

## Kansas Benchmark Assessment – Interpersonal Novice Mid



Conduct a one-on-one interview or create pairings for conversations between two students for which questions are somewhat scripted.

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Greet the student and wait for a response.

Hello! What is your name?

Then ask two “easy questions” randomly chosen from the list below.

“Easy Questions”	
1. How are you?	9. What is your email address?
2. What’s your family name?	10. What day is today? What is the date?
3. How old are you?	11. What time is it?
4. How tall are you?	12. What’s the weather today?
5. Where are you from?	13. When is your birthday?
6. Where do you live?	14. What color is that? (Point at X.) What is your favorite color? What color are you wearing?
7. What’s your phone number?	15. Do you speak <u>(target language)</u> ?
8. Spell your first/last name/ town name/ school name / (any multi-syllable word student uses)?	16. What is the name of your best friend?

Prepare ahead of time a set of cards, or slips of paper on which the topics below are printed in the target language. Place the cards face down on the table, or hold them in your hand so that the topics are not visible. Ask the student to select two cards. The examiner poses an opening question and two more related questions on each topic, using the student’s response as much as possible from which to formulate the second and third questions.

### Topics:

1. Family/pets
2. School subjects/schedules/classroom
3. Hobbies, sports, and interests
4. Weather and seasons
5. Holidays
6. Food
7. Cultural products and practices

### Opener: Describe your....

- What do you do...?
- What is your favorite....?

### Follow-up (2):

- What is the name of...?
- When / where ?
- How old, how often, how long...?
- What do you need if you do .....?
- What is hard/easy (good/bad) about...?

Note: Create a simple conversation opener for each topic and follow-up questions such as the examples in the box above, to allow the student to talk without prompts. Avoid questions that provide choices (black or white; rain or sun, etc.) and avoid questions that can simply be answered with yes/no. If interviews are conducted within ear-shot of others, be sure to create new questions when the same topic is drawn by two students.

Example card drawn: “Describe a holiday in XX country.”

a) Examiner uses the exact wording.

1<sup>st</sup> Student says “XYZ is a holiday.” Examiner asks. “When is XYZ?” (Student answers with a month or season.) “What do you/they do for the XYZ holiday?” (Student names an activity.)

- b) Examiner says “What is the next major holiday the people in XX (a different) country will celebrate?” 2<sup>nd</sup> student says “In that country they celebrate \_\_\_\_.” Examiner asks about food, etc.”

After working on the two topics drawn by the student, conclude the conversation with two more “Easy Questions” from the list above. Thank the student and say good-bye.

Follow this interview protocol:

- Students should not see the questions during the interview, or be shown which numbers correspond to which questions.
- Interviews may be conducted within hearing of other students, since no two interviews will be alike. When a question has more than one version, use the first version for the first student who draws that number, the second version for the next student who draws the same number, and so on. Vary topic openers and follow-up questions.
- Provide immediate feedback by marking the rubric and returning it to the student as soon as possible after the interview. Note the question being answered when it provides a determining factor on the rubric.
- It may work well to record the interview and score it from the recording. The student can also score their own interview using the rubric. Have students transcribe and analyze their own interview as a follow-up activity.

**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

	<b>Intermed Low (4)</b>	<b>Novice High (3)</b>	<b>Novice Mid (2)</b>	<b>Novice Low (1)</b>
<b>Ideas &amp; content, topic, theme, vocabulary</b>	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
<b>Responses, fluency</b>	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
<b>Accuracy, structure, grammar</b>	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.
<b>Pronunciation, intonation</b>	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.
<b>Engagement with audience</b>	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

## Novice Speaking Proficiency

### Novice – ACTFL Proficiency guidelines 2012

[http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](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.