

Kansas Benchmark Assessment – Interpersonal Novice High

Pairs of students discuss and determine a story based on a series of pictures.



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Students greet each other. One of them opens an envelope containing a series of pictures. Together they look at the pictures. Then they discuss and agree on a story told by the pictures, which should include:

Characters (names, can include ages, occupation, etc. appropriate to a story)

Setting (describe place, time of day/year, weather, etc. as appropriate)

Events/Problems

Resolution

The narrative should have a beginning, middle, and end.

In the process of working out the details of the story, each student should ask at least three-four questions. Each student should rehearse telling the final story from beginning to end, at least once.

Students are limited to 5 minutes from beginning to end of the process. Record the entire conversation.

Notes about the interview protocol:

- Students should NOT have seen the pictures beforehand.
- In order for students to work within ear-shot of each other, each pair of students must receive a unique set of pictures.
- Record the entire 5 minutes from the time students greet each other until they have each told the story, and score it from the recording.
- The students can also score their recording using the rubric. As a follow-up activity have students transcribe and analyze their interaction and telling of the story.

KS Novice Speaking Rubric: Interpersonal/Presentational
 (Encourage student to answer using complete sentences.)

Intermediate Low = 20 pts, Novice High = 15-19 pts, Novice Mid = 10-14 pts, Novice Low = 5-9

	Intermed Low (4)	Novice High (3)	Novice Mid (2)	Novice Low (1)
Ideas & content, topic, theme, vocabulary	Personalizes the conversation in straightforward social situations on topics of personal nature or concerning immediate needs (food and purchases). Can ask straightforward questions.	Handles personal topics in formulaic approach. Extended discourse possible. Can ask a few formulaic questions.	Deals with predictable, personal topics in formulaic approach (family, pets, school, hobbies & interests, weather, holidays & cultural practices, food)	Limited to exchange of greetings, personal identity and limited number personal questions
Responses, fluency	Responds by combining, re-combining what they hear. May show hesitancy along with creativity; formulaic responses come easily; avoids code-switching	Easy flow of formulaic responses; succeeds with recombinations on some topics; minimal code-switching	Responds with stock answers, memorized phrases, some pauses Occasional code-switching	Limited number of stock answers; May be repetitions, may require long pauses, common code-switching
Accuracy, structure, grammar	Uses simple structures accurately. Errors are self-corrected; reformulations not entirely accurate.	Uses simple structures in present tense with few errors.	Relies on limited number of present tense verbs. Uses some one-word responses.	Answers yes/no and either/or questions. Accuracy disappears when using sentences independently.
Pronunciation, intonation	Influence of first language is present, but does not interfere with comprehensibility. Rehearsed language clear; impromptu less consistent.	Evidence of first language persists. Rehearsed language comprehensible.	Frequently pronounces sounds inaccurately, leading to occasional difficulty in comprehension.	Frequent pronunciation errors understandable to someone accustomed to non-native speakers.
Engagement with audience	Propels the conversation with comments or questions. Incorporates appropriate media to convey message. Initiates social nicety	Use vocabulary familiar to both the speaker and the audience. Respond to various social niceties.	Relies on visual support to convey meaning. Greeting/goodbye used.	Maintains eye contact, positive demeanor Echos greeting/goodbye



2011 The College Board. Sample Questions for Chinese Language and Culture.
http://apcentral.collegeboard.com/apc/public/repository/ap08_chinese_coursdesc.pdf
Retrieved on 12/4/12.

(Looking for additional sets of pictures.)

Novice Speaking Proficiency

Novice – ACTFL Proficiency guidelines 2012

http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty, even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or re-combinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.