarize your typical school day.

Draft an essay that details what you do over the summer.

This task is best assessed in the classroom.

Benchmark: WL.K12.IH.5.5

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Describe in writing events in chronological order.

Clarification: The student will narrate in written form a series of events in chronological order.

Content Focus: Narrate events in chronological order.

Content Limits: Content may include, but is not limited to, using appropriate media, text, graphics, or interpersonal information on a variety of topics such as historical events, sporting events, and/or life events to present information in chronological order.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- illustration or graphic
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write a sport commentary while watching a soundless video.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.5

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Write using different time frames and appropriate mood.

Clarification: The student will use the target language to research and/or write an original work, using culturally appropriate vocabulary to express mood or emotion.

Content Focus: Conducting research for original work

Content Limits: Content may include, but is not limited to, the following:

- everyday life of students, their daily routine, home, classroom, family, friends, and/or school; background information, hobbies, sports, and literary information
- specific topics such as running a business, renting an apartment, or writing to a customer service department
- specific tasks such as organizing events chronologically and writing an e-mail in formal register

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- illustration or graphic
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write a poem following the Sapphic metrical pattern on a topic of your choice. Include a reference to time and clearly exemplify mood through use of language and meter (e.g., happy, sad, starry-eyed in love, just lost your love).

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing demonstrates poor use of appropriate tenses and mood. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing demonstrates fair use of appropriate tenses and mood. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing demonstrates good use of appropriate tenses and mood. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing demonstrates excellent use of appropriate tenses and mood. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NM.5.6 This benchmark is best assessed in the classroom.

Standard: Presentational Writing:

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice Low/Mid

Benchmark: Pre-write by drawing pictures to support ideas related to a task.

Clarification: The student will draw pictures as a pre-writing exercise to help develop and support ideas related to a task.

Content Focus: Pre-write by drawing pictures.

Content Limits: Content may include, but is not limited to, the home, the classroom, family, friends, and school.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- illustration with captions
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Portfolio Task Item:

Draw the foods you would need to purchase at the grocery in order to prepare a dinner for your family.

Benchmark: WL.K12.NH.5.6

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

Clarification: The student will prepare a draft of an itinerary for a personal experience or event.

Content Focus: Draft an itinerary.

Content Limits: Content may include, but is not limited to, travel plans, detailed personal life events, health events, birthday and activity planning, appropriate time markers, and every day events.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- illustration or graphic
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

What are your travel plans for summer break?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IL.5.6 This benchmark is best assessed in the classroom.

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Conduct research and write a detailed plan (such as a trip to a country where the target language is spoken).

Clarification: The student will conduct research and write a detailed plan.

Content Focus: Plan and conduct research.

Content Limits: Content may include, but is not limited to, possible trips to countries that use the target language, travel plans, menus, time markers, summer-break activities, and landmarks related to the target language and culture.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Portfolio Task Item:

Write out a one-week itinerary for your ideal vacation.

Benchmark: WL.K12.IM.5.6 This benchmark is best assessed in the classroom.

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Mid

Benchmark: Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

Clarification: The student will produce writing with development and organization appropriate to the task and purpose that has been edited for punctuation and correct use of grammar.

Content Focus: Edit, develop, and organize writing.

Content Limits: Content may include, but is not limited to, writing essays, literary texts, and informational texts.

Stimulus Attributes: The stimulus will be appropriate in length and pace to the proficiency level.

- writing prompt
- video segment
- illustration or graphic

Item Types: VR, WR, PT

Sample Portfolio-Task Item:

Brainstorm, research, draft and edit an essay on the evolution of the Roman Republic to Roman Empire.

Benchmark: WL.K12.IH.5.6

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Write about a story and describe reactions with clarity and detail.

Clarification: The student will write about a story they have read, describing reactions to information, concepts, and ideas with clarity and detail.

Content Focus: Describe reactions.

Content Limits: Content may include, but is not limited to, narratives of general interest.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment
- illustration or graphic

Item Types: VR, WR, PT

Sample Written-Response Item:

What was your favorite childhood fable/fairytale and why?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.6

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Write using style, language, and tone appropriate to the audience and purpose of the presentation.

Clarification: The student will write using style, language, and tone appropriate to the audience and purpose.

Content Focus: Present information appropriately.

Content Limits: Content may include, but is not limited to, making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; writing articles for school newspaper; and conveying facts and giving advice.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Compare Ariadne in Catullus 64 to Ovid's Orpheus. Be sure to include quotations and references from the original poems showing how the two characters react to each other's circumstances.

Write a thank you letter to the Alliance Française because it gave you money to travel.

You have been invited to write a short article on the use of a smart phone in class as a teaching and learning tool. In your article, you want to convince the teachers of your school and teachers in general about the improvements that smart phones could bring to teaching and learning.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant

grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.NM.5.7

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language

Proficiency Level: Novice Low/Mid

Benchmark: Draw pictures in sequence to demonstrate a story plot.

Clarification: The student will draw or put pictures in sequence to demonstrate or represent a story plot.

Content Focus: Sequence pictures to represent a story plot.

Content Limits: Content may include, but is not limited to, drawing pictures in chronological order to demonstrate a story plot.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: MC, VR, WR, TE

Distractor Attributes: Distractors for multiple-choice questions may include, but are not limited to

- commonly confused words,
- false cognates, and
- answers that are logical, but not included in the reading; common misconceptions.

Sample Technology-Enhanced Item:

Read the story. Then click on the pictures to indicate the order of events from the story.

Today is the first day of school. Maria prepares for school. She puts the books and pencils in her backpack. She eats breakfast in the morning. She says goodbye to her father. She walks to school.

(Picture 1: Eating breakfast. Picture 2: Packing a back-pack. Picture 3: Walking to school. Picture 4: Waving goodbye to an adult.)

Benchmark: WL.K12.NH.5.7 This task is best assessed in the classroom.

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Novice High

Benchmark: Pre-write by generating ideas from multiple sources based on teacher-directed topics.

Clarification: The student will generate ideas from multiple sources as pre-writing to help organize thoughts.

Content Focus: Generate pre-writing ideas.

Content Limits: Content may include, but is not limited to, introductions, the immediate family, and background information. Tasks may include, but are not limited to, using appropriate media, text, graphics, or dialogue to produce ideas that will be used in the pre-writing process. This process should help document and organize thoughts toward a given prompt and may include concept mapping, outlining, and note taking.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Portfolio Task Item:

List the types of information that should be included on a geographical survey of Italy.

Benchmark: WL.K12.IL.5.7

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate Low

Benchmark: Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.

Clarification: The student will write a draft identifying a purpose for the writing, identifying who the audience is, and establishing a logical sequence and a time frame for completing the draft.

Content Focus: Develop a draft of a plan.

Content Limits: Content may include, but not be limited, introductions, immediate family, sharing background information, school, hobbies, and sports.

Audience may include, but is not limited to, personal, interpersonal, and informative.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Plan a presentation about your most recent vacation travel. What information will you include? How long will you talk about each topic? What pictures can you share? To whom will you present this information?

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing one or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IM.5.7

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Write a narrative based on experiences that use descriptive language and details.

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
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write a fictional children’s story about a kitten’s first day at school.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing one or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures

appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.IH.5.7

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Intermediate High

Benchmark: Write a short essay or biography, using descriptive details and a variety of sentence structures.

Clarification: The student will write a short essay or biography using appropriate descriptive details and a variety of sentence structures.

Content Focus: Write an essay or a biography.

Content Limits: Content may include, but is not limited to, physical descriptions, personality descriptions, and comparison and contrast.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

Write about the life and times of Charlemagne.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing 1 or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures

appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

Benchmark: WL.K12.AL.5.7

Standard: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Proficiency Level: Advanced Low

Benchmark: Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.

Clarification: The student will write an original story with clarity and details.

Content Focus: Write in a variety of forms.

Content Limits: Content may include, but is not limited to, the following:

- the beginning of a story that the student finishes
- an important/most interesting event in the student’s life
- a fictional story or a narrative telling about the student
- a photo to imagine what happens next
- personal experiences, imagination, or global issues

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- writing prompt
- photograph
- illustration or graphic
- video segment (for ASL)

Item Types: VR, WR, PT

Sample Written-Response Item:

The chart shows the number of women employed in the service sector in the last three decades. Summarize the information and explain why, in your opinion, these changes have occurred.

Four-Point Rubric:

0 – No response, or response is not in the target language.

1 – Response is incomplete and writing may be missing multiple aspects of the item. Writing is generally incomprehensible; ideas are not communicated well. The length of writing is too short and is below the expectation of the proficiency level. Writing demonstrates poor comprehension of basic grammar. The mechanics, such as spelling, punctuation, and capitalization are seldom correct.

2 – Response covers most aspects from the directions, but is not complete, missing one or a few aspects. Writing is difficult to comprehend. Writing lacks clarity and detail; the length of the response falls short of what is appropriate for this benchmark. Writing demonstrates significant grammatical errors that impede comprehensibility. Writing demonstrates a limited or repetitive use of

vocabulary and grammatical structures. The mechanics are sometimes correct. Writing is sometimes accurate, clear and precise; ideas are somewhat communicated.

3 – Response covers all aspects of the item; the response is complete. Writing is generally comprehensible. The length of the response is appropriate for this benchmark. The complexity of the writing meets the benchmark; the writing demonstrates good use of vocabulary and structures appropriate to the proficiency level. Errors generally do not impede comprehensibility; ideas are mostly communicated. Mechanics, such as spelling, punctuation, and agreement are usually correct.

4 – Response covers all aspects of the item; the response is complete and may include additional information. Writing is easily comprehended with clarity. Writing demonstrates consistently correct grammar, syntax and mechanics. Writing demonstrates a wide variety of vocabulary and a high level of sentence structure with regard to the proficiency level. Writing is creative and demonstrates originality. Writing is accurate, clear and precise; ideas are communicated easily.

STANDARD 6
CULTURE

Benchmark: WL.K12.NM.6.1

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice Low/Mid

Benchmark: Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

Clarification: The student will demonstrate understanding of essential cultural features of behavioral norms, cultural practices, traditions and/or perspectives.

Content Focus: Demonstrate fundamental cultural practices and/or traditions.

Content Limits: The content may include, but is not limited to, introductions, greetings, making requests, holidays/ celebrations, or other culturally appropriate/inappropriate behaviors for discourse specific to the culture.

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)
- literary or historical documents
- video or audio segment

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

What is the appropriate method for interrupting an ASL conversation?

- A. Wait for an introduction.
- B. *Sign hello and introduce yourself.
- C. Raise your hand to be acknowledged.
- D. Say "Excuse me," and then join the conversation.

Benchmark: WL.K.12.NH.6.1

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice High.

Benchmark: Recognize basic practices and perspectives of cultures where the target language influences personal decision making.

Clarification: The student will recognize basic similarities and/or differences between characteristics of practices and perspectives within the target language as compared to his/her own and will recognize how this understanding influences their personal perspectives and decisions.

Content Focus: Demonstrate fundamental cultural beliefs, practices and/or traditions.

Content Limits: The content may include, but it is not limited to, common or contrasting cultural behaviors, practices, traditions and/or perspectives of the target language and his/her own American culture.

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)
- literary or historical documents
- video or audio segment

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

The cochlear implant is often viewed by the Deaf community as

- A. a miracle cure
- B. a modern marvel
- C. an expensive hearing aide
- D. *a detriment to Deaf culture

Benchmark: WL.K12.IL.6.1

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Low

Benchmark: Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

Clarification: The student will recognize basic connections and distinctive characteristics between practices and perspectives of target language and their own. The student will identify how these elements influence personal, cultural and community beliefs.

Content Focus: Demonstrate common and contrasting cultural behaviors and beliefs.

Content Limits: The content may include, but is not limited to, common or contrasting cultural behaviors, practices, traditions and/or perspectives.

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)
- literary or historical documents
- video or audio segment

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Written Response Item:

Identify a culturally appropriate behavior for introducing yourself in the target culture. Explain how this behavior is similar or dissimilar to your own.

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.IM.6.1

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Mid

Benchmark: Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

Clarification: The student will identify culturally appropriate behaviors and social interactions in a variety of situations in the target culture(s).

Content Focus: Demonstrate appropriate behaviors in a variety of contexts.

Content Limits: The content may include, but is not limited to, formal and informal introductions, specific greetings and other culturally appropriate/inappropriate behaviors specific to the culture in a variety of scenarios.

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)
- literary or historical documents
- video or audio segment

Item Types: MC, AR, VR, WR, PT, TE

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 Multiple-Choice Item:

The concept of reciprocity in the Japanese culture encompasses which of the following ideas?

- A. *You get what you give.
- B. You should be loyal to society.
- C. Communication may be non-verbal.
- D. Gender is irrelevant.

Benchmark: WL.K12.IH.6.1

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate High

Benchmark: Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

Clarification: The student will explore modern and historical practices, perspectives and attributes of daily life in the target language culture through a variety of media.

Content Focus: Demonstrate understanding of perspectives and practices of past and contemporary life.

Content Limits: The content may include, but is not limited to, routines, common beliefs, rituals, traditions or cultural mores within the existing or previous cultural community.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Written Response Item:

Read the following passage *Chado: Past and Present*. Explain how *chado* has changed through the centuries.

It is said that the Japanese started drinking tea in the eighth century. Tea leaves were imported from China at first, and tea was a special beverage for aristocrats and Buddhist priests. In the twelfth century, after Zen priests who had studied in China brought back tea seeds and tea utensils, the drink came to be widely favored, particularly among priests. Moreover, tea was believed to be a medicine that could cure all kinds of diseases, so that the shogun Minamoto no Sanetomo (1192-1219) drank tea habitually. Soon after, tea spread to the warrior class.

Around the middle of the fifteenth century, grand tea parties came to be held, in which large numbers of guests were entertained with lavish meals and gorgeous utensils. Meanwhile in Kyoto and Osaka, some townspeople and merchants began hosting smaller tea ceremonies in which they

courteously entertained fewer guests using fewer utensils, and this went on to become a popular activity among the wealthy merchants of these commercial centers.

The tea ceremony, known in Japanese as *chado* or *sado*, meaning "way of tea," was perfected in the sixteenth century by the tea master Sen no Rikyu, who was also a successful merchant. Between the seventeenth and nineteenth centuries, the practice of taking lessons in *chado* gradually spread among powerful daimyo (feudal lords), as well as among townspeople. Following Japan's opening to foreign trade in the second half of the nineteenth century, the popularity of *chado* temporarily declined as Western culture took hold in Japan. But over time it has regained popularity, and today, with about 40 different schools (styles) in existence, the total number of people who learn tea is said to be several million. Many people are taking lessons at *chado* clubs in their office or school, at culture centers, and in various other places.

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.AL.6.1

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Advanced-Low

Benchmark: Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.

Clarification: The student will identify cultural similarities and differences in behaviors and beliefs to enable understanding and insight.

Content Focus: Demonstrate understanding of perspectives and practices of same language cultures.

Content Limits: The content may include, but is not limited to, routines, common beliefs, rituals, traditions or cultural mores.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that are common misconceptions.

Sample Written Response

Compare the daily life of a Roman patrician lady to one of similar rank in Athens. Compare their legal rights and responsibilities, clothing, and typical activities.

Four-Point Rubric:

0- No response or response does not address topic.

1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.

2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.

3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.

4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.NM.6.2

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice Low/ Mid

Benchmark: Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

Clarification: The student will recognize common patterns of behavior (such as body language, gestures), cultural practices and/or traditions associated with the target culture(s).

Content Focus: Demonstrate understanding of examples of cultural behavior, practices or traditions.

Content Limits: The content may include, but is not limited to, greetings, introductions, common beliefs, rituals, or traditions.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Which of the following is a common cultural behavior in Japan?

- A. *bowing
- B. saluting
- C. waving
- D. nodding

Benchmark: WL.K12.NH.6.2

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice High

Benchmark: Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

Clarification: The student will identify examples of common beliefs and values and how these cultural characteristics influence behaviors.

Content Focus: Identify common cultural beliefs, attitudes and behaviors.

Content Limits: The content may include, but is not limited to, examples of cultural beliefs and/or attitudes common to the culture and how these attributes are demonstrated through various practices.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that are common misconceptions.

Sample Written Response Item:

What is the Deaf community's perspective regarding deaf peddlers? How does it influence practice/behavior?

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in-depth, detailed understanding.

Benchmark: WL.K12.IL.6.2

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Low

Benchmark: Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

Clarification: The student will identify and understand common cultural practices and expressions used in daily activities.

Content Focus: Demonstrate awareness of cultural daily activities.

Content Limits: The content may include, but is not limited to, examples of cultural practices or expressions utilized in daily activities, literary forms, and informational passages or interpersonal discourse.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that are common misconceptions. I

Sample Multiple-Choice Item:

What is the appropriate Japanese bow for familiar greeting?

- A. *Eshaku
- B. Keirei
- C. Saikeirei
- D. Meishi

Benchmark: WL.K12.IM.6.2

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Mid

Benchmark: Use practices and characteristics of the target cultures for daily activities among peers and adults.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

If you are engaged in a signed conversation and someone unknowingly blocks your view you should do which of the following?

- A. sign *GET-OUT MY WAY!*
- B. *tap their shoulder and sign *MOVE PLEASE.*
- C. wave and sign *MOVE!*
- D. wait politely until the person finishes signing

Benchmark: WL.K12.IH.6.2

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate High

Benchmark: Apply language and behaviors that are appropriate to the target culture in an authentic situation.

Clarification: The student will identify a common linguistic feature or cultural behavior and demonstrate their understanding in life-like situation.

Content Focus: Apply authentic language and culture.

Content Limits: The content may include, but is not limited to, formal/informal registers, introductions, greetings, school interactions, friends, family, holidays or traditions.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

In ASL, when you want to describe someone who is not present, what should you do?

- A. Sign SEE?/wh
- B. Sign SEE?/yn
- C. Sign KNOW?/wh
- D. *Sign KNOW?/yn

Benchmark: WL.K12.AL.6.2

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Advanced-Low

Benchmark: Explain why the target language has value in culture and in a global society.

Clarification: The student will give details about the importance of the target language within the cultural community and throughout the world.

Content Focus: Demonstrate understanding of the relevance of the target language.

Content Limits: The content may include, but is not limited to, contributions or importance within arts, government, language, religion realms or history.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Written Response Item:

Italian- *“Quali valore ha la lingua italiana nella crescita economica dell’Italia in rapporto ad altri paesi europei?”* English: “What values does the Italian language have in the economic growth of Italy in relationship to other European countries?”

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.NM.6.3

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice-Low/Mid

Benchmark: Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

Clarification: The student will participate in an age-appropriate cultural activity that may be recorded.

Content Focus: Demonstrate understanding of authentic language and culture.

Content Limits: The content may include but is not limited to celebrations, songs, games, and dances.

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

Item Types: AR, VR, PT, TE

Sample Portfolio Task Item:

The student will be recorded performing UNO ELEPANTE.

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.NH.6.3

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice High

Benchmark: Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.).

Clarification: The student will be able to distinguish various contributions of the target language culture and will understand how these contributions impact global community (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.).

Content Focus: Understand contributions to the global community.

Content Limits: The content may include, but is not limited to, food, music, art, sports, inventions, famous international figures, movies, and so on.).

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Identify the assistive and alerting devices that were developed for the Deaf and have been integrated into the hearing community for everyday usage:

- A. closed captioning
- B. *texting
- C. hearing aides
- D. amplification devices

Benchmark: WL.K12.IL.6.3

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate-Low

Benchmark: Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

Clarification: They student will recognize the value of significant historic and contemporary contributors such as explorers, artists, musicians, and athletes.

Content Focus: Examine historic and contemporary contributors.

Content Limits: The content may include, but is not limited to, explorers, leaders, artists, musicians, inventors, educators, athletes or other cultural icons and their significance.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

What influence did Alexander Graham Bell have on the advancement of deaf education?

- A. He helped expedite deaf education options.
- B. *He delayed Deaf educational objectives.
- C. He invented the phone.
- D. His progressive ideas were readily adopted by the Deaf community.

Benchmark: WL.K12.IM.6.3

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Mid

Benchmark: Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, and so on.

Clarification: The student will explore outstanding figures past or present, who have made noteworthy contributions.

Content Focus: Explore arts-based contributions from the target culture.

Content Limits: The content may include, but is not limited to, influential artisans, rulers, inventors, composers, architects, or builders.

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

Item Types: AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Portfolio Task Response:

Research the most influential authors and/or poets who made lasting cultural contributions to literature during the Harlem Renaissance. Describe these individuals and explain why their contribution is important.

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.IH.6.3

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate High

Benchmark: Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.).

Clarification: The student will talk about contributions made by groups outside the target language culture.

Content Focus: Discuss external cultural and language influences.

Content Limits: The content may include, but is not limited to, major historical or current communities such as physicians, educators, writers, politicians, who speak other languages or who represent other cultures and have made significant contributions.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Written Response:

What influences did the Arabs have on Spain between the 8th and 15th Centuries?

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.AL.6.3

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Advanced Low

Benchmark: Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, and athletes.

Clarification: The student will evaluate and explain how subgroups within the target culture have contributed to the target culture as a whole.

Content Focus: Analyze contributions of diverse groups.

Content Limits: The content may include, but is not limited to, various historical or current communities within the target culture such as: physicians, educators, writers, politicians, who have made significant contributions.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that are common misconceptions.

Sample Written Response:

Explain how guerrilla leaders like Ernesto "Che" Guevara influenced culture in Cuba during the 1950s and 1960s.

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.NH.6.4

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice High

Benchmark: Identify cultural artifacts, symbols and images of the target culture(s).

Clarification: The student will identify cultural objects, artifacts, manufactured items, symbols, or images created by members of the target culture.

Content Focus: Identify cultural products.

Content Limits: The content may include, but is not limited to, authentic goods, services, identifiable artifacts, symbols or images which are relevant to the target culture.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:



The symbol  represents a

- * TTY/TDD
- Computer
- Text phone
- Closed caption

Benchmark: WL.K12.NM.6.4

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Novice Low/Mid

Benchmark: Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

Clarification: The student will identify cultural objects, artifacts, manufactured items, symbols, or images created by members of the target culture.

Content Focus: Identify cultural products.

Content Limits: The content may include but is not limited to authentic goods, services, identifiable artifacts, symbols or images which are relevant to the target culture.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Which of the following modes of transportation has had the greatest impact on culture in New York City?

- A. motor vehicles
- B. *subways
- C. airplanes
- D. boats

Benchmark: WL.K12.IL.6.4

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Low

Benchmark: Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

Clarification: The student will recognize the various elements that a culture typically produces.

Content Focus: Recognize cultural products.

Content Limits: The content may include, but is not limited to, culturally identifiable products.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that are common misconceptions.

Sample Multiple-Choice Item:



The products above are from which Spanish speaking county?

- A. Puerto Rico
- B. Spain
- C. Columbia
- D. Mexico

Benchmark: WL.K12.IM.6.4

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate Mid

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).

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct interpretations, relationships or details, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

In the United States, Idaho is well-known for their potato produce. Which country is commonly associated with potatoes today?

- A. England
- B. * Ireland
- C. Scotland
- D. Wales

Benchmark: WL.K12.IH.6.4

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Intermediate High

Benchmark: Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

Clarification: The student will be able to recognize the products a culture produces and explain how it is similar or dissimilar from products produced by other cultures

Content Focus: Describe cross-cultural customs and traditions.

Content Limits: The content may include, but is not limited to, information that allows students to express a relationship among products in two or more 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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not include correct interpretations, relationships or details, and
- responses that include common misconceptions.

Sample Written Response Item:

Historically, potatoes and bread products have formed the main food staple of Holland and much of the rest of Europe. What food products are considered to be food staples in Japan? Why?

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

Benchmark: WL.K12.AL.6.4

Standard: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Proficiency Level: Advanced-Low

Benchmark: Discuss products from the target culture(s), e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature

Clarification: The student will be able to describe and explain the products the target culture produces

Content Limits: The content may include, but is not limited to, information that allows students to express insights about cultural perceptions, goods, and society.

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

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to correct pairings of products to the respective culture, and
- responses that relate to common misconceptions.

Sample Portfolio Task:

Research Ovid's Metamorphoses. What role, if any, does it play in Roman religion and/or politics? How has the content of the poem influenced later art and literature?

Four-Point Rubric:

- 0- No response or response does not address topic.
- 1- Response addresses topic only partially or in a minimal manner. It does not demonstrate understanding.
- 2- Response addresses topic but not thoroughly. It demonstrates a superficial or rote understanding.
- 3- Response addresses topic but not in great depth. It demonstrates beginning understanding, but lacks depth.
- 4- Response addresses topic thoroughly. It demonstrates an in depth, detailed understanding.

STANDARD 7
CONNECTIONS

Benchmark: WL.K12.NM.7.1

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Novice Low/Mid

Benchmark: Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

Clarification: Recognize vocabulary words and phrases that are studied in other content areas.

Content Focus: Recognize subject-area phrases and vocabulary

Content Limits: Content may include, but is not limited to, vocabulary and phrases from the target language that are also used in other content areas. Vocabulary may be related to language arts, mathematics, science, social studies, fine arts, sports and recreation, and intra/extra curricular activities. Vocabulary that is specific to the target language only and is not commonly used in other fields of study should not be assessed.

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, or charts (color, black and white)
- two- to three-minute video segment
- two- to three-minute audio segment

Item Types: MC, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to vocabulary words and phrases not referencing the object/situation/meaning referenced in the item stem, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Which name from the study of culinary arts comes from Japanese?

- A. Bok choy
- B. Ketchup
- C. Chop suey
- D. *Sushi

Which vocabulary words or phrases from the study of U.S. and world history come from Japanese?

- A. Blitzkrieg
- B. Habeus corpus
- C. *Kamikaze
- D. Laissez faire

Sample Technology Enhanced Item:

Identify the meaning for each social term adopted into English:

1. Persona non grata	A. For the sake of an example
2. Exempli gratia	B. Without which not
3. Quid pro quo	C. Unwelcome person
4. Sine qua non	D. Something for something

1. C 2. A 3. D 4. B****

Benchmark: WL.K12.NH.7.1

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Novice High

Benchmark: Use vocabulary acquired in the target language to access new knowledge from other disciplines.

Clarification: Use target-language vocabulary to comprehend subject matter and new information from other disciplines.

Content Focus: Access information.

Content Limits: Content may include, but is not limited to cross-curricular subjects including but not limited to English, Mathematics, Music, Science, and Social Studies as well as extracurricular activities and sports.

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

Item Types: AR, VR, WR, PT

Sample Portfolio Task:

A teacher from another discipline sends an e-mail confirming that the student has used the target language to access new knowledge.

The student submits a copy of an authentic text on content area knowledge, along with a self-description of how the vocabulary acquired in the target language gave access to new knowledge.

Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Sample Item Type: Technology Enhanced

Match the most logical place you would find the following:

5. farmer	A. ship
6. family	B. war
7. sailor	C. field
8. soldier	D. villa

1. C 2. D 3. A. 4. B

Benchmark: WL.K12.IL.7.1

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Intermediate Low

Benchmark: Access information in the target language to reinforce previously acquired content area knowledge.

Clarification: The student will strengthen and clarify knowledge from other content areas through information presented in the target language.

Content Focus: Access information and form connections to strengthen learning.

Content Limits: Content may include, but is not limited to, authentic target language materials such as informational texts on historical events or figures, works of art or art movements, musical or literary genres. The target language as the subject is excluded.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- A. literary or informational texts
- B. photographs (color, black and white)
- C. illustrations with captions, graphics, charts, etc. (color, black and white)
- D. two- to three-minute video segment
- E. two- to three-minute audio segment
- F. written prompt or research topic

Item Types: AR, VR, WR, PT

Sample Portfolio Task:

The student reads a copy of an authentic text (Internet article or teacher worksheet) in the target language on content area knowledge (e.g., the plant cycle), along with a self-description of how this information reinforced content area knowledge.

Three-Point Rubric.

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark: WL.K12.IM.7.1

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Intermediate Mid

Benchmark: Use expanded vocabulary and structures in the target language to increase content area knowledge.

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

Item Types: AR, VR, WR

Sample Video/Audio/Written-Response Item:

The student will read an article and give specific examples of cognants in the target language and how they are reflected as derivatives in the original language. The article may include information regarding historical, cultural, or natural disasters in the target language on content area knowledge along with a self-description of how this information reinforces other content area knowledge.

Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark WL.K12.IH.7.1

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Intermediate High

Benchmark: Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.

Clarification: Use information from various disciplines in the target language to summarize, clarify, or explain academic language outside the target language.

Content Focus: Access information.

Content Limits: Content may include, but is not limited to, authentic texts.

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

Item Types: AR, VR, WR

Sample Portfolio Task:

The student will read an article and answer questions about cognates from the language to words in other content areas. The article may include information regarding historical, cultural, or natural disasters in the target language on content area knowledge along with a self-description of how this information reinforces other content area knowledge.

Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark: WL.K12.AL.7.1

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Advanced Low

Benchmark: Apply knowledge gained in the target language to make connections to other content areas.

Clarification: Use the target language to obtain a better understanding of other subjects.

Content Focus: Make connections.

Content Limits: Content may include, but is not limited to cross-curricular subjects including but not limited to English, Mathematics, Music, Science, and Social Studies et al. as well as extracurricular activities and sports.

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

Item Types: MC, AR, VR, WR, PT

Multiple-Choice Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to cross-curricular subjects, and
- responses that relate to common misconceptions or other plausible but incorrect information.

Sample Multiple-Choice Items:

Students read an itinerary for a trip to a country of the target culture in the target language.

The students will then identify the correct museum for the city to be toured in day five of the trip.

- Prado
- Louvre
- Borghese
- Mensch und Natur

Sample Audio/Video-Response Item:

Compare Ovid's telling of the story of *Pyramus et Thisbe* with Shakespeare's *Romeo and Juliet* or the musical *West Side Story*.

Sample Portfolio Task: (This task is best assessed in the classroom.)

Students recreate the death scene from Ovid's *Pyramus et Thisbe* and Shakespeare's *Romeo and Juliette* in a video or powerpoint presentation. The students should include 2 examples of a poetic devise and explain how it contributes to the poem.

Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark: WL.K12.NM.7.2

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Novice Low/Mid

Benchmark: Identify (within a familiar context and supported by visuals) basic information common to the world language classroom and other disciplines.

Clarification: Identify and describe items and concepts commonly found in and associated with the classroom.

Content Focus: Identify basic information.

Content Limits: Content may include, but is not limited to, items commonly found in the classroom such as textbooks, writing supplies, windows, doors, teacher, students, desks, door, windows, and classroom 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) and graphics
- written material

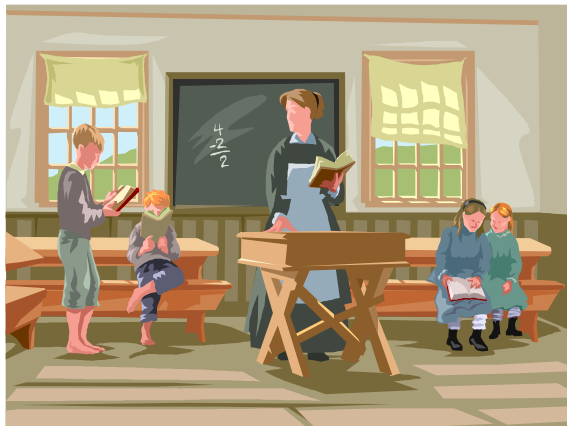
Item Types: MC

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to objects and concepts found in the classroom, and
- responses that relate to common misconceptions.

Sample TE Item:

Students view an illustration of a classroom. There are labels on the following: teacher, window, student, reading, speaking, desk, book, wall, board, etc. The student will identify the correct word from a drop down menu in the target language by clicking various items in the picture.



Benchmark: WL.K12.NH.7.2

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Novice High

Benchmark: Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Clarification: Demonstrate comprehension and expression of key vocabulary in the target language by using maps, graphs, and other graphic organizers.

Content Focus: Use graphic organizers.

Content Limits: Content may include, but is not limited to, graphic organizers such as maps and graphs. Content area to be reinforced will include information learned in the classroom and in the community.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- maps, charts or other graphic organizers, which may include photographs (color, black and white) and/or illustrations with captions, graphics, charts, etc. (color, black and white)
- literary or informational texts (when the item task involves filling out a graphic organizer)
- two- to three-minute video segment (when the item task involves filling out a graphic organizer)
- two- to three-minute audio segment (when the item task involves filling out a graphic organizer)

Item Types: MC, AR, VR, WR, TE

Multiple-Choice Distractor Attributes: Distractors may include, but are not limited to

- responses that do not include illustrations, photos, simple sentences, short phrases, or single words, and
- responses that relate to common misconceptions; othe plausible but incorrect distractors based on the stimulus text

Sample Multiple-Choice Item:

Identify where the items may be found from an illustration.

Where is the car?

- A. next to the coliseum
- B. to the left of the airport.
- C. *in the road
- D. behind the hotel

Sample Audio/Video/Written-Response Item:

City or school map with buildings and other landmarks labeled in the target language.

Questions that ask what buildings or landmarks are located in relation to other buildings.

Benchmark: WL.K12.IL.7.2

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Intermediate Low

Benchmark: Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.

Clarification: Understand, describe, and explain historical and cultural influences on the people and regions of the target language.

Content Focus: Understand historical and cultural influences.

Content Limits: Content may include, but is not limited to, authentic and/or realistic material such as historical texts, current event articles referencing international disagreements. Texts should be highly contextualized to facilitate access by the student. The target language as 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 segments
- two- to three-minute audio segment

Item Types: AR, VR, WR

Sample Audio/Video/Written-Response Item:

The student reads a copy of an authentic text (Internet article or teacher generated) in the target language on content area knowledge (e.g., the economic crisis in Europe), and provides clear understanding of how knowledge gained about target language practices helps in an interpretation of this information that reinforces academic knowledge.

Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark: WL.K12.IM.7.2

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Intermediate Mid

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.

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 three-minute video segment
- two- to three-minute audio segment

Item Types: VR, AR, WR, PT

Sample Audio/Video/Written-Response Item:

May include a copy of an authentic text (Internet article or teacher worksheet) in the target language on another content area knowledge (e.g., the music of Mozart), along with an interpretation of this information that reinforces or enriches academic knowledge.

Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark: WL.K12.IH.7.2

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Intermediate High

Benchmark: Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.

Clarification: Understand, describe, and explain historical and cultural influences on the people and regions of the target language within the context of various academic disciplines.

Content Focus: Explain historical and cultural influences.

Content Limits: Content may include, but is not limited to, authentic material such as 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 three-minute video segment
- two- to three-minute audio segment

Item Types: AR, VR, WR

Sample Audio/Video/Written-Response Item:

The student reads an article(s) in the target language on information regarding (e.g., short historical synopsis of one a war or other conflict, impact of a popular artist/character on the target language's culture), along with an interpretation of this information that reinforces academic knowledge. The student then writes an essay on the following. How does the event in the target language culture relate to social or cultural events that are currently happening in the original language culture? Cite specific examples from the article.

Use a Three-Point Rubric:

2	Student evidence supports meeting the benchmark and self-description demonstrates an understanding of the connections between L1 and L2.
1	Student evidence supports meeting the benchmark, but the self description does not demonstrate and understanding of connections between L1 and L2.
0	Student evidence does not support meeting the benchmark.

Benchmark: WL.K12.AL.7.2

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Level: Advanced Low

Benchmark: Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.

Clarification: Differentiate among various perspectives on an issue and then make connections to prior knowledge or use that information to pursue an additional understanding of fields of study other than the target language.

Content Focus: Distinguish viewpoints.

Content Limits: Content may include, but is not limited to, cultural, political, religious, socio-economic, or ideological conflicts and the humanities, arts, and sciences.

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 three-minute video segment
- two- to three-minute audio segment

Item Types: AR, VR, WR, PT

Sample Written-Response Item:

In the target language, read an article about social inequality. The student will identify common causes of inequalities between the target and original culture. The student will then write five sentences in the target language that demonstrate social injustice or inequality.

Four-Point Rubric:

4	The task explains perspectives on an issue; shows how the explained perspectives are differing; makes connections to the student's prior knowledge; and uses this information to pursue additional understanding of fields of study other than the target language.
3	The task explains perspectives on an issue; shows how the explained perspectives are differing; and makes connections to the student's prior knowledge; but does not use this information to pursue additional understanding of fields of study other than the target language.
2	The task explains perspectives on an issue AND shows how these perspectives are differing or makes connections to the student's prior knowledge.
1	The task explains perspectives on an issue OR shows how these perspectives are differing or makes connections to the student's prior knowledge.
0	Task is off-topic

Sample Items:

The following reading is an excerpt from a diary written during the fighting between the English and the French in Quebec. At the time, the French had colonized the area and the English had plans to take over the area. After reading, answer the following prompt:

Who is the author of this excerpt: an English man or a French man? What evidence is there for your response? Provide at least 2 examples in your response.

The author of this excerpt is a French soldier. Based on the reading, does he continue to show his support for the fight or not? What evidence is there to support your answer? Provide at least 2 examples in your response.

Or

Italians feel family is very important not only to them personally but also to the community. Explain what family means to you and give an example of a time, holiday, or special memory that you spent with your family that supports your opinion. Provide at least two examples in your response.

Four-Point Rubric

4	The task explains perspectives on an issue; shows how the explained perspectives are differing; makes connections to the student's prior knowledge; and uses this information to pursue additional understanding of fields of study other than the target language.
3	The task explains perspectives on an issue; shows how the explained perspectives are differing; and makes connections to the student's prior knowledge; but does not use this information to pursue additional understanding of fields of study other than the target language.
2	The task explains perspectives on an issue AND shows how these perspectives are differing or makes connections to the student's prior knowledge.
1	The task explains perspectives on an issue OR shows how these perspectives are differing or makes connections to the student's prior knowledge.
0	Task is off-topic

STANDARD 8
COMPARISONS

Benchmark: WL.K12.NM.8.1

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Novice Low/Mid

Benchmark: Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in own language.

Clarification: The student will compare target language and L1 vocabulary to identify similarities.

Content Focus: Identify and compare cognates.

Content Limits: Content may include, but is not limited to, familiar words and phrases, cognates. Familiar topics include, but are not limited to, family members, sports, nationalities, numbers, and biographical information.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparing target language and proficiency level appropriate vocabulary, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Which word below means “Father”?

- A. *Vater
- B. Vetter
- C. Faser
- D. Feder

Sample Constructed Response Item:

Read the following short passage:

Lisa, Bob’s daughter, went skiing earlier today.

Fill in the blank:

Bob ist Lisas _____.

*Bob ist Lisas __Vater__.

Also acceptable: Vatter, Vatar, Fater (These spelling errors do not alter meaning.)

Not acceptable: Vetter, Veter (Vetter means male cousin, so these spelling errors alter meaning.)

Four-Point Rubric:

0- No response or response does not address the topic.

1- Response addresses the topic only partially or in a minimal manner. It does not demonstrate understanding.

2-Response addresses the topic but not thoroughly. It demonstrates a superficial or rote understanding.

3-Response addresses the topic but not in great depth. It demonstrates beginning understanding, but lacks depth.

4- Response addresses topic thoroughly. It demonstrates an in-depth, detailed understanding.

Benchmark: WL.K12.NH.8.1

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Novice High

Benchmark: Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

Clarification: The student will identify similarities and differences between patterns of behavior in English and the target language.

Content Focus: Identify cultural conventions having to do with introductions, greetings, leave taking, personal space, schedules and other topics common to the first year of study.

Content Limits: Content may include, but is not limited to, key words, cognates, messages such as those on street signs, road maps, and train schedules. Any maps should be simple and uncluttered and should contain some key words, cognates, basic directions, street names, cities, and numbers.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video/audio segment
- photographs (color, black and white)
- illustrations (color, black and white)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to identifying cultural conventions, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

In English, saying “Hello, how are you?” is an acceptable greeting to use with all people. In Example Language German, how would a teenager greet a friend’s grandparent?

- A. *Guten Tag. Wie geht es Ihnen? (correct because it is a formal greeting)
- B. Tag, wie geht’s?
- C. Hallo, wie läuft’s?
- D. Grüß Gott. Wie geht es dir?

Benchmark: WL.K12.IL.8.1

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate Low

Benchmark: Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

Clarification: The student will identify language patterns and cultural differences when comparing own language and culture with the target language and culture.

Content Focus: Recognize language patterns and cultural differences.

Content Limits: Content may include, but is not limited to, settings such as restaurant, home, and school, and personal and social needs. The mode may be simple conversational exchanges between two or three people.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video/audio segment

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to recognizing languages patterns and cultural differences, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

The following takes place in a target-language-speaking country:

Martin: This is a great restaurant. I am so full. Their desserts are the best.

Susanne: I like it here, too. Oh! The movie starts in 10 minutes!

Martin: I'll get the check.

What will Martin likely do next?

- A. Call loudly for the waiter
- B. *snap his fingers
- C. Knock on the table
- D. Pay at the front of the restaurant.

Benchmark: WL.K12.IM.8.1

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate Mid

Benchmark: Compare language structures and skills that transfer from one language to another.

Clarification: The student will compare language structures and skills across languages.

Content Focus: Compare language structures.

Content Limits: Content may include, but is not limited to, topics such as travel, health, professions, shopping, as well as personal and social topics. Content may include family traditions concerning daily life and holidays and special rites of passage such as marriage, birth, death, and coming of age (Sweet 16/15, turning 18 or 21, and so on). between the target language culture and the original language culture.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparisons of language structures, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

The following personal advertisement is in the local newspaper. Read the ad and choose the correct answer to the question that follows.

Wanted: A student to study abroad. Do you have the knowledge of English and a second language? Are you eighteen years of age? Do you have enough credits to enter college or university in the fall? If you have an interest in learning in depth culture of another country and you speak, read, and write in the target language, we have an opportunity for you!

You must provide full financial support and be willing to live with three house mates (private bedrooms will be provided). You will live in a cosmopolitan city and attend classes as a full time visiting student. You must have the following skill sets: collaborate with other students, the ability to live entirely in a foreign country, attend regular classes as well as departmental events to promote the

cross cultural exchange experience. If you are interested, please send your application to the Department of Study Abroad before March 15th. You must have a passport and a letter of recommendation from your principal and one teacher.

The interested candidate does not need to have which of the following?

- A. an application turned in before the deadline
- B. knowledge of English and the target language
- C. willingness to experience a variety of cultural norms
- D. a birth certificate

Benchmark: WL.K12.IH.8.1

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate High

Benchmark: Compare similarities and differences between the target language and own language.

Clarification: The student will identify and describe similarities and differences between the target language and own language.

Content Focus: Identify language similarities and differences.

Content Limits: The content may include, but is not limited to, the content area knowledge and application of appropriate idioms and expressions, similarities and differences, and simple sentence structure and descriptive words or topics to which a reader can bring personal interest or knowledge.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to identifying language similarities and differences, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Both German and English have comparative adjectives and adverbs. How are comparative adjectives and adverbs generally formed in German?

- A. by adding an “est” to the adjective or adverb
- B. by adding “meist” to the adjective or adverb
- C. * by adding an “er” to the adjective or adverb
- D. by adding an “besonderes” to the adjective or adverb

Benchmark: WL.K12.AL.8.1

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Advanced Low

Benchmark: Apply new structural patterns acquired in the target language.

Clarification: The student will identify and apply new structural features found within the target language.

Content Focus: Content may include, but is not limited to, structural features such as syntax which demonstrates level appropriate transitional devices, compare and contrast, cause and effect, chronological order, argument versus support, and lists.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to applying new structural patterns, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Which is the correct position for the verb “could”?

I *_A___ be __B___mistaken, but __C___I believe you ___D___are wrong.

Sample PortfolioTask: This task is best assessed in the classroom.

Upload a performance task in which the student has documented his or her use of new structural patterns acquired in the target language.

Benchmark: WL.K12.NM.8.2

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Novice Mid

Benchmark: Recognize true and false cognates in the target language and compare them to own language.

Clarification: The student will identify words in the target language that may be derived or borrowed from other languages and compare them to potentially similar words in English, assessing whether the comparison is true or false.

Content Focus: Recognize word cognates.

Content Limits: Content may include, but is not limited to, direct cognates and commonly confused false cognates.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distracter Attributes: Distracters may include, but are not limited to

- responses that do not relate to recognizing word cognates, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

Students read a restaurant advertisement that contains true and false cognates.

A “prix fixe” menu includes: an appetizer, a soup or salad, an entree, and a dessert. The student sees the following phrase on the menu: gratuity included.

Which option correctly translates the phrase?

- A. Thanks welcomed.
- B. Muchas gracias.
- C. Tips included.
- D. Service impeccable.

Benchmark: WL.K12.NH.8.2

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Novice High

Benchmark: Compare basic sound patterns and grammatical structures between the target language and own language.

Clarification: The student will identify basic sound patterns and grammatical structures in the target language and compare them to own language.

Content Focus: Identify and compare basic sound patterns and grammatical structures.

Content Limits: Content may include, but is not limited to, level-appropriate phonological or grammatical knowledge within topics such as courtesy phrases, school, family, everyday survival phrases. Items will assess either basic sound patterns or grammatical structures, but not both at the same time.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to basic sound patterns and grammatical structures, and
- responses that are common misconceptions.

Sample Multiple-Choice Item:

Which of the following is a correct use of the adjective?

- A. *The maid polished the Polish furniture.
- B. The maid will use a little polish to finish the job.
- C. The maid polished the furniture.
- D. The maid said the store had no polish whatsoever.

Benchmark: WL.K12.IL.8.2

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate Low

Benchmark: Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

Clarification: The student will identify and describe examples of cognates, false cognates, idiomatic expressions, and sentence structure.

Content Focus: Understand how languages are alike and different.

Content Limits: Content may include, but is not limited to, level-appropriate grammar and vocabulary such as family, shopping, travel, health, food, etc.; idioms, sentence structure, and other examples of similarities and differences.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to understanding how languages are alike and different, and
- responses that relate to common misconceptions.

Sample Technology Enhanced Item:

Identify the meaning of each idiom.

<u>Idiom</u>	<u>Meaning</u>
on the double	
drop a line	
hit the hay	
on cloud nine	

very quickly	blissful	send a message
go to sleep	profitable	begin to travel

Benchmark: WL.K12.IM.8.2

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate Mid

Benchmark: Compare and contrast structural patterns in the target language and own.

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)

Item Types: MC, AR, VR, WR, PT, TE

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, and
- responses that relate to common misconceptions.

Sample Multiple-Choice Item:

In the sentence below, which of the following words is a modal verb?

I can definitely understand why this is so difficult for you to complete.

- A. *can
- B. understand
- C. complete
- D. difficult

Benchmark: WL.K12.IH.8.2

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate-High

Benchmark: Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.

Clarification: The student will identify and describe examples of cognates, word roots, prefixes, suffixes, or sentence structures and make comparisons between the target language and own.

Content Focus: Compare across the target language and own.

Content Limits: Content may include, but is not limited to, level-appropriate grammar and vocabulary dealing with topics such as home life, daily activities, travel, free time activities, or target language literature.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparisons of the target language and one's own, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Identify the correct translation: The student had his tooth pulled.

- A. abstracted
- B. detracted
- C. * extracted
- D. protracted

Benchmark: WL.K12.AL.8.2

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Advanced Low

Benchmark: Discriminate between different registers of language (formal/ informal, literary/colloquial, written/conversational), and explain their cultural implications.

Clarification: The student will identify the registers of the target language, describe the differences between them, and describe how these various registers fit contextually into the target culture.

Content Focus: Identify linguistic registers.

Content Limits: Content may include, but is not limited to, formal/informal, literary/colloquial, and written/conversational registers.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video
- audio

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to identifying linguistic registers, and
- responses that relate to common misconceptions.

Sample Audio-Response Item:

You will have one minute to talk about the differences between formal and informal language and how both affect the target language culture. You will have two minutes to compose your thoughts and jot down notes. You will be told when to start and stop.

Four-Point Rubric:

0=No response or is off topic.

1= Task requirements are not met. Minimal response using off topic vocabulary in the target language. Little evidence of level appropriate grammar structures is included. Pronunciation and intonation are mostly unintelligible.

2= Task requirements are minimally accomplished. Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level appropriate grammar structures is implemented. Pronunciation and intonation are discernible.

3= All task requirements are included. Correct response using accurate topic related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent. Pronunciation and intonation is mostly correct.

4= All task requirements are accomplished and enhanced. A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated. Pronunciation and intonation are clearly intelligible with evidence of fluency.

Multiple Choice Sample Items:

Read the following conversation. Then, determine whether the language being used is formal or informal.

Shopkeeper: Good day, Mr. Smith! How good it is to see you again. What can I interest you in today?

Mr. Smith: I haven't been in for some time, Mr. Jones. I really am overdue for a new suit.

Shopkeeper: Well then, let's get started with your measurements. It really has been a long time since you have been in last. I want to make sure I have your most accurate measurements on file.

Mr. Smith: That sounds great.

Shopkeeper: Arms out, please, Mr. Smith. That's right. While I'm taking your measurements, tell me what you are looking for in particular.

Mr. Smith: I'm looking for a dark suit for an upcoming business trip I am taking to Austria.

Shopkeeper: I'll be done here in a minute and I'll show you some of the latest styles.

What is the language used here?

- A. *formal, because the shopkeeper and Mr. Smith are acquaintances only
- B. informal, because the two men are good friends
- C. formal, because both men are most likely over 60 years of age
- D. informal, because both men are most likely under 30 years of age

Benchmark: WL.K12.NM.8.3

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Novice Mid

Benchmark: Identify celebrations typical of the target culture and one's own.

Clarification: The student will identify celebrations or important events specific to the target culture and compare them to specific U.S. celebrations.

Content Focus: Identify and compare cultural celebrations.

Content Limits: Content may include, but is not limited to, celebrations that are major events in the target culture such as a national holiday commemorating historically and culturally significant events.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- video/audio segment
- written passage

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparing cultural celebrations, and
- responses that relate to common misconceptions.

Sample Multiple Choice Item:

Which holiday commemorates the target language-speaking country's date of independence from the colonizing country?

- A. President's Day
- B. January First
- C. Independence Day
- D. Armistice Day

Benchmark: WL.K12.NH.8.3

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Novice High

Benchmark: Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.).

Clarification: The student will describe similarities or differences in cultural traits or traditions between the target culture and U.S. culture.

Content Focus: Compare and contrast cultural traits and traditions.

Content Limits: Content may include, but is not limited to, cultural traits and traditions such as typical dances, food, and celebrations.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video/audio segment
- photographs (color, black and white)
- illustrations (color, black and white)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparing and contrasting cultural traits and traditions, and
- responses that relate to common misconceptions.

Sample Written-Response Item:

Write an eight- to ten-sentence paragraph in English comparing and contrasting one of your holidays with a target-culture holiday.

Four-Point Rubric:

0=No response or is off-topic.

1= Task requirements are not met. Minimal response using off-topic vocabulary in the target language. Little evidence of level-appropriate grammar structures is included.

2= Task requirements are minimally accomplished. Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level-appropriate grammar structures is implemented.

3= All task requirements are included. Correct response using accurate topic-related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent.

4= All task requirements are accomplished and enhanced. A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated.

Benchmark: WL.K12.IL.8.3

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate Low

Benchmark: Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

Clarification: The student will use the target language to identify and describe familiar topics across academic content areas.

Content Focus: Discuss familiar topics.

Content Limits: Content may include, but is not limited to, geography, history, music, art, science, math, language, and literature. Spelling, grammar, and punctuation are excluded.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that are not related to the discussion of familiar topics, and
- responses that relate to common misconceptions.

Sample Written-Response Item:

Was ist dein Lieblingsfach? Warum? (What is your favorite school subject? Why?)

Four-Point Rubric:

0=No response or is off-topic.

1= Task requirements are not met. Minimal response using off-topic vocabulary in the target language. Little evidence of level-appropriate grammar structures is included.

2= Task requirements are minimally accomplished. Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level-appropriate grammar structures is implemented.

3= All task requirements are included. Correct response using accurate topic-related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent.

4= All task requirements are accomplished and enhanced. A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated.

Benchmark: WL.K12.IM.8.3

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate-Mid

Benchmark: Compare and contrast the geography and history of countries of the target language, and discuss their impact on own culture.

Clarification: The student will use the target language to describe similarities and differences in the geography and history of the target region and its impact on the student's own culture.

Note for ASL: this benchmark should focus on history and culture but not geography, unless discussing the impact of regional/state schools for the deaf.

Content Focus: Compare and contrast geography and history.

Content Limits: Content may include, but is not limited to, personal references and common historical events.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparing and contrasting geography and history, and
- responses that relate to common misconceptions.

Sample Written-Response Item:

Tell about a historical event in the target culture. Then, describe the impact that the event has had on your own culture.

Four-Point Rubric:

0=No response or is off-topic.

1= Task requirements are not met. A minimal response is offered using off-topic vocabulary in the target language. Little evidence of level-appropriate grammar structures is included.

2= Task requirements are minimally accomplished. Basic response includes mostly topic related

common words and phrases in the target language. Some evidence of level-appropriate grammar structures is implemented.

3= All task requirements are included. Correct response using accurate topic-related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent.

4= All task requirements are accomplished and enhanced. A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated.

Benchmark: WL.K12.IH.8.3

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Intermediate High

Benchmark: Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.

Clarification: The student will describe the cultural traditions and celebrations that occur in the target culture and compare them with those in the United States.

Content Focus: Compare cultural traditions and celebrations.

Content Limits: Content may include, but is not limited to, major cultural traditions and celebrations.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written passage
- video (for ASL)
- audio
- photographs (color, black and white)
- illustrations (color, black and white)

Item Types: MC, AR, VR, WR, PT, TE

Distractor Attributes: Distractors may include, but are not limited to

- responses that do not relate to comparing cultural traditions and celebrations, and
- responses that relate to common misconceptions.

Sample Written-Response Item:

Write an eight- to ten-sentence paragraph comparing one of your cultural traditions or celebrations with a target culture tradition or celebration.

Four-Point Rubric:

0=No response or is off-topic.

1= Task requirements are not met. A minimal response is offered using off-topic vocabulary in the target language. Little evidence of level-appropriate grammar structures is included.

2= Task requirements are minimally accomplished. Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level-appropriate grammar structures is implemented.

3= All task requirements are included. Correct response using accurate topic-related vocabulary and context in the target language. Evidence of level appropriate grammar structures is consistent.

4= All task requirements are accomplished and enhanced. A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple appropriate grammatical structures is demonstrated.

Benchmark: WL.K12.AL.8.3

Standard: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Proficiency Level: Advanced Low

Benchmark: Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings, including student's own.

Clarification: The student will identify and describe patterns of behavior or interaction in various cultural settings, including the student's own, and explain how these patterns are similar to or different from those of other cultures.

Content Focus: Identify and describe cultural differences.

Content Limits: Content may include, but is not limited to, patterns of behavior or interaction, such as cultural trends, and how they are similar to or different from other examples of cultural trends. Cultural settings may include, but are not limited to, the student's target language and the student's own language.

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)

Item Types: MC, AR, VR, WR, PT, TE

Distracter Attributes: Distracters may include, but are not limited to

- responses that do not relate identifying and describing cultural differences, and
- responses that relate to common misconceptions.

Sample Written Response Item:

Read the following article discussing greetings in Senegal. (Taken from:

http://www.almc.army.mil/ALU_INTERNAT/CountryNotes/AFRICOM/SENEGAL%20CUSTOMS.pdf)

Senegalese greetings vary depending on the circumstances and how well people know each other. Shaking hands and kissing alternate cheeks three times (a French tradition) is common in urban areas. Rural Senegalese only shake hands, and social rules determine who may shake with whom. A minority of Muslim men do not shake hands with women. In traditional families, children and women respectfully curtsy to their elders when greeting. When joining or leaving a small group, one must greet each individual separately. Whatever greeting was used between two people is also used when parting. Upon parting, most Senegalese ask each other to extend best wishes to their families and mutual friends.

After reading the article, respond to the following prompt:

Compare and contrast greeting customs in Senegal to those of French culture in eight to ten sentences.

Four-Point Rubric:

0=No response or is off-topic.

1= Task requirements are not met. A minimal response offered using off-topic vocabulary in the target language. Little evidence of level-appropriate grammar structures is included.

2= Task requirements are minimally accomplished. Basic response includes mostly topic related common words and phrases in the target language. Some evidence of level-appropriate grammar structures is implemented.

3= All task requirements are included. Correct response using accurate topic-related vocabulary and context in the target language. Evidence of level-appropriate grammar structures is consistent.

4= All task requirements are accomplished and enhanced. A complete, correct response using topic related, and varied vocabulary. Strong evidence of multiple-appropriate grammatical structures is demonstrated.

STANDARD 9
COMMUNITIES

Benchmark: WL.K12.NM.9.1 This benchmark is best assessed in the classroom.

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Novice Low/Mid

Benchmark: Use key words and phrases in the target language to participate in different activities in the school and community settings.

Clarification: Use target language in school and community and school settings.

Content Focus: Use key words and phrases.

Content Limits: Content includes but not limited to activities in school and community settings; target language outside of the target language classroom but inside the school; and target language outside of the school setting. Target language used inside the target-language classroom is excluded.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- photographs
- video segment
- audio segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, and TE

Sample Portfolio Task:

Utilize portfolio assessment in which the student documents the use of the target language outside of the target language class time.

Benchmark: WL.K12.NH.9.1 This benchmark is best assessed in the classroom.

Standard: Communities

The student will be able to use the target language within and beyond the school setting to investigate and improve his/her world beyond the immediate surroundings for personal growth and enrichment.

Proficiency Level: Novice High

Benchmark: Use key target language vocabulary to communicate with others within and beyond the school setting.

Clarification: The student will use target language to communicate with others outside the target language classroom but inside or outside the school setting.

Content Focus: Communicate with others in the target language.

Content Limits: Content may include, but is not limited to communication with adults and peers within the school and community.

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

Item Types: AR, VR, WR, PT, TE

Sample Portfolio Task:

Utilize portfolio assessment in which the student documents the use of the target language outside of the target language class time.

Benchmark: WL.K12.II.9.1 This benchmark is best assessed in the classroom.

Standard: Communities

The student will use the target language both within and beyond the school setting to investigate and improve his/her world beyond the immediate surroundings for personal growth and enrichment.

Proficiency Level: Intermediate Low

Benchmark: Use the target language to participate in different activities for personal enjoyment and enrichment.

Clarification: The student will use the target language for personal enjoyment and enrichment within and beyond the school day; the student will use the target language in activities for personal enjoyment and enrichment.

Content Focus: Use the target language in personal activities.

Content Limits: Content may include, but is not limited to environment, culture, entertainment, sports, and education.

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

Item Types: AR, VR, WR, PT, and TE

Sample Portfolio Task:

Utilize portfolio assessment to document the use of the target language outside of the target language class time.

Benchmark: WL.K12.IM.9.1

Standard: Communities

The student will use the target language within and beyond the school setting to investigate and improve his/her world beyond the immediate surroundings for personal growth and enrichment.

Proficiency Level: Intermediate Mid

Benchmark: Use expanded vocabulary and structures in the target language to access different media and community resources.

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

Item Types: AR, VR, WR, PT, TE

Sample Portfolio Task:

The student will write a short report incorporating information from their research. The student must properly cite the sources, which must be in the target language.

Research the impact of illegal immigration on the host country's resources and infrastructure. The host country must use the target language.

Benchmark: WL.K12.IH.9.1

Standard: Communities

The student will use the target language within and beyond the school setting to investigate and improve his/her world beyond the immediate surroundings for personal growth and enrichment.

Proficiency Level: Intermediate High

Benchmark: Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.

Clarification: The student will discuss topics in the community and document the discussion.

Content Focus: Use the target language to discuss topics.

Content Limits: Content may include, but is not limited to

- groups such as area cultural societies, experts in the field who use the target language, local historical or language club, nearby embassies
- topics such as environment, entertainment, sports, culture, history
- discussions in English about the topic
- research that must be in the target language
(The teacher must supervise this activity to ensure safety and appropriateness.)

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

Item Types: AR, VR, WR, PT, TE

Sample Portfolio Tasks:

Research a topic in the target language. Use the research in the target language to contact individuals and/or groups to discuss the topic.

Research a topic in the target language that can be discussed. Then document the discussion of the topic. The teacher must approve the topic and the discussion setting. The student must submit documentation of the discussion.

The student will discuss the topic in a formal or informal setting and must provide verifiable documentation of the discussion.

Benchmark: WL.K12.AL.9.1**Standard:** Communities

The student will use the target language within and beyond the school setting to investigate and improve his/her world beyond the immediate surroundings for personal growth and enrichment.

Proficiency Level: Advanced Low

Benchmark: Apply knowledge gained in the target language to make presentations as part of extracurricular activities beyond the school setting.

Clarification: The student will make presentations using knowledge of the target language in and out of school settings; the student will make presentations using knowledge of the target language as part of extracurricular activities beyond the school setting.

Content Focus: Make presentations in the target language.

Content Limits: Content may include, but not limited to presentations that demonstrate and discuss products related to the target culture, dramatize a piece of literature.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written texts
- illustrations
- photographs
- video/audio segment
- electronic documentation
- oral report or presentation

Item Types: AR, VR, WR, PT, and TE

Sample Written-Response Item:

Write a letter to a target-language club requesting to assist with upcoming club events. List some of the events and explain how knowledge of the language could be an asset for you to be a participant in this event.

Sample Portfolio Task Item:

Respond to an online employment ad of your choice with a cover letter and résumé. Both must be in the target language. Be certain that your résumé is in a format that is acceptable in the target language country. Include a copy of the online ad to which you are responding. Provide documentation of the presentation from the business association.

Sample Portfolio Task Item:

Your school plans to participate in a foreign exchange with a school in southern France. However, your school is having difficulty convincing parents at the French school that the program is beneficial to the students. Read the following information on the exchange program. Afterwards, you will have 15 minutes to write a speech in the target language that you will present to the parents, convincing

them that the program would be beneficial to all the students at school. In your writing, you should include information regarding the duration of the exchange and what students can look forward to doing during their stay.

Sample Portfolio Task Item:

The student makes a presentation at a house of worship about the use of Spanish in a community outreach to the homeless. A student presents the advantage of Spanish in understanding the works of Francisco Goya, Pablo Picasso, and Salvador Dali during a community education art class.

Sample Portfolio Task Item:

The student memorizes and dramatically presents a poem from an approved list of poems in the target language. The target language's poetic meter must be preserved in the presentation.

Benchmark: WL.K12.NM.9.2

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Novice Low/Mid

Benchmark: Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Clarification: The student will create and give presentations about cultural events and activities in local, global, and/or online communities; attend events.

Content Focus: Participate in target language events.

Content Limits: Content may include, but is not limited to, a simple presentation in class about a topic in the target language or attendance at a cultural event, a visit to a museum, or participation in an online community. Participation in an outside activity must be documented with a signed statement from the activity or a log from the website.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- photographs
- video/audio segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, TE

Sample Audio/Video-Response Item:

Make an audio/video recording of a presentation in the target language at a local cultural event.

Benchmark: WL.K12.NH.9.2

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Novice High

Benchmark: Use communication tools to establish a connection with a peer from a country where the target language is spoken.

Clarification: The student will connect and communicate with peers in a setting where the target language is spoken.

Content Focus: Use the target language with a peer from the target country.

Content Limits: Content may include, but is not limited to, the following

- communication tools such as telephone, Internet, letters
- formal pen pal arrangement through the teacher
- informal communication with friends or family
- pen pal or e-mail/Skype pal with students from a country or area that uses the target language
- the student provides evidence/copies/transcription of the communication; the teacher should supervise the connection to monitor safety and content

Stimulus Attributes:

- written text
- illustrations
- photographs
- audio/video segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, TE

Sample Portfolio Item:

Communicate with a person in the target language at least once a month. Provide documentation of the communication.

Benchmark: WL.K12.IL.9.2

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Intermediate Low

Benchmark: Communicate with people locally and/or around the world, through e-mail, video online communities and/or face-to face encounters.

Clarification: The student will be able to interact with other target language users in real life or virtual settings.

Content Focus: Use the target language to interact with other target languages users.

Content Limits: Content may include, but is not limited to, the following:

- communication resources such as the Internet
- formal pen pal arrangement through the teacher
- informal communication with friends or family
- pen pal or e-mail/Skype pal with students from a country or area that uses the target language
- the student provides evidence/copies/transcription of the communication; the teacher should supervise the connection to monitor safety and content

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- photographs
- video/audio segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, TE

Sample Portfolio Item:

Correspond via e-mail with another target language user in the target language. Print the correspondence.

Benchmark: WL.K12.IM.9.2

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Intermediate Mid

Benchmark: Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

Clarification: The student will use media venues to access information about community events and organizations where the target language is spoken.

Content Focus: The student will access media of target language to learn information

Content Limits: Content may include, but is not limited to, community organizations and events such as community festivals, speakers, and entertainment. The teacher should provide a list of potential topics and approve any other ideas.

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- photographs
- video/audio segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, TE

Sample Portfolio Item:

Use Internet, audio, video, newspapers, magazines, etc., in the target language to access information about community events where the target language is spoken, such as cultural events, entertainment, speakers, and sporting events. Provide documentation of information.

Benchmark: WL.K12.IH.9.2

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Intermediate High

Benchmark: Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).

Clarification: The student will use communication skills in the target language to participate in activities.

Content Focus: Use the target language for communication.

Content Limits: Content may include, but is not be limited to, activities such as writing a letter, writing a letter to the editor, and engaging in an online discussion on a community issue. The activity uses familiar words and phrases that are generally comprehensible to native speakers in everyday events and situations. Spelling and grammar errors are excluded.

Stimulus Attributes: A stimulus should be appropriate to the length and pace of the Proficiency Level.

- written text
- illustrations
- photographs
- video/audio segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, TE

Sample Written-Response Item:

Dear Miss Miller,

My high school German Club would like to make a reservation. We would like to come May 9 at 4:00. We have 40 German Club members. Can you please fax us a selection with 5 dinner choices and one set price per person? Our fax number...

Benchmark: WL.K12.AL.9.2

Standard: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Proficiency Level: Advanced Low

Benchmark: Create and present activities in the target language (e.g., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.

Clarification: The student will create and present activities in the target language through a variety of media where communication is extended outside the classroom.

Content Focus: Create and present activities in the target language.

Content Limits: Content may include, but is not limited to, the following:

- presentation that demonstrates and discusses products related to the target culture
- dramatization of a piece of literature in the target language or an imitation of that literature
- ability to produce and present an original script/poem/song/description in the target language
- target language-specific talent show in the target language, which would be a great opportunity for students to present
- performance (linguistic or dramatic) by other characters in the play (in a multi performer play) is excluded

Stimulus Attributes: A stimulus should be appropriate in length and pace to the Proficiency Level.

- written text
- illustrations
- photographs
- video/audio segment
- electronic documentation (screen shots, e-mails, videos, Word or PDF files, etc.)

Item Types: AR, VR, WR, PT, TE

Sample Audio/Video/Written Response/Performance Task Items:

The student will work in a group at the conclusion of a text to dramatize the most important parts of that text. Each group will be responsible for different sections of the text. The student will record and post their movies to the school's intranet.

The student will use the target language to create and present an activity using various forms of media (e.g., speech, email writing, video, poetry, or short story).

Watch this video on a famous [target-language] artist. You may take notes while watching. After the video, you will be shown 6 pictures to use however you want in a PowerPoint presentation. Put them in the order you want to use them and then write a caption.

Compose an original play/song/poem/work of art and a description of that work of art. Document the presentation by videotaping it. Songs or poems must be 3 to 5 minutes in duration. Plays must be 7 to 10 minutes in duration. Student being assessed must have speaking parts for at least one-third of this time.

Compose an original piece of two- or three-dimensional art. Provide documentation in the form of 3- to 5-minute target language presentation of the images/feelings the artwork is meant to convey as well as digital photos from several angles.

The student must also provide documentation that the play/poem/song/work of art was performed/presented to another German class in the form of a letter/email from the German teacher of that class.

The student writes a screenplay in Spanish, which employs several characters, and records the dialogue and action with a video camera.

The student writes a poem in Chinese and posts the recitation on YouTube to allow others to comment on it.

The French author, Voltaire, once said “love truth and pardon error.” Write a short story in which you recount an event that teaches what this quote means to you.

Your pen pal recently wrote to you about an assignment her teacher has given her. She is required to write a short poem about her favorite place. She asks that you give her an example to help her. Write a short poem to help your pen pal.

Appendix A

Glossary of Terms

These definitions, which can be found at <http://actflproficiencyguidelines2012.org/glossary>, are not intended to be comprehensive or exhaustive. Rather, they provide general insight that pertains to the World Languages *Specifications*.

- **abstract language** Expression that signifies a concept, quality or idea rather than material or physical reality. (Opposite of concrete language)
- **abstract linguistic formulations** The use of expressions and structures to communicate abstract ideas.
- **aesthetic properties of language** Features that turn attention from the content of a message towards the way in which the message is formulated, often creating new insights and impressions
- **argument** Discourse that is intended to persuade or convince; because of the polemic nature of argument, one can expect to find a significant number and variety of connectors and sophisticated scaffolding devices that facilitate elaboration, detailing and the incorporation of examples for a cogent and cohesive organization of ideas.
- **aspect** A verbal category that refers to some characteristic of the activity or state of a verb. It indicates if an action or state is viewed as completed or in progress (I went/I was going), instantaneous or enduring (The sun came out/The sun was shining), momentary or habitual (They vacationed at the shore/They used to vacation at the shore). Aspect is often indicated by prefixes, suffixes, infixes, phonetic changes in the root verb, use of auxiliaries.
- **authentic text** Oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as a textbook reading passage.
- **breakdown** Deterioration of language when a writer or speaker lacks the appropriate linguistic ability to produce an adequate response.
- **circumlocution** The use of language that one does know in order to explain a specific word that one does not know.
- **code-switching** Switching from one language to another to complete an idea, thought, or sentence, often when one lacks the word or phrase in the language one started off in.
- **cogent argument** A type of discourse that is convincing or believable by virtue of forcible, clear or incisive presentation.
- **cognates** Words between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.”
- **cohesive devices** Language components that link ideas for smooth flow within and among sentences and paragraphs, such as conjunctions, relative pronouns, pronoun substitutions (subject, verb), adverbs of time, subordinate clauses.
- **connected discourse** Coherent, sequential speech or writing.
- **connected sentences** A series or string of sentences or text that is topically related. Unlike paragraphs sentences are interchangeable; altering the order of the sentences does not affect the meaning of the message.
- **concrete language** Language that is used to refer to particular persons, places and objects.
- **contextual clues** Hints within the communication or its context that facilitate the comprehension of unfamiliar words.

- **conventions of language** Matters of implicit mutual agreement among language users such as grammar and vocabulary. Such agreement is necessary for successful communication.
- **cultural framework** A term used to describe traditions, value systems, myths, and symbols that are common in a given society.
- **cultural references** Allusions to shared ideas, beliefs, values and knowledge of a particular culture/society.
- **description** The verbal representation of a person, place, thing, event, or process.
- **discourse** Unit of structured speech or writing.
- **discrete sentences** Stand-alone sentences that lack further organization, such as into paragraphs.
- **distract** Errors that focus the attention of the native interlocutor on the form rather than on the meaning of the message.
- **economy of expression** The use of the most precise and expressive words and phrases, thus eliminating the need for excess description, wordiness, jargon, or circumlocution.
- **elaboration** The addition of more detail and specificity in the exposition of a particular topic.
- **extended discourse** The extensive treatment of a topic that results in connected paragraphs; a communicative building process in both form and meaning.
- **extralinguistic** Not included in the language itself, such as a visual or contextual clue that supports understanding.
- **false cognates** Words between languages that appear to have a common origin and thus the same meaning, but do not. For example the French word “anniversaire” (birthday) and the English word “anniversary.”
- **fluency** The flow in spoken or written language as perceived by the listener or reader. Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context.
- **formal correspondence** For example: business letter, professional report, etc.
- **formal settings** For example: academic conferences, the professional workplace.
- **formal/informal writing** Features of writing (format, punctuation, choice of vocabulary) that reflect different audiences and purposes for communication.
- **formulaic** Constituting or containing a verbal formula or set form of words such as “How are you?/Fine, thank you.” “Thanks very much./You’re welcome.”
- **functional language ability** A language user's ability to accomplish real world communicative tasks such as handling a simple social transaction or resolving a situation with a complication.
- **generic vocabulary** Words and expressions that serve equally well in a variety of categories and contexts. Such vocabulary is readily intelligible to most people, but does not normally deepen meaning. See also specialized vocabulary.
- **genre** Any category of art, music, film, literature, etc., based on a set of stylistic criteria.
- ***glossing** A protocol that items writers should follow when writing scripts for items for ASL. Item writers should refer to *Signing Naturally* (Lentz, Mikos, and Smith, 1992/2003).
- **grammatical** Correct linguistic form or structure.
- **hypothetical discourse** Language used to speculate or express conjecture.
- **idiom** A common figurative expression separate from the literal meaning of the component words.
- **informal settings** For example: in the home, with friends, with family, casual everyday situations.
- **interlocutors** The person(s) with whom one is speaking; a conversation partner.
- **intonation** The rise and fall in pitch of the voice in speech.

- **lexical** Of or relating to the words or the vocabulary of a language as distinguished from its grammar and structure.
- **low-frequency structures** Complex language constructions that are seldom utilized or required in a given language in its less formal expression, but often necessary in the most formal types of high-level communicative tasks such as persuading and hypothesizing.
- **narrative** The relating of a story or account of events, experiences, etc., whether true or fictitious, told in a logical and chronological order.
- **non-alphabetic symbols** Those elements of meaning that appear in both Roman and non-Roman languages that indicate stress, punctuation, syllabification; including ideographs and pictograms. (? \$) * + 8.
- **nuance** A subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation.
- **oral discourse** Spoken communication.
- **paragraph** A self-contained, cohesive unit of spoken or written discourse that generally consists of multiple sentences linked by internal organization and connectors.
- **paraphrase** An alternative way of communicating a similar message.
- **persuasive discourse** Language that attempts to convince the reader or listener to adopt an idea, attitude, or action.
- **proficiency** One's functional language ability.
- **pun** A form of word play which suggests two or more meanings, by exploiting multiple meanings of words, or of similar-sounding words, for an intended humorous or rhetorical effect.
- **recombinations** The ways in which speakers and writers put together linguistic elements they have learned (for example, words, phrases, sentences) to create an original message.
- **redundancy** The repetition of linguistic information.
- **reflective writing** Written material that is planned and organized through the entire writing process. This type of writing is generally necessary to produce texts at high proficiency levels.
- **register** The level of formality or informality used in a specific context for a specific audience.
- **rephrasing** To restate or rewrite in a new, clearer or different way.
- **rhetorical structures** Devices of language that create a literary effect such as personification, understatement, metaphor, hyperbole.
- *** semi-authentic** Graphics, video, or audio files that are designed by World Languages item writers to represent authentic, or original, places or items in a given target culture
- **specialized vocabulary** Words, expressions, technical terms, etc., that are meaningful to members of a specific group or field of study or endeavor.
- **spontaneous writing** Writing that is produced when preparation and production need to occur at the same time. It does not allow sufficient opportunity for revision, rewriting, or editing.
- **strings of sentences** A series of isolated or discrete sentences typically referring to a given topic but not grammatically or syntactically connected.
- **syllabic writing system** A writing system that uses symbols to represent syllables rather than individual sounds (such as letters). The Japanese writing system is syllabic.
- **syntactic** The principles and rules that govern the construction of phrases, sentences, paragraphs, etc.
- **tailoring of language** Adjusting language so that it is the appropriate register for a particular individual or audience.
- **text modality** The purpose for which a text is written. For example, there is the instructive mode that refers to texts that instruct by communicating factual information (newspaper

- report), and there is the evaluative mode that refers to texts that make evaluative statements (that is judgments) with both factual and abstract content (newspaper editorial).
- **time frames** General periods of time, past, present, or future, however, these may be indicated in a particular language.
 - **time markers** Words that indicate the time frame of an event such as adverbs or adverbial phrases such as ‘yesterday,’ ‘two years ago’.
 - **writing protocols** A set of language-specific guidelines used by writers, for example, in English, an essay begins with a topic sentence and always has a concluding paragraph.

* This definition is not included in ACTFL’s Glossary.

Appendix B

Internationally Accepted Topics Lists for Proficiency Levels

French

German

Latin

Italian

American Sign Language

Appendix C

Guide to the Proficiency Level Descriptors

Appendix D

Checklist for Reviewing Test Items

Initial	Item Review	Comments
	1. Does this item align to the stated benchmark?	
	2. Is the item written at an appropriate proficiency level?	
	3. Is the item accurate and grammatically correct?	
	4. Is the content of the item accurate and up to date?	
	5. Is the question clear and unambiguous?	
	6. Does the item match the identified cognitive complexity?	
	7. Is the item positively stated (avoiding <i>not</i> , <i>except</i> , etc.)?	
	8. Does the stem present enough information for a knowledgeable person to answer the question before seeing the options?	
	9. Are there four response options, arranged in a logical order if one exists, and of approximately the same length (arranged from longest to shortest or shortest to longest)?	
	10. Is the item free of klang (avoiding when words in the stem are repeated in one or more of the options, but not all of the options and may provide a clue to the correct response)?	
	11. Is there only one correct answer that World Languages experts can agree upon and that can be verified through a reference?	
	12. Are the distractors plausible and appropriate (would they distract someone who lacks the requisite knowledge), but clearly incorrect?	
	13. Is the item free of unintentional clues to the correct answer?	
	14. Does the item avoid the options <i>none of the above</i> and <i>all of the above</i> ?	
	15. Is the item free of bias and sensitivity issues?	
	16. If graphics are used, are they clear and used appropriately?	
	17. Is there more/less of one letter answer choice (“C” is usually the most common!)	
	18. Is there a majority of moderate complexity items (50%), with the rest spread between low (25%) and high (25%)	
	19. Is the difficulty listed correctly?	
	20. This item is rated as follows: A: Accepted exactly as it is AR: Accepted as revised by the item reviewer (reviewer edited the item, and now the item is accepted) R: Return item to the item writer for significant revisions	