

## Kansas Benchmark Assessment – Interpersonal Novice Low

The student should randomly draw five questions to be asked. (The examiner uses all five questions, beginning and ending with the two that are easiest.)



Greet the student and wait for a response.

Hello! What is your name? How are you?

1. How old are you?
2. Describe your appearance/ How tall are you? / What do you look like?
3. Where are you from?
4. Where do you live? / In what type of house do you live?
5. What's your phone number?
6. What is your email address?
7. What day is today?
8. What is the date?
9. What time is it? What time is it in (target city, country)?
10. What month is this? In which month does (school year begin/end, holiday take place)?
11. What do you like to do?
12. What is your favorite sport? What sport do you prefer?
13. How many students are in your class?
14. What is your favorite subject? What subjects do you prefer?
15. What's the weather today?
16. When is your birthday? (accept simple answer)
17. What color is that? (Point at something.) What is your favorite color?
18. Spell your first/last name/ town name/ school name / (any word student uses in an answer).
19. What is your mother's/father's/sister's/brother's/friend's/teacher's (etc.) name?
20. Describe your mother/father/sister/brother/friend/teacher. (May include age and appearance.)

Thank the student and say good-bye. Expect a response.

Total time: approx.. 2 minutes

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Notes about the interview protocol:

- Students are NOT to 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 not 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.
- 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.
- Students should answer in complete sentences.

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### Chinese

Hello! What is your name? How are you? 你叫什么名字？你好吗？

1	How old are you?	你多大了？
2	What do you look like? (Describe yourself) How tall are you?	请描述一下你自己的外形 你多高？
3	Where are you from?	你来自哪里？
4	Where do you live? What type of house do you live in?	你住在哪儿？你住的房子是什么样的？
5	What's your phone number?	你的电话号码是多少？
6	What is your email address?	你的邮箱地址是多少？
7	What day is today?	今天星期几？
8	What is the date?	今天几月几号？
9	What time is it? ...in?	现在几点了？
10	What month is this? In which month does the school year begin/end? .(is ___ holiday?)	学校几月份开学？
11	What do you like to do?	你喜欢做什么？
12	What is your favorite sport? What sport do you prefer?	你最喜欢的运动有哪些？你更喜欢做哪种运动？
13	How many students are in your class?	你们班有多少学生？
14	What is your favorite subject? What subject do you prefer?	你最喜欢的课有哪些？你更喜欢哪门课？
15	What's the weather today?	今天天气怎么样？
16	When is your birthday?	你的生日是几月几号？
17	What color is that (point to X)? What is your favorite color?	那是什么颜色？你最喜欢的颜色是什么？
18	<del>Spell your first/last name/town name/school name etc.</del>	
19	What is your mother's/father's/sister's/brother's/friend's/teacher's (etc.) name?	你爸爸/妈妈/妹妹/学校的名字是什么？
20	What is your mother/father/sister/brother/friend like, etc? Describe him/her. (Answer can include age or description).	请描述一下你妈妈/爸爸/妹妹/姐姐/哥哥/弟弟/朋友的年龄和外形

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### French

Bonjour. Ça va? Comment ça va ?...Tu t'appelles comment? Comment t'appelles-tu?

1	How old are you?	Quel âge as-tu? Tu as quel âge?
2	What do you look like? (Describe yourself, how tall are you, etc.)	Comment es-tu? Tu es comment?
3	Where are you from?	D'où viens-tu? Tu viens d'où? Tu es d'où ?
4	Where do you live? What type of house do you live in?	Où habites-tu? Tu habites où?
5	What's your phone number?	Quel est ton numéro de téléphone?
6	What is your email address?	Quelle est ton adresse mél?
7	What day is today?	Quel jour est-ce ? C'est quel jour ?
8	What is the date?	Quelle est la date?
9	What time is it?	Quelle heure est-il?
10	What month is this? / In which month does the school year begin/end? (is ____ holiday?)	Quel est la mois ? Dans quel mois est Noël ? Pâques ?
11	What is your favorite sport? What sport do you prefer?	Tu préfères quel sport ? Quel est ton sport préféré /favori?
12	What do you like to do?	Qu'est-ce que tu aimes faire?
13	How many students are in your class?	Combien d'étudiants est-ce qu'il y a dans cette classe ?
14	What is your favorite subject? What subject do you prefer?	Quel cours préfères-tu ?
15	What's the weather today?	Quel temps fait-il?
16	When is your birthday?	C'est quand, ton anniversaire?
17	What color is that (point to X)? What is your favorite color?	Quelle est ta couleur favorite?
18	Spell your first/last name/town name, etc.	Epelez ton prénom...
19	What is your mother's/father's/sister's/brother's/ friend's/teacher's name?	Comment s'appelle ta mère ? ton père ? ton lycée ?
20	What is your mother/father/sister/brother/friend like, etc? Describe him/her. (Answer can include age or description).	Comment est ta mère ? ton ami ? Décris-le/la.

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### German

Guten Tag! Wie geht's? Wie heißt du?

1	How old are you?	Wie alt bist du?
2	How tall are you? Describe your appearance.	Wie groß bist du? Wie siehst du aus?
3	Where are you from?	Woher kommst du?
4	Where do you live?	Wo wohnst du? Was für ein Haus hast du?
5	What is your telephone number?	Was ist deine Telefonnummer?
6	What is your email address?	Wie ist deine Emailadresse?
7	What day is it?	Was ist heute?
8	What is the date?	Was ist das Datum?
9	What time is it? What time is it in (target city)?	Wie spät ist es? / in.. ??
10	What month is this? In which month does the school year begin/end? (holiday)	Welcher Monat haben wir? Wann beginnt/endet das Schuljahr? Wann ist ____ (Feiertag)?
11	What is your favorite sport? Which sport do you prefer?	Was ist dein Lieblingssport? Welcher Sport treibst/spielst du gern?
12	What do you like to do?	Was machst du gern?
13	How many students are in the classroom/your class/ your school?	Wie viele Schüler gibt es in dem Klassenzimmer / n der Klasse / in der Schule?
14	What is your favorite subject? What do you prefer?	Was ist dein Lieblingsfach? Welches Fach hast du gern?
15	What is the weather?	Wie ist das Wetter heute?
16	When is your birthday?	Wann hast du Geburtstag?
17	What color is that / your favorite color?	Welche Farbe ist . . . / Was ist deine Lieblingsfarbe?
18	How do you spell ... your name / family name/ city / name of the school....?	Wie schreibt man deinen Vornamen/Nachnamen/Stadt /Schule? / Buchstabier ....., bitte.
19	What is your mother's/father's/sister's/brother's/friend's/ teacher's name?	Wie heißt dein(e) Mutter/Vater/Schwester/Bruder/Schule, usw
20	What is your mother/father/sister/brother/friend like? Describe him/her.(Answer can include age or description).	Wie ist dein(e) Mutter/Vater/Schwester/Bruder? Beschreib ihn/sie.

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### Japanese

お元気ですか。お名前は何ですか。

1	How old are you?	何才ですか。
2	What do you look like? (Describe yourself. How tall are you?)	どんな人ですか。
3	Where are you from?	どこから来ましたか。
4	Where do you live? What type of house do you live in?	どこに住んでいますか。 どんな家に住んでいますか。
5	What's your phone number?	電話番号は何ですか。
6	What is your email address?	イーメールは何ですか。教えてください。
7	What day is today?	今日は何曜日ですか。今日は何日ですか。
8	What is the date?	今日、何月、何日、何曜日ですか。
9	What time is it? ...in ____?	今、何時ですか。
10	What month is this? In which month does the school year begin/end? Is ____ holiday?	何月に学校が始まりますか。 <b>(Holiday Choice)</b> /休みはいつですか。
11	What do you like to do?	何をするのが好きですか。
12	What is your favorite sport? What sport do you prefer?	(一番)好きなスポーツは何ですか。 どんなスポーツが好きですか。
13	How many students are in your classroom / class / school?	クラスに何人いますか。
14	What is your favorite subject? What subject do you prefer?	(一番)好きなクラスは何ですか。 どんなクラスが好きですか。
15	What's the weather today?	今日の天気はどうですか。
16	When is your birthday?	お誕生日はいつですか。
17	What color is that (point to X)? What is your favorite color?	それは何色ですか。 (一番)好きな色は何ですか。
18	Spell your first/last name/town/school name, etc.	名前と住所を教えてください。
19	What is your mother's/father's/sister's/teacher's/friend's, etc. name?	母・父・姉・学校・etc. の名前は何ですか。
20	What is your mother/father/sister/brother/ Friend like, etc? Describe them. (Answer can include age or description).	家族・友達・etc. はどんな人ですか。

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### Spanish

Buenos dias! ¿Cómo estás? ¿Cómo te llamas?

1	How old are you?	¿Cuántos años tienes?
2	What do you look like? (Describe yourself, how tall are you, etc.)	¿Cómo eres? Descríbete.
3	Where are you from?	¿De dónde eres?
4	Where do you live? In what type of house?	¿Dónde vives? ¿En qué tipo de casa vives?
5	What's your phone number?	¿Cuál es tu número de teléfono?
6	What is your email address?	Cuál es tu dirección de correo electrónico? ( <i>formal</i> ) ¿Cuál es tu e-mail? ( <i>informal</i> )
7	What day is today?	¿Qué día (de la semana) es hoy?
8	What is the date?	¿Cuál es la fecha?
9	What time is it?	¿Qué hora es?
10	What is your favorite sport? What sport do you prefer?	¿Cuál es tu deporte favorito? ¿Qué deporte prefieres?
11	What month is this? In which month does the school year begin/end? Is _____ holiday?	¿En qué mes empieza el año escolar? ¿En qué mes termina el año escolar? ¿Cuándo es La Navidad?, etc.
12	What do you like to do?	¿Qué te gusta hacer?
13	How many students are in your class?	¿Cuántos alumnos hay en la clase?
14	What is your favorite subject? What subject do you prefer?	¿Qué clase es tu favorita? ¿Qué clase prefieres?
15	What's the weather today?	¿Qué tiempo hace?
16	When is your birthday?	¿Cuándo es tu cumpleaños?
17	What color is that (point to X)? What is your favorite color?	¿Qué color es ..... ? ¿Cuál es tu color favorito?
18	Spell your first/last name/town name, etc.	¿Cómo se escribe <i>tu nombre/tu apellido/ ...ciudad/escuela, etc.?</i>
19	What is your mother's/father's/sister's/friend's/teacher's (etc.) name?	¿Cómo se llama <i>tu madre/tu padre/tu hermana/tu amigo, etc.?</i>
20	What is your mother/father/sister/brother/ Friend like, etc? Describe them. (Answer can include age or description).	¿Cómo es <i>tu madre/tu padre/tu hermana/tu hermano/tu amigo, etc.?</i> Descríbelo/la, etc.

Name: \_\_\_\_\_

**Kansas Benchmark Assessment - Interpersonal Novice Low Rubric**

	<b>Student Exceeds Expectations</b>	<b>Student Meets Expectations</b>	<b>Student Does Not Meet Expectations</b>
<b>Do we understand you? (Comprehensibility)</b>	3 I am understood without difficulty.	2 I am understood.	1 I am not clearly understood.
<b>Fluency</b>	3 I use natural phrases with few pauses. I use mostly complete sentences.	2 I may have some hesitations or unnatural pauses. I use some complete sentences.	1 - I have frequent hesitations and unnatural pauses. I use one word at a time and very few complete sentences.
<b>How well do you use the target language? (Language Control)</b>	3 I am correct when producing simple sentences.	2 I am mostly correct with memorized language chunks.	1 I am correct only at the word level.
<b>Vocabulary Use</b>	3 My vocabulary is rich and appropriate.	2 My vocabulary reveals basic information.	1 My vocabulary is limited and/or repetitive.
<b>Target Language</b>	3 I do not switch to English.	2 I switch to English 1-2 times, but I correct myself.	1 I switch to English and do not correct myself.

Adapted from the New Jersey CAPS project, <http://flenj.org/CAPS/rubrics.shtml>.

Name: \_\_\_\_\_

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<b>How well do you use the target language? (Language Control)</b>	3 I am correct when producing simple sentences.	2 I am mostly correct with memorized language chunks.	1 I am correct only at the word level.
<b>Vocabulary Use</b>	3 My vocabulary is rich and appropriate.	2 My vocabulary reveals basic information.	1 My vocabulary is limited and/or repetitive.
<b>Target Language</b>	3 I do not switch to English.	2 I switch to English 1-2 times, but I correct myself.	1 I switch to English and do not correct myself.

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## **INTERVIEW LOGISTICS:**

1. Strips of paper, each containing one of the 20 questions written in the target language, are given to a pair. Each student randomly draws five strips. This determines which questions to ask their partner in an interview.
2. Students are paired. Each pair needs an electronic recording device.
3. Each interview is recorded individually. It starts with a greeting and sharing of names and ends with a 'thank you' and or 'good-bye'.
4. One student asks five questions of their partner, making sure that both questions and answers are recorded. Each student has no more than 3 minutes to answer 5 questions.

**Note:** Prep the students to repeat the question slower after 7 seconds of pause time (i.e. the student isn't answering) After an additional 7 seconds, move on to the next question.

5. Switch roles, or switch to another student who asks new questions, makes a new recording.
6. Both roles, interviewer and interviewee use only the target language.

## **Technical notes**

- Students may need to do a 10-second test recording to make sure equipment is functioning and volume is set correctly.
- Students save recordings on their student drive.
- Possible recording devices include laptop using Audacity, camera, phone, MP3 player, etc.. After recording, export to save as an MP3 file.

## **CONSIDERATIONS:**

- Students make three recordings. Select best recording to submit.
- Do this once a quarter as a formative assessment.
- Students compile the list of questions starting from beginning of year. Add a question or two from each unit to the list and practice them routinely as warm-ups.
- Sign up for computer lab toward end of each quarter in addition to summative assessment at the end of year.
- Train students to assess their recordings based on the rubric.
- Students save recordings on student drive. At end of year, they'll have all examples to review.
- Volunteers are invited to 'donate' recording to teacher for examples to be used the following year for rubric scoring practice.

## **REPORT**

The validity of this assessment will be determined using this reporting tool. Please complete the survey annually. <http://tinyurl.com/KSvalidity-NLInterp>. Data collection is ongoing.

**Thanks** to several district's world language teachers for piloting this process and providing feedback: Auburn-Washburn USD 437 in 2012, Colby USD 315 in 2013, and Olathe USD 233 in 2014.

## **QUESTIONS?**

For training or questions about using this test, contact Phyllis Farrar, KSDE World Languages Education Program Consultant. [pfarrar@ksde.org](mailto:pfarrar@ksde.org) or 785-296-1891

## Rubric “Rules of Interpretation”

To meet or exceed expectations:

- Student must respond to ‘hello’s and good-byes’ in an appropriate way.
- Must be able to answer 4 out of 5 questions
- “I don’t know” said in the target language does not count as an answer to a question.

### Comprehensibility

Novice learners rely on memorized phrases. Pronunciation, accent, and intonation may not be accurate.

**Meets:** One is understood most of the time by those accustomed to interacting with non-natives, although repetition or rephrasing may be required

**Exceeds:** One is generally understood by those accustomed to interacting with non-natives.

### Fluency

Responses show familiarity with the questions, i.e. with usable chunks of target language, although quite limited at this level.

**Meets:** The student recognizes which question was asked. Uses memorized phrases to answer, with occasional long pauses.

**Exceeds:** Uses memorized phrases and might combine phrases; with few and brief pauses.

### Language Control

This refers to grammatical and syntactical accuracy.

**Meets:** The student is accurate in using memorized phrases and simple sentences. A few errors occur that do not interfere with meaning.

**Exceeds:** Simple (and possibly compound) sentences are constructed accurately using memorized phrases. Accuracy decreases when trying to create or express more unique personal information.

**Does Not Meet:** answers are words, not sentences; answers in lists.

### Vocabulary

The vocabulary familiar to novice level learners may not be adequate to answer all questions accurately and in great detail. However, the degree to which the learner has ‘internalized’ appropriate vocabulary should be evident.

**Meets:** Numbers, colors, high frequency verbs, nouns, adjectives are required to provide reasonable answers.

**Exceeds:** Shows some variety and/or personalization of memorized basic vocabulary, such as the use of ‘step-sister’ in place of ‘sister’ and ‘chartreuse’ or ‘blue-green’ instead of the colors blue or green.

**Does Not Meet:** relies on repeating common word in various answers; uses ‘foreign pronunciation’ of English words; misuses cognates

### Target Language Use

Student has developed control in using the target language versus using English and shows that they can do so even under stress.

**Meets:** Switches to English, but self corrects by using the target language to answer.

**Exceeds:** No English used during the interview, except for proper nouns should not be translated, i.e. name of school.

**Does Not Meet:** Uses English more than twice and/or does not self-correct.